

Smart Start Learning Center, Inc



Parent Handbook

Smart Start Learning Center Inc.
7507 York Rd
Parma Ohio 44130
440-842-1184
Smartstart00@ohiocoxmail.com

Our Mission Statement: “At Smart Start Learning Center we believe in providing every child with quality loving care. Our goal is to provide each child with a foundation that includes manners, socialization, self-help skills, and early learning from a planned curriculum. We know learning is best facilitated through strong parent teacher relationships and family involvement. Here at Smart Start we form a team with you to best assist your child. Smart Start Learning Center provides a safe, loving, enriching and encouraging environment for children to begin their educations. Our childcare family offers a place for your child to lay a foundation for a lifetime of learning.”

Licensing

Smart Start Learning Center is licensed by the State of Ohio Department of Job & Family Services. The license is posted on the parent bulletin board. The laws and rules governing this Center are available for review in the office upon request or by writing, calling or visiting the website of the Department of Job & Family Services. Copies of recent inspection reports and complaint investigation reports and evaluation reports from the building and fire departments are also available for review or upon request from the Ohio Department of Job & Family Services.

Child Care Regulatory Unit
Department of Job & Family Services
65 East State Street, 5th Floor
Columbus, OH 43215
Telephone: 1-866-886-3537 option 4
[Hhttp://jfs.ohio.gov/CDC/childcare.stm](http://jfs.ohio.gov/CDC/childcare.stm)

Enrollment



A child is considered to be enrolled in the center only after the registration fee has been received, the administrator confirms the availability of space and the paperwork is received. This includes basic enrollment and health information. Any change to this information must be communicated to the office immediately so that current information is always on the file. This is for the safety of your child. A medical form signed by a physician or certified nurse practitioner is required to be submitted within 30 days of admission. This medical must be updated every 13 months.

Children's Records: Your child's file will contain the following which are to be completed prior to the first day of attendance:

- Child enrollment and Health information / Emergency Transportation form (3 pages) Updated every JAN.
We will not be able to enroll your child if you do not wish to grant us permission to have them transported in the event of an emergency. This is for everyone's protection and safety, you never know when an emergency will arise and you may not be able to be reached.

- Multi permission slip
- Authorized Release form
- Sunscreen Form
- Current Medical Statement (30 days from start date)
- Policy Agreement
- If applicable: health care plan, medication form, custody agreement, special diet

Health care plans must be completed if page 2 of the child enrollment and health information form lists any health issue. **Medical statements** must be updated annually per ODJFS. You will receive a notice and new form at that time each year. If the form is not completed prior to its expiration date childcare services will be suspended.

At Smart Start we want to keep our children and staff safe and healthy. Therefore, we will not enroll children that are not immunized. This is for the protection of all children, including yours.

Policies you should know

Arrival and Departure Procedure –Each morning upon arrival the parent is required to sign in each child at the parent sign in table and to drop their child off in the proper classroom. The same procedure is required upon leaving for the day. These forms are legal documents used during State audits and are also used should the building be evacuated for an emergency. You must sign your name, not mom or dad.

Personal Belongings – We kindly request that your child **not** bring toys, money, candy etc to the Center. It would be helpful if you would explain this policy to your child. The only exception would be if a teacher requests items be brought in as part of a lesson plan and a note will go home with your child. All required items from home (blankets, clothing etc) should be labeled with your child's first and last name for identification. Smart Start will not be responsible for items not labeled.

Back up care – It is strongly suggested that each family has a back up care plan in the event that your child cannot attend the Center. Early planning for this can eliminate that frustrated, overwhelmed feeling should that day arrive.

Parent Roster- August 1st of each year our parent roster will be updated. Upon enrolling your child you sign permission to be listed or you can chose not to be included on the list. We list your name and phone number only for the purpose of parents being able to discuss the Center only and not as a solicitation list of party list. This roster is available upon request by any parent on the list.

