



## Wishing Well 2.0 School Age Program Family Policy Supplement

529 W. North Street, DeForest WI 53532  
Email: [wishingwell2\\_0@yahoo.com](mailto:wishingwell2_0@yahoo.com)  
(608)842-0773

Sheila M. Smozynski  
Administrator

Tracie Kayartz  
Program Director

*Mission Statement*

Guiding your child through their school age years

*Program Philosophy*

Wishing Well 2.0 School-Age Program is committed to enhancing the overall well-being of children who attend our school age program. Our program is designed to both enrich and complement your child's school experience. To that end, we strive to provide:

1. A safe, healthy, stable environment.
2. A capable, sensitive, caring, and energetic staff who understand the needs of children in a childcare environment and who take part in ongoing staff development
3. Well-organized, age-appropriate activities and games for recreation and skill acquisition, using materials in good condition.
4. Realistic situations for informally learning new skills, for learning to take appropriate responsibility for the childcare environment, and for the practice and mastery of ways to get along well with other children and adults.
5. An environment in which children's prior knowledge and natural interests provide a platform for growth and development through organized play and activities.
6. An extension of the school environment and its advantages of diversity and community.

## Contents

YoungStar.....	3
Closings due to Inclement Weather.....	3
What to Bring to Wishing Well 2.0 .....	4
Curriculum.....	4
Wisconsin Model Early Learning Standards.....	5
4K Program - GT4K.....	6
School Age Program.....	7
School-Age Curricular Framework .....	8
Nutrition Policy .....	9
Field Trips and Transportation.....	10
Appendix A.....	12

Hours of Operation  
Monday – Friday  
6:30 AM – 5:30 PM  
January – December  
Licensed Capacity: 88 Children  
Federal Tax ID # 74-3190641

HFS. 46 “Licensing Rules for Group Child Care Centers” and a parent handbook are available to each parent. They are located in the front entrance near the office. “Your Guide to Licensed Child Care”, a pamphlet provided to you at your initial visit, provides a summary of these rules.

Wishing Well Preschool and Child Care is licensed through the Department of Children and Family.

## YoungStar

\*\*\*\*\*

Wishing Well 2.0 School Age Program is a participant in the YoungStar Program. We strive to maintain high quality care in our school age program and current hold a 5 Star Rating.

As a 5 Star center, Wishing Well 2.0 has been recognized by the state of Wisconsin as exemplifying excellence in caring for school age children. By achieving a 5-star rating, Wishing Well 2.0 provides a high-quality program for children, professional development opportunities for staff, and an environment for children that is conducive to their individual growth and development that exceeds licensing requirements.

The YoungStar process includes a self-study process in which administrators, staff, and families evaluate the program in accordance with the YoungStar standards. After the self-evaluation process is complete, an onsite observation is conducted at Wishing Well 2.0 by an early childhood professional. Based on the information collected, Wishing Well was recognized as a 5-star center (the highest level achievable). We are proud to achieve this level of excellence.

For more information, please visit <https://dcf.wisconsin.gov/youngstar/program>.

## Closings due to Inclement Weather

\*\*\*\*\*

During inclement weather months, we remain open whenever possible. However, if the DeForest Area School District (DASD) posts a closing (including an early release because of severe weather), Wishing Well 2.0 will post the same closing and will follow the same closing time as the public schools. This is any inclement weather closing that is determined to be unsafe by the DASD meaning snow and wind chill warnings.

We will use the television station CBS-Channel 3 (WISC TV) for a listing of public-school closings including their website. Wishing Well 2.0 will not publicly make a separate announcement but will post the information on Brightwheel. The decision regarding Wishing Well 2.0's closing for inclement weather is at the discretion of the Administrator when the DASD is not in session.

Wishing Well 2.0 will not open late due to public school delays and will only follow school closings and early release because of inclement weather. If a late start is posted for DASD and your child does not normally attend before school, you will need to confirm care prior to your arrival at Wishing Well 2.0. If DASD closes early due to inclement weather, Wishing Well 2.0 does not pick up school age children from school. You will be responsible for picking up your children from school at the posted time.

