



FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

2026-2027

LEARNING TREE PRESCHOOL & LICENSED CHILDCARE FAMILY HANDBOOK

TRI-CITIES FAMILY YMCA | 1 Y DRIVE GRAND HAVEN MI
616 842 7051 | www.tcfymca.org



LEARNING TREE PRESCHOOL

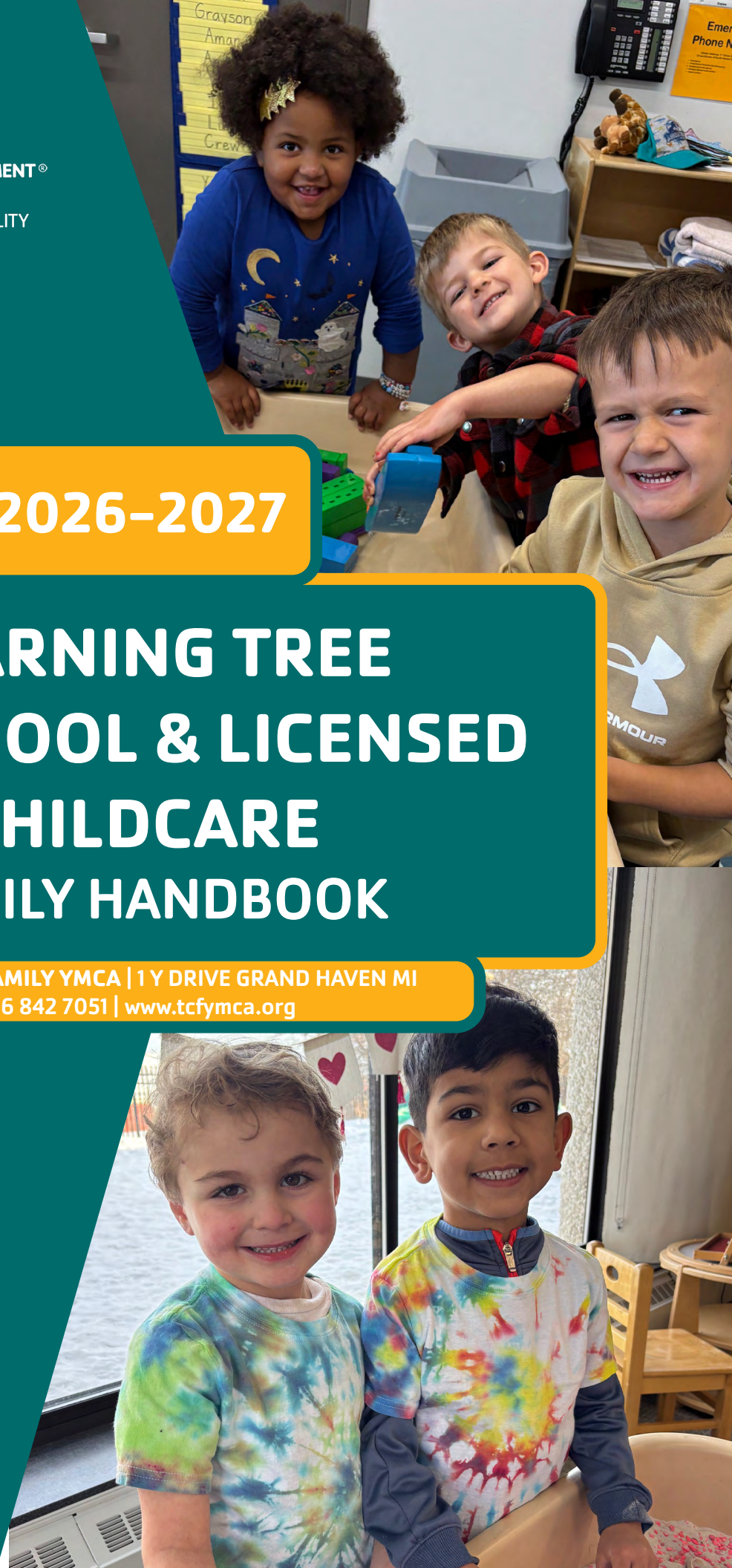


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LEARNING TREE PRESCHOOL

2026–2027 Calendar

Subscribe to our Google calendar:

[Y Location Google Calendar](#)

BACK-TO-SCHOOL DATES

September 14 First Week of School

SPECIAL EVENTS

September 8–10	Back-to-School Open Houses
October 6–7	Walk-A-Thon
October 15	Fall Family Fun Night
October 27–28	Picture Days
October 26, 29–30	Halloween Parties
November 3–5	Parent/Teacher Conferences
December 14–18	Holiday Parties
March 9–12	Parent/Teacher Conferences
March 15–19	Dad Days
May 3–7	Mother's Day Teas
May 10–14	Teacher Appreciation Week

NO SCHOOL

November 2	Staff Prof. Development
November 25–27	Thanksgiving Recess
Dec. 21–Jan. 1	Winter Recess
January 18	MLK Holiday
February 19–22	Mid-Winter Recess
March 22	No School
Apr. 2–8	Spring Recess

LAST DAYS AND GRADUATION

May 27–28 Last Days and Graduation

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PRESCHOOL FOR 3 YEAR OLD CHILDREN



LEARNING TREE PRESCHOOL



Reinforce what you know

PAYMENT INFORMATION

LEARNING TREE PRESCHOOL PAYMENT SCHEDULE

All payments are due on the 1st of the month, September – May. A \$25.00, non-refundable late fee will be added to any tuition that goes past 14 calendar days late. Students enrolled in the PreK for ALL/Great Start Readiness Program (GSRP) are exempt from tuition. For tuition students, you may schedule automatic payment deduction by filling out the Automatic Deduction Form that is in your Enrollment Packet.

Please return completed forms to Kelly Haracourt at kelly.haracourt@tcfymca.org.

LICENSED CHILDCARE PAYMENT SCHEDULE

All payments are due on the Monday of the week care is provided. A \$25.00, non-refundable late fee will be added to weekly fees that are not paid in full on the Monday of the week care is provided. Participants (nonmembers) are required to pay a \$40 registration fee.

LICENSED CHILDCARE CANCELLATIONS

A \$15 cancellation fee will be applied to all charges with a 24 hour cancellation notice. Participants will be refunded payment, less \$15. Payments for cancellations with less than a 24 hour notice will be forfeited.

INVOICE/RECEIPT REQUESTS

Your Enrollment Packet will include an **AUTOMATIC PAYMENT AUTHORIZATION** form for monthly payments. If you choose to enroll in automatic payments, you will receive receipts automatically.

If you choose to NOT enroll in automatic payments, written requests for invoices/receipts must be submitted no later than September 14, 2026. Please send requests to Kelly Haracourt at kelly.haracourt@tcfymca.org.

TAX STATEMENT REQUESTS

You can now access your tax statements online! Statements will be available in January for the previous year. Please follow the instructions below to access and download your tax statement:

1. Go to www.tcfymca.org.
2. Click on the drop down menu and select Your Account under Membership.
3. Log into your account.
4. Click on the My Account drop-down menu and click on View Account.
5. Click on the link next to Tax Statement to access and download your tax statement.



ENROLLMENT POLICY

All children must have their completed Child Information Card and Immunization Record on file by their first day of attendance.

To enroll your child in the **Licensed Childcare Program**, please contact Celia Hardin at celia.hardin@tcfymca.org. Children must be a minimum of 33 months of age and completely toilet trained (no pull ups or training pants allowed) by the start of care in Licensed Childcare. All children must have their completed Child Information Card and current immunization record on file by their first day of attendance.