Babysitting Policy-We do not allow our staff members to babysit for the center families. The only exception would be if a parent/guardian agrees to sign a waiver form. The waiver form is available in the office upon request.

Custody Agreements- Under the laws of the state of Ohio both parents have the right to pick up a child unless court documents (restraining orders, custody papers, adopting decree, and divorce decree) states differently. The enrolling parent, who chooses not to include the other parent on the authorized list must provide an official court document (e.g. current restraining order, sole custody agreement decree, divorce decree, designating sole custody). If the above documentation is not on file with the center the program may release the child to either parent, provided that parent documents his or her paternity/maternity of the child.

Door Security- Each center has a security system that is developed to keep all children in our care safe. Please do NOT let anyone in the building when you are coming or going. If your center has a door code, please only give it out to the immediate family members that pick up or drop off on a regular basis. It may be necessary for Smart Start to change the door code, please understand this is only for your child's safety and not meant to inconvenience you. The staff will need to ID any one picking up a child. The only people children will be released to are those on the authorized release form that the parent completed upon enrollment.

Authorized Pick Up- Persons on the authorized list must be at least 18 years of age and must be able to present documentation of their identity including a photo ID. Staff members are only permitted to release children to persons included on the authorized release form that is filled out upon enrollment

Absence Policy- If a child is kept home sick from the center for days other than approved vacation time, the full rate of tuition **must** be paid. If a child is absent from the center for a full week or more with a doctor's note, a 50 % discount will be given for the time the child was not in attendance.

Grievances- Any time you have a concern about our program or the care of your child please do not hesitate to contact our administrator. Her office hours are always posted on the office door, and you can reach her via email.

Parent participation -We encourage families to be a part of our program. Our open-door policy and the Smart Start EC PTA promote family involvement in the center. Please review the attached parent Participation Policy for further details.

Health

Management of Illness: Smart Start provides children with a clean and healthy environment. However, we realize that children become ill from time to time. If this is your child's first group care experience, it is possible that they may experience more frequent illnesses at the beginning before their immune system becomes more active. We observe all children as they enter the program to quickly assess their general health. We ask that you not bring sick children to the center. They will be sent home! A child with any of the following symptoms will be immediately isolated and discharged to the parent or emergency contact:

- Temperature of 100 degrees F- in combination with any other sign of illness
- Diarrhea (more than 3 abnormally loose stools within 24 hour period)
- Severe coughing (child becomes red in face or has a whopping sound)
- Difficult or rapid breathing
- Yellowish skin or eyes
- Redness of eye, or eyelid thick and purulent (pus) discharge, matted eyelashes, burning, itching or eye pain.
- Untreated skin patches, unusual spots or rashes
- Unusually dark urine or gray or white stools
- Stiff neck with an elevated temperature
- Evidence of untreated lice, scabies, or other parasitic infestation
- Vomiting more than once or when accompanied by other sign of illness
- Sore throat or difficulty swallowing.

Any child demonstrating signs of illness not listed above will be isolated and carefully observed for symptoms. The parent will be notified. If a child does not feel well enough to participate in center activities the parent will be called to pick up the child. Anytime a child is isolated, they will be kept within sight and hearing of a staff member. The cot and any linen used will be washed and disinfected before using again.

If a child is sent home due to an illness they must be kept out of the center for **at least 24 hours'** symptom free prior to returning, or have a note from a physician stating they are not contagious and able to return to childcare.

Medications-

We will administer medications to your child if the following guidelines are followed:

- All medications must be given to the office or supervisor on duty to store in the office where it be safe and out of children's reach.
- A medication administration form must be filled out properly (please see Appendix A)
- A label will be completed and attached to the medicine
- NO medications should be left in book bags, or diaper bags. *The only exception to this requirement is for school age children that require immediate use of an inhaler for a medical condition. School agers only will be permitted to maintain control of their inhalers (Parents must sign a release form stating that they are permitting their child to have access at all times to their inhaler. The child must keep the inhaler on his or her person at all times. It may not be stored in a cubby or bag. Any time the child is unable to maintain control of the inhaler it must be handed directly to the staff member responsible for the child.)*
- If you chose to visit and administer medication to your child on site you must bring the medicine with you and take it when you leave.
- Please understand that diaper creams, lotions, chap stick and sunscreen are all considered medications, not just Tylenol and antibiotics. (these medicines need to be stored properly and form on file)
- Prescription medications must be in their original container and administered in accordance with the instructions on the label. Over the counter medications must also be administered in accordance to label instructions. If parents request any different dosage or uses a physician must provide written instruction on the request of medication form. (Please understand that an infant will not be given over the counter medicines that dosage is decided by weight without a doctor's note.)Over the counter medications will not be administered for more than 3 days without instructions from a doctor.

The administrator will administer all medications. In the event that he or she is not available the supervisor on duty or your child's lead teacher will administer the medicine.

We have put these guidelines into place to protect the safety of all children in our care, thank you for our cooperation.

Accidents & Emergencies-Smart Start has devised several procedures to follow in the event that an emergency would occur while a child is in the centers care. In the event of a fire or tornado staff would follow the written instructions posted in each classroom describing emergency evacuations routes and the procedures to be followed to assure that children have arrived at

the designated area. In order to prepare children for the unlikely need to evacuate, the center does conduct monthly fire and tornado drills. Should we need to evacuate due to fire or weather conditions, the loss of power, heat or water to the center, the emergency destination is the Fire Station on Pleasant Valley Rd the children will go there and wait for parents to arrive. A sign will be posted on the front door of the center indicating we have been evacuated and the location where you can pick up your child. If a parent cannot be reached, we will contact the emergency contacts as listed on your child's enrollment form.

In the unlikely event, there would be an environmental threat or a threat of violence, the staff will secure the children in the safest location possible, contact 911 and follow the directions given by the proper authorities. We would contact the parents as soon as the situation allows. The center practices lockdown drills on a quarterly basis.

Minor Incidents and Injuries-In the event that your child is involved a minor incident or injury our staff will complete an incident injury report and forward it to you to be signed. If your child's injury is severe or involves head trauma we will contact, you once the child has received first aid.

Outdoor Play-Research has shown that children stay healthier when they partake in daily outdoor play. Based on this information, the State of Ohio requires that outdoor play will be included in our program on a daily basis, weather permitting. If the temperatures are very high or very low outdoor play time will be shortened. The following is our outdoor play policy: Children will not be taken outside if temperatures are above 95 degrees or below 32 degrees. (Wind chill and heat index are also factored in.)

- If it is needed we will adjust outdoor time due to rain, threatening weather, ozone alerts, etc.
- When outdoor play is not possible due to weather conditions we will include indoor gross motor play into our daily schedule.
- Please make sure that your child comes to school with appropriate clothing to play outdoors. (jackets, snow suits, etc.)
-

Inclement Weather-On very rare occasions it may be necessary to close a Center due to poor weather conditions or unforeseen circumstances such as power outage. We make every effort to open our doors at the normal time. If circumstances should arise and we are forced to close or delay opening, we will broadcast this on channel 8 news.

Program

Ratios- Smart Start will follow the state licensing mandated ratios as outlined below.

	Ratio
--	-------



Infant (6wk-18Mo)	1:5 or 2:10
Toddler (18mo-3yrs)	1:7 or 2:14
Preschool (3-5yrs)	1:12 or 2:24
School Agers (5-12yrs)	1:18

Ratios for toddlers, preschoolers and school age children may be doubled for 2 hours at nap time as long as all children are resting quality on their cots and enough staff are in the building to meet the regular required staff child ratio if there is an emergency.

Maximum group size will be followed based on state licensing as listed below:

(Limitations do not include nap time, lunch time, outdoor play or special activities.)