## What to Bring to Wishing Well 2.0

\*\*\*\*\*

1. Backpack for school papers and extra clothes
2. Extra outfit just in case your child gets messy
3. A small blanket for rest-time (4K only)

On occasion, your child's teacher may provide an opportunity to bring in an item from home for Sharing Day. Wishing Well 2.0 has more than an adequate supply of dolls, trucks, books, and other toys for the children to use daily. It is not recommended children bring similar toys or valuable belongings from home. Wishing Well 2.0 assumes no responsibility for lost or damaged items.

School age children may have an opportunity to bring in an electronic device during our Summer Camp or Holiday Break weeks. Our school age program will have designated times each day for electronic usage. Once again, we recommend that all items brought from home have a label with your child's name on it.

During the summer months, Wishing Well 2.0 provides sunscreen for all children unless your child needs a specific brand due to health needs. In this situation, you will need to provide sunscreen for your child. The staff will apply sunscreen to all children under the age of seven prior to outdoor play unless otherwise directed by parents. Children seven year of age or older will be allowed to apply their own sunscreen under the supervision of a childcare teacher. Written authorization by the parent and instructions for applying the sunscreen are required.

## Curriculum

\*\*\*\*\*

Our primary goal is for children to feel safe and secure. Prior to being independent, a child must know that he or she can depend on adults and a predictable environment. Children are treated with respect and kindness. We recognize that children develop at different rates and have different interests. Small group sizes and appropriate teacher-child ratios allow for meeting the individual needs of each child.



Wishing Well uses an Emergent Curriculum that supports our active learners. This way of planning curriculum that is based on the children's interest and passion at a certain point in time. Children thrive and learn best when their interests are captured. Learning occurs naturally. Planning emergent curriculum requires observation, documentation, creative brainstorming, flexibility, and patience on the part of the Early Childhood Teacher. Emergent Curriculum is child-directed and teacher facilitated approach to learning. Using emerging interests of the children, teachers plan multiple ways for the children to study the topic of interest. This way of planning responds to children's interests to create a more meaningful learning experience. Emergent curriculum involves the whole child; meaning the social, emotional, cognitive, and physical realms of development and learning.

We implement developmentally appropriate practices (DAP) into our daily routine and planning. This teaching philosophy is based in research and sound developmental theory about how kids learn and grow from such scholars as John Dewey, Jean Piaget, and Eric Erickson. Essentially, it's respecting children as individuals, childhood as valuable and valid, and learning as part of a larger developmental process. Using DAP means we approach environments and experiences with an awareness and appreciation of where kids are developmentally and how they are wired to learn and progress in a healthy way as a whole child.

As part of our curriculum, each child will develop a portfolio which will include different examples of their work while with us. The portfolios help the children reflect on their experiences and set goals. The portfolios allow teachers to document children's growth and development as well as plan and implement our program. We use the portfolio to share valuable information about children's experiences with you throughout the year.

We value consistency in the care your child receives at Wishing Well. As a result, we strive to provide a stable, nurturing environment by ensuring that each classroom has at least one group lead teacher who is responsible for the primary care of the children enrolled. This teacher's responsibilities include planning, preparing, and implementing the daily activities in the classroom. In addition, we value the importance of continuity of care for children and therefore all children enrolled remain with the same primary caregiver for at least one year before moving to a new group.

Our center is child-friendly with child-sized chairs, tables, and equipment. Toys and learning areas are carefully arranged with low shelves so children can easily help him or herself to the materials and help put them away as well. Equipment is monitored on an on-going basis to ensure proper working order. Broken or unsafe equipment is always taken out of service immediately to be repaired or replaced.