Enrollment for tuition-based classes opens in February for the following school year.

Enrollment information for PreK for ALL and Strong Beginnings can be found at [MiECC](#)

No one is refused YMCA membership or program services due to the inability to pay. If you require financial assistance, please contact Rachael Rudd, Preschool Site Director at rachael.rudd@tcfymca.org.

ATTENDANCE POLICY

Learning Tree Preschool and Licensed Childcare strives to provide a comprehensive preschool program for children and families. Regular attendance is necessary for children and families to benefit from the services provided. In order to maintain a high quality program, we rely on regular attendance and family involvement.

- **Learning Tree Preschool:** In the event that your child should be absent from the program, your teacher and/or the Preschool Site Director must be notified on a daily basis.
- **Licensed Childcare:** In the event that your child should be absent from the program, please notify the Licensed Childcare Site Director.
- Please refer to the Cancellation Policy for further information.
- Professional staff and families will make every effort to ensure the child's consistent attendance.



WITHDRAWAL POLICY

If You Wish to Withdraw Your Child:

1. Parents should notify Learning Tree Preschool in writing two weeks in advance of withdrawing their child to help provide a smooth transition.
2. Tuition students – No credit or refunds will be issued after the second week of classes except for authorized reasons. Registration fees are non-refundable.

You May Be Asked to Withdraw Your Child from our Program for the Following Reasons:

1. Failure to pay tuition when it is due.
2. Failure to complete Health Appraisal Form and/or Child Information Card.
3. Child's immunizations are not to date (and there is no waiver on file at the center).
4. If a discipline problem becomes so severe that the class is disrupted and no acceptable solution can be agreed upon.

All children enrolled in Learning Tree Preschool, the Licensed Childcare Program, and/or the GSRP program will not be excluded or expelled because of the need for additional medical or behavioral support, assistance with toileting, or staff attitudes and/or apprehensions.

PHILOSOPHY & GOALS

The main focus of Learning Tree Preschool (LTPS) and Licensed Childcare is to provide positive and developmentally age-appropriate experiences to help young children grow. LTPS strives to create an environment where your child will be stimulated to learn in many different developmental areas including social/emotional, cognitive, and physical (language, literacy, math, science, technology and the arts).

Young children learn to the best of their ability when:

- A safe, healthy, nurturing classroom environment is provided
- Strong teacher-child relationships in combination with strong family-teacher relationships in which all are valued are developed
- Many opportunities are provided for discovery and learning through play experiences
- Families are involved and work with professional staff to help children grow
- The activities are geared toward children's current skills and interests

Decisions are made from a child-centered focus which includes looking at the early childhood standards of quality for preschool, the curriculum, assessment information, feedback from parents and the diverse social, economic, cultural and family needs that exist within the classroom.

Learning Tree Preschool and Licensed Childcare do not discriminate on the basis of race, color, religion, gender, national origin, age, height, weight, marital status, handicap, disability, or limited English proficiency in any of its programs or activities.



CURRICULUM

Learning Tree Preschool and Licensed Childcare utilizes The Creative Curriculum® (Preschool) in its classrooms. This curriculum is a comprehensive, research based, and nationally recognized curriculum that emphasizes effective teaching as the primary tool in helping children achieve learning outcomes. This supportive curriculum offers developmentally appropriate programs that support active learning and promote children's progress in all developmental areas.

The philosophy of the curriculum is that young children learn best by doing. The Creative Curriculum® is built on theories of development in early childhood, that all children learn through active exploration of their environment and therefore the environment plays a critical role in learning. The goal of the curriculum is to help children become independent, self-confident, inquisitive, and enthusiastic learners by actively exploring their environment.

The curriculum identifies objectives and goals in all areas of development: Social/Emotional, Cognitive, and Physical (Language, Literacy, Math, Science, Technology and the Arts). The planned activities for the children, the organization of the environment, the selection of toys and materials, the daily schedule, and daily interactions with the children, are all designed to accomplish the goals and objectives of the curriculum and give your child a successful early learning experience. Through assessment of the objectives and goals for each individual child, our teachers are able to utilize and implement a wide range of teaching strategies- from child-initiated learning to teacher-directed approaches- to best respond to each child's learning style, strengths, and interests.

The teaching staff supports the curriculum by carefully designing the environment using eleven different interest areas or centers:

- Blocks
- Dramatic Play
- Table Toys & Games (Manipulative)
- Art
- Library
- Science & Discovery
- Sand and Water
- Music & Movement
- Cooking
- Technology
- Outdoors

The richer the environments, the more concrete opportunities there are for children to learn by interacting with materials and people. The teacher's role is to create an environment that invites children to observe, to be active, to make choices, and to experiment. Additionally, writing and math opportunities are incorporated into each interest area.



ASSESSMENT

Learning Tree Preschool promotes authentic assessment in the natural learning environment of the child. Assessment measures need to be developmentally appropriate and educationally significant. Authentic assessments rely primarily on teacher-child interactions, teacher observations, work sampling, and portfolios. The evidence gathered is used to understand and improve student learning and outcomes. Additionally, multiple sources of evidence are gathered over time to develop a holistic picture of each individual child. There are a variety of assessment tools that we utilize.

Smart Teach/Teaching Strategies GOLD®, is an authentic and continual assessment tool for observing, assessing and identifying children's strengths, needs and interests. This tool follows widely held learning expectations and objectives in social-emotional, physical, and cognitive domains for toddlers and preschoolers. Smart Teach/Teaching Strategies GOLD® compliments the Creative Curriculum and allows teachers to embed assessment into everyday instruction based on the specific learning objectives for the child. By using this tool daily alongside instruction play, and during daily routines, teachers are able to:

- Observe and document children's learning over time
- Support and guide classroom planning and instruction for all children
- Develop specific learning goals for children based on observed strengths and needs
- Provide evidence based feedback to families regarding their child's learning and development

Classroom observations and notes are entered into the tool and assessed three times per year (Fall, Winter & Year End). Specific data driven information from the tool is then shared with families at conferences (Fall and Spring) and upon request. Data collected is analyzed and interpreted throughout the year, as well as after each assessment period to determine how to best meet the needs of the children and develop goals. This information is then used during lesson planning to best meet the needs of the children.

The Ages and Stages Questionnaire-3® and the Ages and Stages Questionnaire SE-2® is a developmental screening tool used in cooperation with families and will be completed once in the fall. Information gathered from these screenings will be shared and evaluated with the family during conferences. When necessary, professional staff will work with families and local agencies in seeking additional support and resources for children and families.

The Preschool Early Literacy Indicator (PELI) will be used with Pre-K students at the beginning, middle, and end of the year. PELI is a storybook-embedded assessment of essential pre-literacy and oral language skills needed for kindergarten. The assessment is designed to identify children who are experiencing difficulties acquiring these skills with intent to provide the instructional support needed to improve future reading outcomes. The assessment is designed for preschool and pre-kindergarten students (ages 3-5). PELI measures alphabet knowledge, vocabulary and oral language, phonemic awareness, and listening comprehension.

We will keep a portfolio of each child's work samples and achievements to share during family conferences. Conferences are a special time to celebrate your child and discuss their growth, strengths, and achievements. This is also a time for teachers and families to work together to share with one another and identify additional supports that may be needed for individual children in order to promote success.



LICENSING

The Tri-Cities Family YMCA Learning Tree Preschool and Licensed Childcare is licensed through the state of Michigan's Lifelong Education, Advancement, and Potential (MiLEAP). Licensed centers are required to follow the "Licensing Rules for Childcare Centers". Learning Tree Preschool does not keep a licensing notebook, but internet is available on-site. Reports from at least the last three years are available at www.michigan.gov/michildcare.