	Max Group Size
Infant (6wk-18Mo)	10
Toddler (18mo-3yrs)	14
Preschool (3-5yrs)	24
School Agers (5-12yrs)	18

Hours and Days of Operation-The Center will be in operation Monday through Friday 6:00 AM to 6:30 PM. The Center will close to observe the following holidays:

Memorial Day, July 4th, Labor Day, Thanksgiving Day, Christmas Day and New Years Day.

Early dismissal (3:00pm) will occur on Good Friday, Christmas Eve and New Years Eve.

During the holidays we have signup sheets for expected attendance so that we can schedule staff based on enrollment for the days and hours before and after holidays. Many families enjoy longer weekends around holidays and our staff members like to enjoy some extra time off as well.

Curriculum -Smart Start learning center uses *Creative Curriculum* materials. Our teaching staff create and implement lesson plans that are developmentally appropriate based on your child's age and the *Creative Curriculum* philosophies. The *Creative Curriculum* is aligned to Ohio's Early Learning and Development Standards. Our teaching staff strive to align every activity with a specific standard or guideline. The curriculum is anti-bias, multicultural and can easily be designed to meet each specific child's individual learning abilities or needs. Outside each classroom is the weekly lesson plan and any pertinent information for the week. The lesson plans are developed to help each child grow mentally, socially, physically and encourage self esteem. It is our goal to provide children with open ended learning activities that allow them to express themselves creatively and encourage a thirst for knowledge. It is our philosophy to "help lay a strong foundation for a future of learning."

Assessments

Smart start staff conduct formal and informal assessments on all children in our care. Currently Teaching Strategies Gold is the formal assessment tool that is administered. In the future once it is available to us the Early Learning Assessment for the state of Ohio will be administered, data results will be recorded in the state system when our program is able to gain access.

Supervision Policy- A major responsibility of the staff is to ensure the health and safety of each child entrusted in our care. Staff persons are alerted to the safety needs of the children, anticipate possible hazards, and take necessary appropriate precautionary and preventative measures. Children are supervised at all times in accordance with the rules of Ohio childcare licensing.

School Age Supervision Policy-Children who are enrolled in grade 4 or above may run errands within the center if they are within hearing/sight supervision of staff always.

Field Trips/Transportation of Children-Center staff are not permitted to transport children for any reason. In the event of an emergency if a parent or emergency contact cannot be reached, the Center will contact 911 and it will be up to the discretion of the medical team if the child needs transported by ambulance. If a child needs to be transported, the administrator or designee will accompany the child for emotional support. Staff will NOT make any decisions pertaining to the treatment or diagnosis of the child.

Periodically during the summer the School Age class may participate in walking field trips which will be within the immediate area of the center. In the event that a walking field trip is planned, a detailed permission slip will be distributed and a child cannot attend without a parent signature. Each staff member will be responsible for a designated group of children while on the walk, a minimum of two staff members will accompany the group.

Care of Children

Infants: Infants enrolled in our program are assigned a primary caregiver. The attached classroom schedule is a guideline for infant care, we follow the children's lead to make them the most comfortable while in our care.

Breastfeeding Mothers: We offer an open-door policy for moms to come and visit and feed their infant at any time. You are welcome to sit with your child in our staff lounge while nursing them.

Diaper Checks: Children that are not yet toilet trained will have their diapers checked and changed at least every 2 hours. If a child needs a diaper change prior to this, it will be administered.

Nap Time: Toddlers, and Preschoolers have rest time from 1-3 pm each day. Every child is assigned their own cot and these are disinfected weekly unless needed sooner due to illness or

accident. We ask that parents provide their child with a pillow and blanket that will be sent home at the end of each week to be washed and returned. If a child does not fall asleep with 20 minutes they will be given a quiet activity or book to read on their cot.

Guidance: At Smart Start we encourage positive behaviors from children, knowing that this is most kids first experiences in a social setting we will work with them to prevent challenging behaviors. We set clear limits, model positive alternatives as well as desired behaviors, encourage cooperation and turn taking. In the event that a child demonstrates a negative behavior we will do our best to redirect them. If needed a child will be placed in the calming center located within each classroom to help them to regain control of their emotions and make better choices. Teachers will discuss these experiences with children and help them determine what good choices to make. If a child harms another child or teacher or puts themselves at risk a disciplinary report will be completed and given to the parent. If a child receives 5 disciplinary reports a conference will be scheduled with the family to determine a better plan of behavior management as well as contact made with PEP (positive education program) for assistance.