## Wisconsin Model Early Learning Standards

\*\*\*\*\*

The Wisconsin Model Early Learning Standards (WMELS) specify developmental expectations for children from birth through entrance to first grade. The standards reflect attention to all the domains of a child's learning and development. The domains include: Health and Physical Development; Social and Emotional Development; Language Development and Communication; Approaches to Learning; Cognition and General Knowledge. Each domain includes developmental expectations, program standards, performance standards and developmental continuum. Samples of children's behavior and adult strategies are also provided.

Our teachers have been trained on how to effectively implement WMELS as a means to develop goals and plan activities for the children in their care through the use of the teaching cycle. The teaching cycle includes:

1. Ongoing Assessment - what does your child know, what can they do;

2. Planning and Curriculum Goals – setting goals for your child and planning activities and materials to support learning around those goals;
3. Implementation – teaching through play and interactions with materials and people.

The teaching cycle is used by teachers in your child’s early childhood program everyday as an ongoing process.

These standards provide a framework of developmentally appropriate expectations for young children that can guide their work in creating, evaluating, and improving the conditions necessary for children’s optimal development. As a result, young children will have more opportunities for positive development and learning in the classroom setting and beyond.

## 4K Program - GT4K

\*\*\*\*\*

Wishing Well 2.0 is a community partner for DASD’s Get Together for Kids (GT4K), a community-based preschool program for 4-year-old children residing within the DeForest Area School District.

Our 4K program is taught by qualified Wisconsin Department of Public Instruction licensed teachers. Children participate in a developmentally appropriate program that provides rich learning experiences through play and active, hands-on exploration of the environment where they gain skills in several areas of development including social-emotional, cognitive, motor, language/communication, creative expression, early literacy and self-help skills. The GT4K program includes a strong focus on parent-school communication with regular family outreach workshops, activities, and opportunities. The program is tuition free with a \$10 activity fee.



A child must be four years old on or before September 1st to participate in the GT4K program. There will be no early admission to the program. A four-year-old who resides outside of the district will be able to apply through the Open Enrollment process if his/her home district offers a DPI-approved four-year-old kindergarten program. The student would need to meet all the criteria for Open Enrollment to be accepted into the program.

All sites offer the same curriculum, provided by the DeForest Area School District. The Wisconsin Model Early Learning Standards is used as a guide for all curricula. DASD supports Creative Curriculum foundations/framework for our classroom structure and philosophy. Houghton Mifflin Big Day will be utilized at all sites to support our curriculum foundation. Houghton Mifflin Big Day provides a rich, comprehensive, integrated curriculum that takes advantage of young children’s natural curiosity about the world around them. Handwriting Without Tears will also be utilized to support early writing skills. A strong emphasis on social-emotional development and independence will be a focus of the 4K programming utilizing Second Step Social-Emotional Skills for Early Learning Curriculum.

Learning centers create the foundation of our 4K classrooms and include blocks, art, science and sensorial, home living, reading and small motor development. These independent areas are designed to engage the children in open-ended exploration where they can develop cooperative learning, social interaction, real-life problem solving, and autonomous learning. Your child's day is designed to provide a wide range of activities alternating between quiet and active, indoor and outdoor, yet provide the comfort and securities of a familiar routine.

For more information about our program, go to [www.deforest.k12.wi.us](http://www.deforest.k12.wi.us) and click on Schools GT4K (4-year-old Kindergarten)

## School Age Program

\*\*\*\*\*

At Wishing Well 2.0, we have an entire facility designed for our before and after-school program. The before and after school program is designed to provide opportunities for participation in a variety of activities that enhance socialization, recreation, and the reinforcement of lessons taught in school. During the school year, Wishing Well 2.0 provides care before and after school for those families of school-age children.

We provide care to the following elementary schools: Eagle Point, Yahara, and Windsor. Before and after school transportation is assessed annually. Depending on the number of children in need of care at each school, the children will either be bused, transported via Wishing Well van, or walked with supervision to Wishing Well 2.0 daily. The van is equipped with approved car seats, booster seats, and seat belts as appropriate to the child's height and weight.