Childcare center licenses are granted for two years and require a full licensing inspection to renew. The licensing consultant assigned to the childcare center may conduct unannounced visits to the center to ensure all licensing rules are being followed. In addition, the licensing consultant must approve any changes such as new classrooms or transportation and investigate any incidents reported by staff, parents, children or local authorities. Learning Tree Preschool is also inspected by and must meet regulations set in place by the Department of Environmental Health and Fire Safety.

PreK for ALL/GSRP & Strong Beginnings

PreK for ALL/GSRP is funded by the Michigan Department of Education and is overseen by the Ottawa Area Intermediate School District. Learning Tree Preschool is proud to provide PreK for ALL/GSRP to children **four years of age on September 1st or by December 1st at the start of the school year.**

Strong Beginnings is funded by the Michigan Department of Education and is overseen by the Ottawa Area Intermediate School District. Learning Tree Preschool is proud to provide Strong Beginnings to children **three years of age on September 1st.**

Young children learn to the best of their ability when:

- A safe, healthy, nurturing classroom environment is provided;
- Strong teacher-child relationships in combination with strong family-teacher relationships in which all are valued are developed;
- Many opportunities are provided for play and learning through play experiences;
- Families are involved and work with professional staff to help children grow;
- The activities are geared toward children's current skills and interests;
- Decisions are made from a child-centered focus which includes looking at the early childhood standards of quality preschool, the curriculum, assessment information, feedback from parents and the diverse social, economic, cultural and family needs that exist within the classroom.



PreK for ALL/GSRP & Strong Beginnings

PreK for ALL/GSRP Enrollment: Learning Tree Preschool admits children without regard to race, color, nationality, or religious background. Age requirements and prioritization factors are considered during the enrollment process. All interested applicants must be a resident of Michigan in order to be considered for participation in PreK for ALL/GSRP at Learning Tree Preschool/WMAAA. Children must be four years of age on September 1st or before December 1st at the start of the school year.

PreK for ALL/GSRP and Strong Beginnings Family Partnerships: Children who are successful in school have many healthy interconnections between family, school, and community. Parent involvement in the learning process strengthens learning at home and is directly linked back to positive child outcomes at school. Throughout the school year, both formal and informal communication and interaction between home and school will occur.

Examples of formal communication between home and school include:

- One home visit per school year for PreK for ALL students. Two home visits per school year for Strong Beginnings students. Teachers will visit the family and student in their home.
- Two parent teacher conferences per school year, fall and spring, to discuss the student's progress and learning goals.
- One classroom or family event.

Informal communication can also strengthen the connections between home and school. Examples of informal communication that will occur throughout the school year include:

- Conversations during drop-off and pick-up times
- Notes
- Telephone conversations
- Electronic communications
- Weekly newsletters

Parents will also be provided with opportunities and information to be involved in the School Readiness Advisory Committee. PreK for ALL/GSRP provides a variety of opportunities for parents to become involved in the program and regularly seeks input from parents. Parents, however, are not required to volunteer in the classroom or participate in group meetings as a condition of enrollment.

PreK for ALL/GSRP and Strong Beginnings Parent Notice of Program Measurement: Learning Tree Preschool is required to work with MiLEAP to measure the effect of the state-wide PreK for ALL/GSRP program. Information is sometimes collected about PreK for ALL/GSRP staff, enrolled children, and their families. Program staff or a representative from MiLEAP might:

- Ask parents questions about their child and family.
- Observe children in the classroom.
- Measure what children know about letters, words, and numbers, etc.
- Ask teachers how children are learning and growing.

Information from you and about your child will not be shared with others in any way that you or your child could be identified. It is protected by law. Questions? Contact: mileap@michigan.gov or the Office of MiLEAP, 105 W. Allegan, Lansing, Michigan 48933.



PRESCHOOL DAILY SCHEDULE

Below is a **SAMPLE SCHEDULE** of a typical day in your child's preschool classroom. Schedule will vary depending on the age of the children, teacher and child preferences and class time duration. Specific classroom schedules are displayed in classrooms for both children and adults to see.

- **Arrival/Greeting Time:** Children enter the classroom at their own pace. Parents/guardians are encouraged to stay until children are ready for them to leave. Children have choices about whether to spend time with books or interact with adults and one another. Once all children have arrived, adults share the daily announcements.
- **Large-Group Time/Music and Movement:** All adults and children participate in activities planned around children's interests, developmental levels, music and movement, cooperative play and projects, and events meaningful to children.
- **Small Group Time:** An adult-initiated learning experience based on children's interests and development where children explore, play, work with materials, and talk about what they are doing. Individual children explore and use the same set of materials in their own way.
- **Planning Time:** Through small group experiences, children indicate their plans to adults in a place where intimate conversations can occur and where people and materials are visible. Adults use a range of strategies to support children's planning (e.g., props, area signs, tape recorders, song) planning individually, in pairs, and in small groups.
- **Work Time:** Children always initiate activities and carry out their intentions. Children make many choices about where and how to use materials. During Work Time, adults participate as partners in child-initiated play and encourage children's problem solving both with materials and during times of social conflict. **Full Day classrooms will have a morning and an afternoon work time.**
- **Clean-up Time:** Children and adults clean up together, keeping the spirit of play and problem solving alive. Children make many choices during clean up time. Adults accept children's level of involvement and skill while supporting their learning.
- **Recall Time:** Gathered in small group settings, children choose Work Time experiences to reflect on, talk about, and exhibit. Adults provide a variety of materials and strategies to maintain interest as they follow the children's lead and encourage children to share (e.g., individual props such as puppets, telephones, group games using a hula hoop, ball or spinner, re-enacting, drawing, showing and describing a structure or painting, etc.). Adults are unhurried in their approach and may complete Recall Time with four or five children each day.
- **Meals/Snack:** Family-Style meals support children doing things for themselves (e.g., serve themselves, pour beverages, distribute napkins, and wipe up spills). Children choose whether to eat, what to eat, and how much to eat. Adults eat and have meaningful conversations with the children. Children are encouraged to clean their own snack space including disposal of leftovers, wiping of tables, and pushing in their own chairs. **Two snacks and one meal will be provided on a daily basis to all students enrolled in Full Day PreK for ALL/GSRP. One snack will be provided on a daily basis to all students enrolled in Half Day PreK for ALL/GSRP.**
- **Quiet/Rest Time:** This time is devoted to quiet solitary play and/or rest. Children are not required to sleep, but if the child naturally falls asleep, it will not be disrupted unless requested by families. Quiet/Rest time will be individualized to meet the needs of each child. During this time, lights will be lowered, and staff will be actively monitoring children.
- **Outside Time/Dismissal:** Children have many choices about how they play in the outdoor learning environment much as they do during work time indoors. Adults supervise children for safety and also join in their outdoor play, supporting children's initiatives and problem solving. **Full Day PreK for ALL students will have outside time in the morning and afternoon each day.**



PRESCHOOL ATTIRE & PERSONAL BELONGINGS

APPROPRIATE ATTIRE

Preschool is a busy place and we want your child to feel free to explore and create. Our activities may involve materials that can stain or soil clothing. **Please send a change of clothes (including underwear and socks) to school with your child's name clearly marked on them.** Please place these items in a re-sealable plastic bag. It is important to have your child comfortable and ready for learning and to have extra clothing when needed.