We always do our best to make accommodations for all children. If at any time a child poses a severe risk of threat to others or themselves, we reserve the right to ask the parent to find care elsewhere.

Staff

Who Smart Start Hires-Smart Start is an equal opportunity employer. When hiring new staff we look to fulfill not only the state law requirements but our own personal standards of quality. A child care staff member should have experience working in a group care setting, planning lessons and implementing group activities. We strive to hire those who have taken college courses in Early Childhood Education and or in-service trainings. Our staff consists of loving, patient and nurturing adults.

Training Requirements-We require our staff members receive trainings in the following areas: First Aid, Communicable Disease, CPR, and Child Abuse. This exceeds the State of Ohio requirements. The State only requires one staff member having all trainings be on site at all times. These trainings are kept up to date with refresher courses. All employees also complete the state mandated training every 2 years on child abuse. In addition to these trainings staff also receives courses in child development geared specifically for the age group they work with.

Confidentiality-At Smart Start Learning Center confidentiality is valued and maintained. Discussion of students, classroom situations and/or family issues outside the childcare setting is

not allowed. Please note that any evaluations, conference notes or observation records for your child are kept in your child's file. In the cases of children with special needs, it may be necessary for our staff to coordinate with the child's special service providers, and written parental consent may be required. In addition teachers may discuss children or situations amongst each other or with the administrator for guidance and advice. Your child's privacy will be respected and maintained at all times.

Administrator's Hours of availability-Your Center Administrator will be on site for a minimum of 32 hours a week. Their hours of availability are posted on the parent board and the office door. In the event of the administrator is out of the center, a designee will be assigned. The administrator has an open door policy and welcomes your questions, concerns and suggestions with an open mind. Feel free to stop in or call at any time.

Child Abuse-Smart Start Learning Center and all its employees are mandated reporters of child abuse and neglect. If a staff has suspicions that a child is being abused or neglected in any way, they MUST make a report to local children's services agency. The safety of the child is always our first concern and a priority.

Meals and Snacks

Smart Start participates in the USDA food program for Child Care centers. As a result, all children enrolled receive a Breakfast, Lunch and PM Snack for no additional cost. Smart Start provides all meals for your child; therefore you do not need to bring anything in for your child. We understand that some children arrive very early in the morning and would like to bring in a breakfast snack. The cut off for bringing in your own breakfast is 7:30 AM. Our menu rotates on a four week cycle and includes the following components:

Breakfast Served 9:00-9:30	Lunch Served 11:45-12:30	Snacks (Two of the four groups) Served 3:00-3:30
Milk Fruit or Vegetable Grains or Bread	Milk Meat or meat alternate Grains or bread Two different servings of fruits or vegetables	Milk Meat or meat alternate Grains or bread Fruit or vegetable

Please note that your child must be enrolled during meal times and in attendance to receive the meal. If your child has special dietary needs, food allergies or any religious restrictions to the menus we provide please contact the site Administrator in order to receive the special paper work needed to be filled out by your child's physician. Please refer to your child's enrollment packet for more information about this food program and the appropriate forms. Menus are posted and copies are available at the office.

"In accordance with Federal law and U.S. Department of Agriculture policy,

This institution is prohibited from discriminating on the basis of race, color, National origin, sex, age, or disability. To file a complaint of discrimination, write USDA, Director, and Office of Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410 or call (800) 795-3272 or (202) 720-6382 (voice and TTY). USDA is an equal opportunity provider and employer.”

Food Supplements and Modified Diets-In the event that your child needs food supplements or has a modified diet we will do our best to accommodate. We can discuss options with you along with our caterer to make sure your child is provided in the proper foods. In some cases, you may be asked to provide meals and snacks for your child. If a child has a food allergy or modified diet a Health Care Plan form must be completed in addition to the needed USDA paperwork.