During the summer, we provide full-day care for school-age children. This program offers a camp like atmosphere packed full of field trips, crafts, sports, and library time. Our summer program offers an opportunity to interact with peers and encourages friendships, while still providing the security of a safe environment for your child. Specific information regarding field trips, themes, and activities is available to parents in early spring.

The teachers at Wishing Well 2.0 provide a creative, theme-based curriculum for our School Age Program. These themes allow the teachers and students to explore an idea or topic through literacy, social skills, science, or math in a variety of ways. We want the school aged children to be able to participate in a balanced program of child-directed and teacher-lead structured activities. The teacher will integrate learning activities into the lesson plan based on the interests of the children in the program.

Parents will find a daily schedule posted in their child's classroom, particular to that group's needs. Although each classroom's daily schedule varies, activities alternate between quiet and active, small and large group experiences.

The daily schedule may include play in a prepared environment which includes opportunities for children to choose activities such as blocks, dramatic play, science, games, puzzles, art, water and sand play, listening center, and cognitive skill activity. Group activities such as stories, music, creative dramatics, discussion, and large motor activities are incorporated into their day as well. Additional activities include outdoor play, field trips, and walks near the center.

Please note, the State of Wisconsin DCF requires children be offered something to eat every three hours they are in our care. In addition, a child who is in our care for more than four hours a day and is younger than 5 years of age shall have a quiet rest time per DCF. A child, under the age of 5 years old, who has not fallen asleep after 30 minutes of quiet rest or who awakens will continue quiet time using equipment or activities which will not disturb other children who are napping.

## School-Age Curricular Framework

\*\*\*\*\*

A well-planned curriculum will help define a child's experience in a school-age program. Curriculum affects all aspects of a program: its overall quality, parent perceptions of the program, and the outcomes of the program on child development. By implementing a curriculum, a school-age program is more likely to achieve intended outcomes for the children. A well-defined curriculum, designed around the program goals and outcomes, also helps to give staff direction in planning a curriculum. This also keeps staff accountable for program and individual outcomes.

A school-age curriculum is a combination of what staff teach (goals and objectives), how they teach it (daily routines and activities), and the context in which the learning will take place (human interactions, child choice activities, group experience, outdoor play, and so on). School-age curricula vary from program to program. The following content areas have been determined by Wisconsin Afterschool Network (WAN) to be the framework for which school age programs should be exposed to. These complement the core subjects that children learn in school.

1. Language, Literacy, and Numeracy – Language and Literacy include reading, writing, speaking, gathering information, using information, thinking critically, understanding other, and expressing oneself. Numeracy is reasoning with numbers and other mathematical concepts. Aspects of numeracy include number sense, operation sense, computation, measurement, geometry, probability and statistics. Efforts to embed this content across the content areas should be made in school age programs.
2. Arts and Culture – dance, theatre, music, visual arts, other types of creative expression
3. Global Learning – collaboration and communication with diverse audiences, investigate the world, translate ideas into actions to improve global conditions
4. Health and Wellness – nurturing of competent, caring and responsible children and youth and promotion of healthy living and well-being
5. Media and Technology – exploration of appropriate use of media, building and strengthening children's ability to make good choices in their daily use of media and technology

6. Science, Technology, Engineering, and Math Education (STEM) - increase STEM access and opportunities
7. Social Emotional Development/Character Education – integrate character education and social emotional development to reinforce core ethical values of respect, responsibility and citizenship
8. Environmental Learning – increase knowledge and awareness about the environment and associated challenges to foster attitudes, motivation, and commitments
9. Service Learning – instructional approach to increase knowledge and skills while making positive contributions to the world

The content areas listed above generally take place in this context:

1. Project-based, hands-on, and inquiry based
2. Age Appropriate and developmentally appropriate
3. Include 21st century skill-building and leadership activities
4. Improve life skills and character education
5. Integrated across multiple curriculum areas
6. Conducted using a variety of group levels including individual work; small, cooperative group work; and full-group work
7. Intentional in scope and sequence

## Television and Movie Viewing

\*\*\*\*\*

Since children benefit more from hands-on experiences, television and movie viewing is used only as a supplement to your child’s learning experience. Materials are limited to those which are appropriate and educational. When media materials are used, alternative activities are available to children. Only movies with a rating of G will be shown to the children five years old and younger.