As part of the Learning Tree program, your child will have opportunities each day for age appropriate gym activities and outdoor time. Please understand that your child will be running, jumping, crawling through tunnels and doing other fun things that make it important to wear **comfortable clothing and soft non-marking soled shoes.**

We do go outside for activities, so please dress for the weather, even in the winter. Studies have indicated that children who are taken outdoors, even during cold weather for short periods of time, have fewer incidences of respiratory illnesses. Infectious disease organisms are less concentrated in outdoor air than indoor air. Additionally, exposing the skin to sunlight promotes the production of vitamin D that growing children require. When outdoors, children breathe fresh air, develop their muscles (both gross and fine motor muscles), learn and practice increasingly difficult skills, share and cooperate with other children, and get hands-on experiences with some basic scientific principles. It is recommended that your child:

- Wears child-safe sunscreen all year round, even in winter. Please apply prior to arriving and send personal sunscreen with your child during warmer months.
- Dresses appropriately for activities: long-sleeved and long-legged items protect from sunburn; full jacket, snowsuit, mittens, scarf, hat, boots for snow play; etc...
- **All clothing (boots, hats, mittens, coats, etc.) should be clearly marked with his/her name on them.**

Children will not be permitted to go outside when the "Feels Like" temperature is under 10 °F or above 100 °F. The "Feels Like" temperature takes into consideration the wind chill or heat index and is a better measure of the weather conditions for outdoor play.

PERSONAL BELONGINGS

It is in the child's best interest to leave personal belongings at home. We cannot be held responsible for any personal belongings should they be lost or broken at the Learning Tree. Children in our toddler classrooms (Twos and Two/Threes Combo Classrooms) may bring a personal item of comfort with them to preschool (blanket, stuffed animal, etc.). Pacifiers in the classroom are discouraged as these items can increase the spread of germs between children.

QUIET/REST TIME ITEMS

Children may bring clearly labeled quiet/rest time items. Examples of appropriate items include: pillows, blankets, and a stuffed animal or comfort item. Please send items in a bag or backpack each week as these items will go home with your child every Thursday to be laundered and returned to school the following week.



CULTURAL COMPETENCY

Learning Tree Preschool and Licensed Childcare is committed to respecting each child and family's culture and diverse needs. We recognize that culture influences every aspect of a child's development and is reflected in each family's childrearing beliefs and practices. It is important to support and preserve the child's home language, faith/beliefs, and cultural traditions in the classroom.

Some of the ways the program can carry out this philosophy depending on the families' individual needs are:

- Families are treated with respect and sensitivity.
- Families' financial limitations are respected when planning for activities.
- Information is learned about families' culture, faith/beliefs, and cultural traditions at enrollment.
- Families are encouraged to be actively involved in what their children are doing in our program through volunteering and our "open-door" policy.
- Families' communication preferences are honored (i.e. verbal, written, phone, email, etc.).
- Translation services can be utilized when necessary or requested.
- Community resources and services will be identified and provided for families based on their unique cultural background, ethnicities, and economic status.
- English Language Learner families are encouraged and assisted in becoming knowledgeable about the cognitive value for children knowing more than one language, and are provided with strategies to support, maintain, and preserve home-languages.



FAMILY PARTNERSHIPS

Children who are successful in school have many healthy interconnections between family, school, and community. Parent involvement in the learning process strengthens learning at home and is directly linked back to positive child outcomes at school. Throughout the school year, both formal and informal communication and interaction between home and school will occur. Examples of formal communication between home and school include:

- Two parent teacher conferences per school year, fall and spring, to discuss the student's progress and learning goals.
- Two home connection visits per school year and two parent teacher conferences per school year to discuss the student's progress and learning goals.

Informal communication can also strengthen the connections between home and school. Examples of informal communication that will occur throughout the school year include:

- Conversations during drop-off and pick-up times
- Notes
- Telephone conversations
- Electronic communications
- Weekly newsletters

Parents and caregivers are always welcome to visit the classroom at any time with or without notice. All visitors must follow and respect the visitor policy and provide any additional documentation required prior to volunteering in or visiting the classroom. If you are visiting the classroom after the scheduled start time, you will need to first sign the visitor/attendance log located in the classroom. **All visitors are required to sign-in and sign-out on the visitors log.**

We encourage you to get involved with your child's preschool experience. Research has shown that parental involvement is a key factor in determining a child's success at school. Primarily, children need to feel that their parents take an interest in their activities and efforts.



COURT ORDERS & CUSTODY

State law maintains that both parents have access to their child unless there are legal documents which define the restrictions. In situations involving child custody disputes or restraining orders, a copy of the court order **MUST** be in the child's file. We cannot prohibit contact with either parent **without a current court order**.

The enrolling parent or legal guardian will be asked to prove that his or her instructions on releasing the child from the program are in accordance with the law and not in violation of the other parent's or legal guardian's rights. Learning Tree Preschool will ask for a copy of custody arrangements to be part of the child's file. If either parent is prohibited from picking up the child, prohibited from volunteering in the classroom or being on school property, a court order is required to be part of the child's file.

The Learning Tree Preschool and Licensed Childcare will abide by all legally served court orders. We will communicate to the parent or legal guardian who enrolled the child when a court order has been served to us. We depend on parents to keep us informed on the issues of custody. Communication between the custodial parent(s) and the preschool director is vital.

CONFIDENTIALITY POLICY

All Learning Tree and Licensed Childcare professional staff will respect families', children's and colleague's privacy. All information and documentation necessary for enrollment will only be shared with the lead teacher, associate teacher, and preschool director. For GSRP classrooms, student files will be reviewed by the OAISD Early Childhood Specialist. All student files and documentation is stored outside the classroom in a locked location. All child/family information and records, private conversations with families, and classroom observational notes are considered confidential and will not be shared with any outside parties.



ARRIVAL & DISMISSAL

If you arrive early, please plan to wait in the hallway until our doors open 5 minutes prior to your class start time. This policy allows our instructors undistributed time to prepare the room as well as allows friends to come in together. It is helpful to establish a “drop off” plan to make your child feel more comfortable about your departure. Some suggestions include; parent says goodbye after child hangs up backpack or maybe one last special kiss/hug, and/or direct child to an interest area. Drop-off time should normally be a few minutes, but not to exceed 5 minutes.

For safety precautions, fifteen minutes after the scheduled start of class, all classroom doors will be locked and closed. If you are arriving late or visiting the classroom after the scheduled start time, please visit the Early Childhood Office for admittance. After notifying the Director of your arrival, you will then be allowed admittance into the classroom. **All visitors are required to sign-in and sign-out on the visitors log.**

It is important to pick your child up on time. We understand that an occasional emergency may occur. If possible, please notify the Learning Tree Preschool Site Director at 842-7051 ext. 242. Please note, if you are running late, and are unable to reach anyone at the YMCA to inform us, your child is kept calm and safe in the preschool classroom with his/her teachers. We will wait 15 minutes in the classroom, and then move the child to our Licensed Childcare program (all fees apply) while phone calls are made to the parents and/or emergency contacts. **ONLY INDIVIDUALS LISTED ON CHILD INFORMATION RECORD ARE ALLOWED TO PICK-UP, WITH AN ID.**

The back door of the YMCA is a staff/accessible entrance ONLY. Families may not use handicap parking spaces to quickly park, enter, and drop off their child. Preschool families are requested to park in the front lot of the YMCA and use the main entrance to bring their children to school. Thank you for your understanding and cooperation.

When dropping off or pickup your child for **Licensed Childcare**, please sign your child in or out and note the time.