USDA Paperwork-Upon enrollment, and annually, an income eligibility form and an enrollment form must be filled out for a child to receive meals and a snack at the center. The new forms will be distributed each year by the administrator for parents to update and turn in. If your child has an allergy or modified diet the special diet form must be on file! If your child is under the age of 18 months a formula preference form must also be on file.

Financial

Tuition and Payment Policies-All tuition and copayments are due on Monday of the week childcare is provided. If payment is not received by Tuesday morning the account will be considered delinquent, unless arrangements have been made with the site administrator. A late fee of five dollars will be added to the account and any family reaching fifty dollars in late fees will be denied services until the account is caught up. In the event of a financial crisis, a payment plan can be created. If a payment arrangement must be made, a copy of a check from your personal checking account will be kept on file. This bank information is necessary for us to garnish your wages in the event of nonpayment. If a payment is missed the contract is considered void. A third party will be contacted in order for us to collect these fees.

All checks should be made payable to Smart Start Learning Center, Inc. Tuition should be placed in the tuition box located in the designated area within each Center. Checks are preferred, however cash and money orders are accepted. Cash should be given directly to the administrator upon acceptance a receipt will be given. Our administrator is able to accept credit card payments from families, a \$4.50 fee will be added to the charge for the fees we will incur. Our tax id number is available upon request to those clients whose account is in good standing.

Returned checks-There is a fee of \$40 for each check returned by the bank, you must also contact us immediately. Checks will be re-deposited within the week if we do not hear from you otherwise. Any family with more than two returned checks will be asked to pay by money order or cash in the future.

Vacations-Each full-time family will receive one week of vacation per year, after completing six months of care with us. We will waive the tuition for that week only provided that a two week notice is given to us in writing. The week will be honored for five consecutive days. If a child is absent from the center for days other than approved vacation time, the full rate of tuition is required to be paid. The same is true for holidays. Full time staff is compensated for holidays therefore we do not waive tuition for days we are closed.

Registration Fee-There is a onetime registration fee of \$50.00. This is non refundable and is a per family fee. This ensures that we will hold a space for your child when you enroll and covers administrative costs involved with the initial enrollment of a child.

Vouchers-Families that are eligible to receive county assistance must sign a separate contract. This fee is payable no later than the first day of the week that service is provided. Caretakers are responsible for the weekly copayment that has been assigned by the county; these weekly payments follow the same procedures as outlined above for self pay family tuition. Caretakers are responsible for swiping the child in and out DAILY. If a child is not swiped in for hours of service provided (back swiping is allowed for the current week and up to two weeks previous) you will be responsible to pay for the services (see below for the rates in your child's classroom). Fees will be charged for absentee days which exceed those reimbursed by the County Agency and fees will be charged by the provider for child care services which exceed the hours and days authorized, the above mentioned child may not miss more than 10 days the first 6 months or 10 days the last six months of the year. Anything over 10 days will not be reimbursed by the county and is the responsibility of the client.

Attachments: see the following attachments for more detailed information

Classroom Schedules

Tuition Rates

Welcome letter to your child' specific classroom

Parent Participation Policy

Center Parent Information Required by Ohio Administration

INFANT ROOM DAILY SCHEDULE

6:00-7:30 Arrival/Individual Activities

Social & Emotional Development:

- Initiate interaction and seeks close proximity to familiar adults who provide consistent nurturing.
- Show interest in other children.