Television and movies will not be used in place of outdoor and large muscle activity when inclement weather occurs. On days children are unable to go outdoors, staff is required to include alternate large motor activities in their daily schedule.

## Nutrition Policy

\*\*\*\*\*

Wishing Well 2.0 provides a nutritious breakfast and afternoon snack. Seasonal menus are posted on the bulletin board in your child’s classroom. In the event a change needs to be made to the menu, it will be noted on the menu located on classroom refrigerators. Individual copies of the menu are available to parents upon request.

Wishing Well 2.0 School Age site requires parents to provide all lunches for their children. A nutritious lunch is essential for growing children. We encourage you to pack a lunch which includes good, nutritious foods from each of the food groups. Keep in mind that your child’s lunch should consist of a protein, a whole grain, a fruit, and a vegetable. (See [appendix A](#) for clarification).

If your child is missing a component of this meal pattern, we will provide the missing item and a reminder will be sent to you via Brightwheel. Wishing Well 2.0 provides milk at lunch time, so no packed beverages will be served at lunch. If your child does not have a sack lunch, a \$6.00 lunch fee will be added to your account to cover the cost.

We include good nutrition and eating habits as part of our curriculum. We ask that you refrain from packing excessive “treats” in your child’s lunch. This includes candy, sweets, chips, or a lot of prepackaged foods. At lunch time, each child will be encouraged to eat the most nutritious food in his / her lunch box first. If you would like some ideas for lunches, the teachers or Director can offer some suggestions or provide additional resources.

Since we do not have refrigerator space for lunch boxes, please provide an insulated lunch box and include a frozen cold pack in your child’s lunch box when items need to be kept cold. Additionally, we cannot heat up items in the microwave as it can create hot spots in food. It can also be difficult for children to wait while their food is being prepared for mealtime.

If this poses a hardship for your family, please speak directly with the Director to make arrangements for your child’s lunch.

If your child has special dietary needs or a food allergy, we require the information be provided on the Health History and Emergency Care Plan form to be shared with your child’s teacher and the administration. Please discuss substitution options for snacks with the center director. A physician’s written authorization is required for requested diets which do not meet the nutritional requirements of the USDA and state childcare licensing regulations.

You may bring in a special treat for birthdays or special days to share with the class during snack time. Please consult with your child’s teacher before bringing the treat to school, as there may be children in attendance with food allergies. They can also ensure there is no more than one celebration per day and let you know how many children will be in attendance on the day chosen.

Children will be seated at appropriate height tables and chairs for lunch and snack. Teachers will join the children to promote good table manners, sanitary habits, conversation / social skills, and to supervise the children.

## Field Trips and Transportation

\*\*\*\*\*

Field trips offer additional hands-on learning experiences that will long be remembered by the children. Field trips are planned to enhance your child’s learning experience at Wishing Well 2.0. There will be a minimum of one week’s notice to parents prior to a scheduled field trip date. Parent chaperones are welcome to join us when space allows. To ensure the safety and enjoyment for all our children while away from our facility, management reserves the right to withhold any child from a field trip if said child participates in disruptive behavior prior to the field trip.

If your child is not scheduled to attend on the day of a field trip and you wish for your child to participate in the trip, please discuss this with your child's teacher at least three days prior to the date of the trip. Your child will be permitted to attend if required ratios can be maintained with his / her addition to the class. An additional fee for the day, as well as the cost of the field trip will be due prior to the date of the trip.