It is important to pick your child up on time. We understand that an occasional emergency may occur. If possible, please notify the Tri-Cities Family YMCA Licensed Childcare staff at 842-7051 ext. 242 or 265. If you are running late, and are unable to reach anyone at the YMCA, your child is kept calm and safe in the classroom with his/her teachers. Pick-ups after 6:00pm will be charged \$5 for the first 15 minutes and then \$1/minute thereafter. When arriving to pick up your child, please check in with the Welcome Center to verify the programs location. The Welcome Center will be updated as to when the program will not be in the classroom.

Harbor Transit – The Tri-Cities Family YMCA Licensed Childcare program is Harbor Transit friendly! Families utilizing this service will need to secure transportation for their child directly through Harbor Transit. Please note on your child’s weekly or monthly schedule the days and times they will use Harbor Transit. Please be specific and list drop-off and pick-up times by Harbor Transit.

Snow Day Policy – The Tri-Cities Family YMCA Licensed Childcare will remain OPEN for care on snow days. If your child will NOT attend due to a snow day, please notify Celia Hardin at 616.842.7051 ext. 265 or at celia.hardin@tcfymca.org. If you know you will always need care on snow days, even if not previously scheduled, you may contact Celia Hardin to be added to the Snow Day List.



HEALTH CARE POLICY

Emergency Telephone Numbers

EMERGENCY.....	911
Grand Haven Police Non-Emergency	1-800-249-0911
Poison Control.....	1-800-222-1222
Michigan Mental Health Hotline.....	866.903.3783

Emergency Procedure

If while at school, a student encounters an illness, injury, or emergency that requires immediate medical attention, the staff will follow the following procedures:

1. A call will immediately be made to 911 if the injury or illness is an emergency situation.
2. The parent, or emergency contact as listed in the child's records, will be contacted. If parent or contact is unavailable, and hospitalization is necessary, one staff member (lead teacher or director) will accompany child to the hospital and take the child's file and documents with them. Staff will remain with the child until the parent or emergency contact arrives.
3. During any field trips, all student information records will be brought by staff. If an emergency occurs, the instructions noted above will be followed. First aid kits are also brought on all field trips.

First Aid Equipment

1. First aid supplies are inventoried and restocked on a regular basis. First aid boxes are located in all preschool classrooms. First aid is administered by any staff trained in First Aid/CPR. **Contents of First Aid Kit:** Gauze bandages, scissors, band-aids, triangular bandages, cotton, thermometer, rubber gloves (next to box), instant ice packs, and tweezers.

Infection Control Plan

1. Hand-washing procedure for staff and children will be posted at the center at all sinks.
2. Staff will use commercial disinfectant or prepare 1/4 cup bleach to one gallon of water solution or 1 tbs. of bleach to 1 quart of water. The mixed disinfectant solution will be labeled, and placed out of children's reach to clean tabletops and contact surfaces.
3. Director provides janitorial staff with directions for daily and monthly cleaning. Including: daily disinfecting of toilets, toilet seats, sinks, faucets, floors, all table top surfaces, kitchen counters; all mops disinfected with approved solution and the mop is stored out of preschool. All cleaning supplies stored out of reach of children in a locked cabinet or closet.
4. Supervising lead teacher supervises all staff for daily disinfecting of table tops before and after any snacks or lunches are served.
5. All staff are trained in infectious control procedures.
6. At the end of the day all dishes and utensils are properly washed and air-dried and returned to proper cabinets.
7. Daily cleaning of all play materials will be supervised by lead teacher/Site Director.



HEALTH CARE POLICY

Plan for Managing Infectious Diseases – HEALTH AND ILLNESS

A Health Appraisal Form and Child Information Record must be on file by the student's first day of attendance. If any of the information changes throughout the year it is important for parents to contact the center to update our files.

1. **ILLNESS** – If your child is ill before preschool, please keep them home. Contact Rachael Rudd at rachael.rudd@tcfymca.org.
2. **We look for a combination of symptoms to determine infection, which can include the following:**
 - A green runny nose for more than 3–4 days.
 - A fever
 - A severe headache
 - A persistent cough lasting more than 3 to 4 days.

At the point that your child has any one of these symptoms, or a combination of them, we believe it is best to keep your child home, and or, have them checked by a pediatrician. Children are not allowed to return to school until a continuous 24-hour fever-free period without fever reducing medication.

3. If a child arrives at school exhibiting any of the symptoms listed above, the supervising lead teacher or director will ask the parent to take the child home.
4. If a staff person arrives at school exhibiting any of the symptoms listed above, the director will ask the staff member to leave work and return home.
5. If a child becomes ill at school, a parent or authorized person is contacted to pick up the child. A quiet area within the school is set up for the child until parent arrives and a staff member accompanies and supervises the child at all times until the parent arrives.
6. Any items or equipment used by the ill child or adult will not be used/reintroduced to any other individual until washed, rinsed, and sanitized.
7. **If a child, staff person, or volunteer contracts a communicable disease, the center will notify families of the following:**
 - Name of communicable disease
 - Symptoms of the disease
 - Director will notify all parents and staff in writing when any reportable communicable disease/illness has been introduced to the preschool.
8. A note from child's or staff person's physician is required in order for child or staff person to return to school or work after any reportable communicable disease/illness. Please give the note to your child's teacher or Site Director. **Children and staff persons that are unable to attend school due to general illnesses may not return until the following conditions are met:**
 - Fever free for 24-hours without fever reducing medication
 - Diarrhea free for 24-hours
 - Vomit free for 24-hours



HEALTH CARE POLICY

Caring for Children with Special Needs

Learning Tree Preschool will provide public accommodation to children with special needs in compliance with the Americans with Disabilities Act. Learning Tree Preschool is committed to meeting the needs of all children, regardless of special health care needs or disabilities (chronic health conditions such as asthma, allergies, and diabetes, emotional/behavioral issues, or developmental delay). Inclusion of children with special needs has been shown to enrich the child care experience for all staff, children, and families of enrolled children.

1. Children with special needs will be accepted into our program under the guidelines of the Americans with Disabilities Act (ADA).
2. All families will be treated with dignity and with respect for their individual needs and/or differences.
3. Learning Tree Preschool will be responsible for ensuring that confidentiality about special needs is maintained for all families and staff in the program.
4. Learning Tree Preschool will ensure that children with special needs are identified at the time of enrollment on the Student Information Sheet. Families will provide information regarding any special needs or other health care concerns at enrollment. Information is maintained in each child's student folder, shared with teaching staff and updated annually or as needed. Families will be provided with a Special Health Care Plan for Children with Special Needs Form. These forms are to be filled out by the family in collaboration with the child's health care provider and with a member of the child care program staff as necessary.
5. Children with special needs will be given the opportunity to participate in the preschool program to the fullest extent possible. To accomplish this, Learning Tree Preschool may consult with agencies/organizations as needed, provided parental permission is granted (Authorization for Release of Information form). Inclusion of program staff on IFSP and IEP case conferences is desired to ensure the child care program provides the most supportive environment possible.
6. The individual Special Health Care Plan and the Emergency Information Form for children with special care needs will be followed in all emergency situations. Learning Tree Preschool, in cooperation with families of students with special needs, is responsible for making sure the plan is updated annually for students.
7. The Special Health Care plan applies at all times while children with special needs are being served.