7:30-7:45 Transition to Infant Room

Social & Emotional Development

- Begin to understand self as separate person from others.
Cognition & General knowledge:
- Notice the differences between familiar and unfamiliar people, objects and places.
7:45-8:30 Free Play
Approaches towards learning:
- Respond to people and objects in their immediate environment based on past experience.
- Make discoveries about self, other sand the environment.
Physical well being and motor development:
- Demonstrate strength, and control of head, arms, legs and trunk using purposeful movements.
- Transfer a toy form one hand to another by reaching grasping and releasing skills.
Social & Emotional development
- Show interest in other children.
- Repeat actions that elicit social responses from others.
Language and literacy
- Show ability to transfer and manipulate an object with hands.
Cognition and General Knowledge:
- Show awareness of self and awareness of other people.
- Actively use the body to find out about the world.
8:30-9:00 Diapers/Preparing Breakfast
Physical Well Being and Motor Development:
- Interact with caregivers in physical activities
- Demonstrate emerging participation in dressing self.
9:00-9:30 Breakfast
Approaches toward Learning:
- Act on the environment to meet needs or interest4es.
- Demonstrate preferences, pleasure or displeasure.
Physical well being and Motor Development:
- Open mouth to wait for food to enter and use upper lip to clean food off spoon during spoon feeding.
- Communicate hunger or when full.
9:30-10:00 Small Group Time (stories, songs, finger plays)
Approaches Towards learning:
- Show interest in people and objects
- Pay attention briefly and tries to reproduce interesting and pleasurable effects and events.
- Demonstrate preferences pleasure or displeasure when interacting with various media.
Physical Well Being and Motor Development:
- Transfer a toy from one hand to another by reaching grasping and releasing skills.
Social & Emotional Development:

- Begin to understand self as a separate person from others
- Show interest in other children
- Repeat actions that elicit social responses from others
Language and Literacy
- Show interest in books, pictures, songs and rhymes.
- Explore objects and attend to events in the environment
Cognition & General Knowledge
- Explore properties of objects
- Observe hold touch and handle objects, and examine them with their lips and tongues.
10:00-11:00 Nap Time
Approaches Towards learning:
- Act in ways to make things happen
Social and Emotional Development:
- Comfort self in simple ways and communicates needs for help through vocalizations and gestures.
- Initiate interaction and seeks close proximity to familiar adults who provide consistent nurturing.
- Act on their impulses.
11:00-11:30 Diapers
SEE ABOVE DIAPER TIME
11:30-12:00 Lunch
SEE BREAKFAST
12:00-1:00 Gross Motor (outdoor Play)
Approaches Towards Learning:
- Shows interest in people and objects.
- Make discoveries about self, others and the environment
Physical Well being and motor development:
- Demonstrate strength and control of head, arms legs and trunk using purposeful movements.
- Interact with caregivers in physical activities,
Social & Emotional Development:
- Act on their impulses.
- Initiate interaction and seeks close proximity to familiar adults who provide consistent nurturing.
- Show interest in other children.
- Repeat actions that elicit social responses from others.
Cognition and Genera Knowledge:
- Explore objects and attend to events in the environment
- Actively use the body to find out about the world.
1:00-1:30 Diapers
SEE ABOVE DIAPER TIME
1:30-2:30 Individual Activities
Approaches Toward learning
- Act in ways to make things happen
- Act on the environment to meet needs or interest

- Demonstrate awareness of happenings in surroundings
 - Makes discoveries about self, others, and the environment.
 - Demonstrate preferences pleasure or displeasure when interacting with various media.
- Physical Well Being and Motor Development:
- Demonstrate strength and control of head, arms, legs, and trunk using purposeful movements.
 - Show awareness of own body.
- Social & Emotional Development:
- Express a variety of emotions through facial expressions, gestures, movements and sounds.
 - Begin to understand self as a separate person from others.
 - Comfort self in simple ways and communities needs for help through vocalizations and gestures.
- Language and Literacy
- Experiment intentionally with sound inflection and gestures in different ways to express wants needs of feelings.
 - Show interest in books, pictures, songs and rhymes.
- Cognition and General Knowledge
- Explore objects and attend to events in the environment.
 - Initiate repeated movements
 - Explore the properties of objects.
 - Use simple actions to make things happen.
 - Observe hold touch and handle objects and examine them with their lips and tongues.
 - Actively use the body to find out about the world.