Transportation for all school field trips will be scheduled through a local busing company in accordance with DCF requirements. A request will be made for the bus to be equipped with seatbelts. If a bus with seatbelts is not available, parents will be notified immediately. Local activity transportation will be provided via the Wishing Well van equipped with approved car seats, booster seats and seatbelts as appropriate to height and weight of the children. One seatbelt is issued per child. If there are not enough seatbelts available for everyone, a second trip will be made.

While transporting the children from Wishing Well 2.0 to a designated location, an attendance report listing all children present will accompany the driver as well as emergency information for each child. It is the driver's responsibility to ensure each child has exited the van or bus by physically checking against their attendance record. After all the children have exited, a designated staff member will make a final sweep of the vehicle ensuring no child remains on the vehicle. The same procedure will be followed for the return to the school.

If a child arrives after a field trip departure time, the parent is responsible for alternate care that day.

## Appendix A

### Child Meal Pattern

#### Lunch and Supper

(Select all five components for complete meal)

Food Components and Food Items	Ages 1 – 2	Ages 3 – 5	Ages 6 – 12
<b>Fluid Milk</b>	4 fluid ounces	6 fluid ounces	8 fluid ounces
<b>Meat / Meat Alternatives</b>			
Lean meat, poultry, or fish	1 ounce	1 ½ ounce	2 ounces
Tofu, soy product, or alternate protein products	1 ounce	1 ½ ounce	2 ounces
Cheese	1 ounce	1 ½ ounce	2 ounces
Large egg	½ egg	¾ egg	1 egg
Cooked dry beans or peas	¼ cup	3/8 cup	½ cup
Peanut butter or soy nut butter, or other nut or seed butters	2 tbsp	3 tbsp	4 tbsp
Yogurt, plain or flavored	4 ounces	6 ounces	8 ounces
The following may be used to meet no more than 50% of the requirement: Peanuts, soy nuts, tree nuts, or seeds			
<b>Vegetables</b>	1/8 cup	¼ cup	½ cup
<b>Fruits</b>	1/8 cup	¼ cup	½ cup
<b>Grains</b>			
Whole grain-rich or enriched bread	½ slice	½ slice	1 slice
Whole grain-rich biscuit, roll or muffin	½ service	½ serving	1 serving
Whole grain-rich, enriched or fortified cooked breakfast cereal, cereal, and/or pasta	¼ cup	¼ cup	½ cup

## Our Expectation of You

Creating a positive relation with us, including management and your child's teacher, is vital to maintaining diligent care for your child. Just as you have certain expectations of us, we to have expectations of you as a parent.

**Open Communication** We should always have current information on how to contact you while your child is in our care. Explain clearly and carefully your wishes and expectations about how you feel we should care for your child. Effective communication helps us, parents and providers, work together in the best interest of your child.

**Agreement on Terms** You should fully understand the expectations laid out in this handbook and to what you are agreeing. We highly recommend reading the handbook thoroughly and asking questions for clarification on policies if needed.

**Honesty and Trust** This includes being honest about how you believe the arrangement is working – whether your child is happy at our center and whether you are. We ask you trust that we are doing what we perceive is best for your child. Show us your trust by asking questions rather than jumping to conclusions when apparent problems develop.

**Pick Up on Time and Follow Through on All Agreements** We count on you to pick up your child by the agreed upon time. If it takes you 15 minutes longer than anticipated, we need to revisit your original contract. Your child will need a sack lunch each day while in our care, be sure to pack a nutritious lunch each day.

**Do Not Send a Sick Child** We ask that you not bring a child who you know is not feeling well enough to be away from home and family. Take some time to review our policies regarding what we consider a sick child and our exclusion protocol.

**Payment on Time** We also have financial obligations, plan to ensure prompt payment of tuition.

**No Surprises** We should not learn on Friday that you have decided to take next week off work. We need to know if your afterschool plans have changed, and your child does not need transportation today.

**Respect** Realize that taking care of children is a job and many of us are working parents – just like you are. Recognize also that this is not an easy job. A childcare provider is not a “baby-sitter”. We will most likely become one of the most important people in your child's life as well as in yours, too.