HEALTH CARE POLICY

Medication Policy

1. **Administration**—Learning Tree Preschool and Licensed Childcare will administer any medications ordered by the child's health care practitioner.
2. Before any medications can be administered to a child, the child's parent/guardian must complete a "Medication Permission and Instructions" form (BCAL-1243).
3. All medications administered to children at the preschool and licensed childcare, including but not limited to oral and topical medications of any kind, either prescription or non-prescription, must be provided by the child's parent.
4. All medications will be stored out of the reach of children and under proper conditions for sanitation, security and safety. This pertains to both the time when the child is in care and during the transportation of the child to and from school.
5. All medications, prescriptions or over-the-counter, must be in original containers and with the label affixed. Over the counter medications must be in the original packaging.
6. Learning Tree preschool follows the **"5 RIGHTS" OF MEDICATION ADMINISTRATION TRAINING:**
 - Right child
 - Right medicine
 - Right dose
 - Right time
 - Right route of administration
7. Should a medication error occur, ECC, the regional Poison Control Center, and the child's parents will be notified and contacted immediately. The incident will be documented in the child's record at the facility.

Grievance Policy

1. Learning Tree Preschool and Licensed Childcare strives to provide a positive nurturing environment for all. If at any time a family has a concern regarding their child, the classroom environment, or the conduct of any professional staff at Learning Tree Preschool, their concerns can be brought to the attention of their classroom teacher, Preschool Site Director, Rachael Rudd at rachael.rudd@tcfymca.org, the Director of Operations, Meredith Long at meredith.long@tcfymca.org. If families feel their concerns cannot be addressed with either of these parties, they may contact the Tri-Cities Family YMCA CEO. If needed, please call the Welcome Center to schedule an appointment: 616.842.7051. It is the goal of all professional staff at Learning Tree Preschool to work together with families to arrive at a suitable resolution for all parties.
2. If you feel that Learning Tree Preschool or Licensed Childcare are in violation of a licensing regulation, reports may be made to MiLEAP.



HEALTH CARE POLICY

Child Abuse Policies

Mandated Reporting- All Learning Tree Preschool staff are Mandated Reporters and we are required by law (Child Protection Law ACT 238 1975) to report suspicions of abuse or neglect. The law requires staff to report abuse as follows:

- A teacher who has cause to suspect child abuse or neglect shall contact the Director of Operations of the Tri-Cities Family YMCA immediately. A notification to the Director of Operations does not relieve the staff member of the obligation of reporting to the department as required by this section.
- A staff person who has cause to suspect child abuse or neglect shall make immediately, by telephone or otherwise, an oral report, or cause an oral report to be made, of the suspected child abuse or neglect to the department of human services. The phone number to contact is: 855-444-3911 any time day or night.
- Within 72 hours after making the oral report, the reporting person shall file a written report as required in this act. A copy of the written report shall be maintained at the center and Child Care Licensing shall also be notified as required by law.
- If the suspected or alleged abuse involves an employee, the employee shall immediately be removed from working directly with children until a written investigation has been completed by DSS or EEC and the employee has been cleared and authorized to return.

HEALTH PROVIDERS AND RESOURCES

1. **Michigan – call 211:** Michigan 211 is a phone number families can dial to get answers to questions they might have about health issues, food stamps, doctors, diseases and treatments. It is set up and run by the United Way Foundation.
2. **State of Michigan:** www.michigan.gov This is another great resource for parents. The web site can answer everything from educational questions to childcare needs, and even health related issues.
3. **Trinity Health:** www.trinity-health.org 616-842-3600 Trinity Health Grand Haven is dedicated to the health and well-being of their patients. They can provide doctor lists and options, office hours, locations and much more.
4. **Ottawa County:** www.miottawa.org/ This is another great resource that is more specific to Ottawa County.
5. **Help Me Grow:** helpmegrowottawa.org/ Help Me Grow connects families, with young children, in Ottawa County to free local resources.
6. **Mi Early Childhood Connect:** miecc.org Mi Early Childhood Connect connects families with children, birth through age five, to local resources.



EMERGENCY SITUATION PLAN

Plan for Evacuation

1. Daily attendance recorded each day by supervising lead teacher.
2. Evacuation plans are posted in every classroom.
3. A lead teacher leads children out of the building.
4. All classes meet at top of hill near the YMCA sign by exiting the classroom through the rear exit. Children will exit the fence by using the east exit.
5. Supervising lead teacher takes attendance book and daily schedule in evacuation to verify that all students and staff are present and accounted for.
6. Supervising lead teacher and director arrange fire drills. A minimum of 1 fire drill every 3 months will be performed.

Areas of Responsibility

1. **PRESCHOOL** – The school will retain responsibility of all children on premises until they are released to a parent, guardian, or other designated person, or until they have been transported to an official evacuation center, in which case, selected staff will remain with the children until they are reunited with their families.
2. **EMPLOYEES** – All employees will remain on the premises as service workers, as designated by law. Such employees will be subjected to whatever tasks are assigned by the person or persons in charge, and may not leave the premises until the same person or persons in charge give them official permission to do so.
3. **PARENTS** – Parents should not telephone the school; they should listen to the radio for progress reports on whatever emergency is taking place. Follow official instructions relayed by officials via the radio. If parents are able to reach the school without danger to themselves or without interference with emergency workers, they should come to pick up their children. Children will be released only to parents, guardians, or other designated persons listed on the Child Information Record.

In Case of Fire, Natural Disaster, or Bomb Threat

1. Sound alarm– pull on any fire alarms. Supplement with voice shouts, whistle, or bullhorn. Execute the plan for evacuation. Secondary exit plan: Exit out of back hallway door in the YMCA. Meet at baseball field.
2. Report fire– dial 911. Say: “There is a (fire) at Learning Tree Preschool, at 1 Y Drive.

In Case of Threat of Violence or Gunfire

1. All classroom doors will remain closed and locked. The Early Childhood Director and teachers will ensure that this happens.
2. If possible, window blinds will be closed and lights will be turned off.
3. If threat of violence or gunfire becomes imminent, teachers and students will be prepared to evacuate classrooms immediately.
4. Upon evacuation, teachers will account for all children and consult with law enforcement officials.

After Evacuation:

1. When safe within the pre-designated area, account for all children and adults.
2. Person in charge reassures children of their safety.
3. First Aid is administered if needed.
4. Building is not re-entered until permission is given by fire/law officials.



WEATHER EMERGENCIES & FIRE DRILLS

1. Learning Tree Preschool will close during severe weather in conjunction with the Grand Haven Public Schools. If Grand Haven has a 2-hour delay due to fog, ice, etc. we will be closed for the AM session **ONLY**. **Any television broadcast** that states Grand Haven Public Schools are closed, indicates therein that Learning Tree Preschool is also closed. Email correspondence will also be sent.
2. Children will participate in routine fire and tornado safety drills. In the event of a fire, a map is posted in each classroom which shows the evacuation route to be taken. In the event of a tornado **WARNING**, children will be kept within the YMCA shelter area, which is located in the lower level corridor/program studio in the safety position (on knees, crouched over with hands over their head). Parents may pick up their child in the event of a tornado **WATCH**.

BITING POLICY

No parent wants to hear that their child has been bitten (or has bitten another child) while in preschool or childcare, but it does happen. The good news is that most bites are harmless and don't break the skin. First, let us assure you that biting is a natural developmental stage that many children go through. It is usually a temporary condition that is most common between thirteen and twenty-four months of age. Secondly, rest assured that the safety of the children in our programs is our primary concern. We can assure you, the parent, that we will do our best to prevent biting, and will work with families to help a biter get through this difficult stage.

The following steps will be taken if a biting incident occurs in any of our programs at the Learning Tree Preschool or Licensed Childcare:

When a child is known to bite:

1. Head off biting situations before they occur.
2. Teach non-biting responses to situations and reinforce appropriate behavior.
3. Take proper steps to progress to other acceptable behaviors with the biter.

When a Child is Bitten:

1. The bitten child will be comforted.
2. The wound of the bitten child shall be assessed and cleansed with soap and water and a cold compress applied if swelling occurs.
3. The bitten area should continue to be observed by parents and staff for signs of infection.

For Both Sets of Parents:

1. The parents of both children will be notified of the biting incident and the incident will be documented.
2. Confidentiality of all children involved will be maintained.
3. After the third incident, the Director/Teachers will hold a conference with the parents of the biting child to develop a written plan of action.



PRESCHOOL COMMUNICATIONS

It is important for you to carefully read the weekly classroom communication and the monthly calendar/newsletter that will be sent home with your child as they will include important information about any extra materials needed, special activity/party times, when to bring share and tell items, and snack/meal menus. We want every child to be able to participate in all planned activities. A school-wide electronic newsletter will be emailed each month. This newsletter will have links to classroom calendars, additional family resources, and important reminders.

Fertilizer and Pest Control Applications

Over the course of the school year, the Tri-Cities Family YMCA grounds will be treated with fertilizer and pest control applications. Prior to application, Learning Tree Preschool families will receive notification of when the application will take place. Preschoolers will not be permitted in the areas of application for the recommended amount of time.

BIRTHDAYS

Birthdays are a special time for your child. To help recognize your child's special day, you are welcome to bring in a special snack for the class.

Invitations for private parties through the school classrooms will not be allowed unless the entire classroom is invited. This eliminates hurt feelings.

Summer birthdays will be celebrated during the school year. Additional information will be available in the monthly newsletters.

FIELD TRIPS

Before any child may participate in any field trip, written permission must be obtained from the child's parent or legal guardian. Permission slips will be kept on file at the center. The permission slip will state the destination and date of the field trip.



PRESCHOOL SNACKS & MEALS

With the exception of our PreK for ALL/GSRP and Strong Beginnings classrooms, we will send home a snack bag on a rotational basis throughout the year. Children look forward to the snack bag and usually love to help fill it with their favorite healthy snack. This gives the children some responsibility and makes them feel good about bringing a snack for the class to share.

During our snack time we like to have a variety of nutritious foods. The snack bag allows the children the opportunity to try new things. Please avoid sweeter treats and save those for special occasions such as birthday celebrations or holiday parties. Water will be provided to all children during snack.

Healthy snacks will be provided for all students enrolled in the PreK for ALL and Strong Beginnings classrooms. Snacks will be selected from our list of healthy snack suggestions. All Learning Tree classrooms can reference this list for healthy options to send to school for snack.

Healthy Snack Suggestions for Preschool include:

Any bite size pieces of fruit, vegetables, dip for fruit/vegetables, graham crackers, fun shaped crackers, cheese, muffins, granola bars, pretzels, popcorn, finger jello, rice krispie treats, yogurt, pudding, trail mix, breads, etc. Please provide all necessary utensils and napkins for your snack. We will provide water with all snacks. **Please note that Learning Tree is NOT a peanut or nut free facility.** If your child cannot enjoy snacks with peanuts or nuts, please note this information on the Student Information Sheet and inform your classroom teacher, so necessary accommodations and snack plans can be made.

A healthy lunchtime meal will be provided for all students enrolled in the Full Day PreK for ALL/GSRP and Strong Beginnings classrooms. Cold and/or shelf stable lunchtime meals will be provided each day of instruction. Menus will be sent to families prior to meals being served. As with snacks, healthy and nutritious meals will be provided and planned following USDA/myplate nutrition standards.



BEHAVIOR MANAGEMENT

It is our goal in the Learning Tree Preschool and Licensed Childcare to provide an environment that encourages positive behavior, attitudes and a healthy self-image. Discipline is individualized for each child. It is directed toward teaching the child acceptable behavior and self-control. We use positive guidance techniques to redirect the child's behavior. Teachers focus on teaching social skills, appropriate interactions and natural consequences.

At no time will a child be physically harmed in any way or deprived of a snack as a form of punishment. The only time physical intervention may be necessary is to keep a child from harming themselves or others. (i.e. banging their head against the wall or thrashing out at another child).

The following steps will be taken by the teaching team:

- Guidance/discipline will be consistent, developmentally appropriate and realistic. Redirection to a new activity or more appropriate situation.
- State the behaviors the child should be using and the behaviors that are inappropriate.
- Support other children's expression of their feelings about the child's actions or words.
- Provide a quiet area, under direct adult supervision, for a short period of time, if necessary.

Staff, parents, and volunteers are prohibited from using the following as a means of guidance/discipline or punishment:

- Corporal punishment
- Shaming or ridicule
- Hazing
- Suspension/expulsion
- Exclusion/restraint

If discipline becomes a problem, a conference with parent(s)/guardian(s) and teachers will be held to resolve the situation.

Learning Tree Preschool and Licensed Childcare staff will follow these steps for conflict resolution:

- Encourage children to do things for themselves throughout the day;
- Treat conflict situations with children matter-of-factly;
- Approach children calmly and stop any hurtful actions;
- Acknowledge children's feelings;
- Involve children in identifying the problem by gathering information from children and restating the problem;
- Ask children for solutions and encourage them to choose one together; and
- Give follow-up support when children act on their decisions.



LICENSED CHILDCARE SCHEDULING

SCHEDULES

Schedules must be received on a monthly basis. Schedules received after the due date will be assessed a \$15 late fee. Please email schedule requests to Celia Hardin at celia.hardin@tcfymca.org

When scheduling your child, please include the following:

- Days care is needed
- Estimated drop-off/pick-up times
- Learning Tree Preschool schedule, if applicable:
 - Class days
 - Class times
 - Classroom name (i.e. Three-Day Threes)
- Activity schedule, if applicable. Children enrolled in the Licensed Childcare program are welcome to participate in additional youth programming at the Tri-Cities Family YMCA. Please see the Program Guide for additional youth program opportunities (i.e. gymnastics, sports, swimming). If you choose to schedule your child for additional activities, the Licensed Childcare staff will drop-off and pick-up your child from these programs. Supervision of your child during the activity will transfer to the YMCA staff facilitating the program.

CANCELLATIONS

- No refunds will be given for absence due to illness, schedule changes, or late arrivals.
- Communicated seasonal schedule changes and holiday breaks will be accommodated.
- Late schedule requests will be accommodated when staffing allows.



LICENSED CHILDCARE DAILY SCHEDULE

Below is a **SAMPLE SCHEDULE** of a typical day in your child's Licensed Childcare classroom. Schedule will vary depending on the age of the children, teacher and child preferences.

- **Arrival/Choice Time (7:00 am – 8:40 am):** Children enter the classroom at their own pace. Children have time to explore the classroom and spend time with books and the materials for the day.
- **Snack Time (8:45 am – 9:00 am):** Children choose a snack that is provided from home. Teachers also eat and have meaningful conversations with the children. Children are encouraged to clean their own snack space including disposal of leftovers and pushing in their own chairs.
- **Preschool Transition/Clean Up (9:05 – 9:10 am)** – walk students to the preschool program and clean up snack.
- **Large Group (9:15 am – 9:35 am):** All teachers and children participate in activities planned around children's interest, developmental levels, music and movement, cooperative play and projects, and events meaningful to children.
- **Interest Areas/Small Groups (9:35 am – 10:35 am):** An adult-initiated learning experience based on children's interest and development where children explore, play, work with materials, and talk about what they are doing. Individual children explore and use the same set of materials in their own way.
- **Clean Up (10:40 – 10:50 am)**
- **Outside/Gym Time (10:50 am – 11:35 am):** Children have many choices about how they play in the outdoor and gym learning environment much as they do during Choice Time. Adults supervise children for safety and also join in their play, supporting children's initiatives and problem solving.
- **Lunch (11:35 am – 12:00 pm):** Children eat their lunch that is provided from home. Teachers also eat and have meaningful conversations with the children. Children are encouraged to clean their lunch space including disposal of trash, putting away lunch boxes, and pushing in their own chairs.
- **Afternoon Preschool Transition (12:05 – 12:10 pm)**
- **Rest Time (12:10 pm – 1:25 pm):** Children are provided the opportunity to rest or nap in a quiet and calm environment. Resting allows the children to emotionally unwind and physically rest. If children choose not to sleep, they are given the opportunity to look at books and individually engage in quiet activities.
- **Snack/Recall of Day (1:30 pm – 1:45 pm):** Children choose a snack that is provided from home. The teachers encourage the children to choose experiences from the day to reflect on and talk about. Children are encouraged to clean their own snack space including disposal of leftovers and pushing in their own chairs.
- **Large Group (1:50 – 2:10 pm)**
- **Interest Areas (2:15 pm – 3:15 pm):** Children initiate activities and carry out their intentions. Children make many choices about where and how to use materials. Teachers participate in child-initiated play and encourage children's problem solving both with materials and during times of social conflict.
- **Clean Up (3:15 – 3:25 pm)**
- **Outside Time (3:30 pm – 4:15 pm):** Children have many choices about how they play in the outdoor learning environment much as they do during Choice Time. Adults supervise children for safety and also join in their outdoor play, supporting children's initiatives and problem solving.
- **Choice Time/Small Group (4:14 – 5:15 pm)**
- **Clean Up Time (5:20 – 5:30 pm)**
- **Music/Movement/Yoga/ACE Place (5:30 – 6:00 pm)**



LICENSED CHILDCARE MEALS/SNACKS

During our meal/snack time we encourage children to try a variety of nutritious foods. Meal/snack time allows the children the opportunity to try new things. Please avoid sweeter treats. Please save those for special occasions such as birthday celebrations or holiday parties.

Healthy Meal/Snack Suggestions for Tri-Cities Family YMCA Licensed Childcare include:

Any bite size pieces of fruit, vegetables, dip for fruit/vegetables, graham crackers, fun shaped crackers, cheese, muffins, granola bars, pretzels, popcorn, finger jello, rice krispie treats, yogurt, pudding, trail mix, whole-grain breads, etc. Please provide all necessary utensils and napkins for your child. We will provide water with all meals/snacks. **Please note that Tri-Cities Family YMCA Licensed Childcare is NOT a peanut or nut free facility.** If your child cannot enjoy snacks with peanuts or nuts, please note this information on the Student Information Sheet and inform your classroom teacher.

Time will be scheduled for a morning snack, lunch, and an afternoon snack each day. Please plan appropriately for your child. There is not a refrigerator for meals and snacks. Please use insulated lunch boxes and cold packs to keep items fresh. Please note, meals cannot be warmed up or heated. Tri-Cities Family YMCA Licensed Childcare will encourage children to make appropriate choices and to eat the items provided for meals and snacks. A guiding principle we follow regarding meals/snacks is as follows:

- **When:** Tri-Cities Family YMCA Licensed Childcare staff will determine snack and meal times for children and post on the daily schedule
- **Where:** Tri-Cities Family YMCA Licensed Childcare staff will determine where children will eat snacks and meals. All snacks/meals will be eaten in the classroom, unless special accommodations are made.
- **What:** Families choose what is sent for their child's snack and meal. Healthy suggestions are provided above.
- **How much:** Children decide how much they eat. Tri-Cities Family YMCA Licensed Childcare staff will encourage children to do, at minimum, at "try-it" bite.
- **If:** Children will decide IF they eat, additional snack and/or meal times will be provided outside of regular scheduled times, as the schedule allows.

LICENSED CHILDCARE WEEKLY NEWS

It is important for you to carefully read the monthly calendar/weekly newsletter that will be sent home with your child as they will include important information about any extra materials needed, special activity/party times, and when to bring share and tell items. We want every child to be able to participate in all planned activities. An electronic newsletter will also be emailed each week. This newsletter will have links to calendars, additional family resources, and important reminders.



LICENSED CHILDCARE ATTIRE/BELONGINGS

APPROPRIATE ATTIRE

Licensed Childcare is a busy place and we want your child to feel free to explore and create. Our activities may involve materials that can stain or soil clothing. We do have “paint” shirts available, but accidents do happen. It is important to send a change of clothes (including underwear and socks) to childcare with your child’s name clearly marked on them. Please place these items in a re-sealable plastic bag. It is important to have your child comfortable and ready for learning and to have extra clothing when needed.

As part of the Licensed Childcare program, your child will have opportunities each day for age appropriate gym activities and outdoor time. Please understand that your child will be running, jumping, crawling through tunnels and doing other fun things that make it important to wear comfortable clothing and soft non-marking soled shoes.

We also go outside for activities, so please dress for the weather, even in the winter. Studies have indicated that children who are taken outdoors, even during cold weather for short periods of time, have fewer incidences of respiratory illnesses. Infectious disease organisms are less concentrated in outdoor air than indoor air. Additionally, exposing the skin to sunlight promotes the production of vitamin D that growing children require. When outdoors, children breathe fresh air, develop their muscles (both gross and fine motor muscles), learn and practice increasingly difficult skills, share and cooperate with other children, and get hands-on experiences with some basic scientific principles. It is recommended that your child:

- Wear child-safe sunscreen all year round, even in winter. Please apply prior to arriving to school and send personal sunscreen during warmer months.
- Dresses appropriately for activities: long-sleeved and long-legged items protect from sunburn; full jacket, snowsuit, mittens, scarf, hat, boots for snow play; etc...
- All clothing (boots, hats, mittens, coats, etc.) should be clearly marked with his/her name on them.
- Send your child for outdoor play each day. In the winter, your child will need: hat, mittens, gloves, scarf (if desired), winter boots, winter coat, winter snow pants, and extra socks (optional, but encouraged).

Children will not be permitted to go outside when the “Feels Like” temperature is under 10 °F or above 100 °F. The “Feels Like” temperature takes into consideration the wind chill or heat index and is a better measure of the weather conditions for outdoor play.

PERSONAL BELONGINGS & REST TIME EQUIPMENT

It is in the child’s best interest to leave personal belongings at home. We cannot be held responsible for any personal belongings should they be lost or broken in Licensed Childcare. Children should bring a pillow, sheet, and a blanket for rest time. If your child is attending all week, you may keep their belongings in a labeled mesh laundry bag. These items will be sent home on Friday, to be laundered.



PRESCHOOL & CHILDCARE CHECKLIST

Listed below are documents that will need to be kept on file at the Preschool AND at Licensed Childcare:

- ☐ Birth Certificate (copy)
- ☐ Child Information Record
- ☐ Health Appraisal Form and Immunization Record
- ☐ Completed Program Participant Waiver
- ☐ Student Information & Family Questionnaire Sheet
- ☐ Plan of Supervision
- ☐ Automatic Payment Authorization – Applicable to tuition students (not PreK for ALL/GSRP or Strong Beginnings) and Licensed Childcare
- ☐ Signed Written Information Packet Documentation
- ☐ Signed Family Handbook Acknowledgment
- ☐ Medication Administration Form (if applicable)
- ☐ **PreK for ALL/GSRP and Strong Beginnings ONLY:** CACFP Eligibility Statement and Participant Enrollment Forms