2:30-3:00 Snack

SEE BREAKFAST

3:00-3:30

SEE ABOVE DIAPERS

3:30-4:30 Nap Time

SEE ABOVE NAP TIME

4:30-5:00 Diapers

SEE ABOVE DIAPERS

5:00-5:45 FREE PLAY

SEE ABOVE FREE PLAY

5:45-6:30 Departure

Social and Emotional Development

- Initiate interaction and seeks close proximity to familiar adults who provide consistent nurturing.
- Begin to understand self as a separate person from others.

Toddler Room Daily Schedule

6:00-8:30 Arrival/Free Play

Social & Emotional Development:

- Seek close proximity to familiar adults for security and support especially when distressed.
- Interact with familiar adults in a variety of ways.

8:30-9:15 Transition for breakfast/diapers

Social & Emotional Development

- Recognize self as a unique person with thoughts, feelings and distinct characteristics.
- Show awareness of themselves as belonging to one or more groups.

Physical Development

- With adult assistance participate in personnel care tasks.
- With modeling and support complete personal care tasks.

9:15-9:45 Breakfast

Physical well being and motor development:

- Take and chew small bites
- Take bites from whole foods and coordinate chewing and swallowing.

9:45-11:00 Free Play/ OUTDOOR Gross Motor Play

Social & Emotional Development:

- Participate in simple back and forth interactions with peers.
- Engage in associative play with peers.

11:00-11:15 Diapers

SEE ABOVE DIAPER TIME

11:15-11:30 Art

Language & Literacy

Begin to use thumb and fingers of one hand to hold writing tool.

Physical Well Being & Motor Development

Coordinate the use of arms, hands and fingers to accomplish tasks.

11:30- 11:45 Circle Time

Social & Emotional Development:

- Interact with familiar adults in a variety of ways.
- Participate in routines that involve back and forth interaction with familiar adults.

Cognition & General Knowledge:

- Recall information over a period of time without contextual clues.

11:45-12:00 Small Group

Social & Emotional Development

- With modeling and support manage actions and emotional expressions.

12:00-12:45 Lunch

SEE BREAKFAST

12:45-1:00 Prepare for Nap Time

1:00-3:00 NAP TIME

Social & emotional Development

- Seek security and support from familiar adults when distressed.

3:00-3:15 DIAPERS

SEE ABOVE DIAPER TIME

3:15-3:30 Snack Time

SEE ABOVE MEALS

3:30-4:00 Center Play

Social & Emotional Development

Interact with familiar adults in a variety of ways. Demonstrate awareness that others have feelings.

4:00-4:45 Free Play/ OUTDOOR Gross Motor Play

SEE ABOVE FREE PLAY

4:45-5:00 Diapers

SEE ABOVE DIAPERS

5:00-6:30 Free Play in Centers/Departure

PREVIOUS CENTER PLAY & ARRIVAL

Preschool #1 Daily Schedule:

6:00-8:45 Arrival & Free play in centers

Social & Emotional Development:

- Express affection for familiar adults
- See security and support from familiar adults
- Separate from familiar adults in a familiar setting with minimal distress.
- *Other standards based on free play activity chosen by child.*

8:45-9:00 Bathroom Break

Social & Emotional

- Manage the expression of feelings, though, impulses and behaviors with minimal guidance from adults.
 - Display socially competent behavior with peers such as helping, sharing and taking turns.
- Physical Well Being and Motor Development
- Complete personal care tasks with increasing responsibility.
 - Dress with minimal or no caregiver assistance

Language and Literacy

- Use language to communicate in a variety of ways with others to share observations, ideas and experiences; problem solve, reason, predict and seek new information.
 - With modeling and support, demonstrate an understanding of reading fluency by use of phrasing, intonation and expression in shared reading of familiar books, poems, chants, songs, nursery rhymes or other repetitious or predictable texts.
- Cognition and General Knowledge
- Demonstrate an awareness of the outcomes of choices.
 - Understand that rules play an important role in promoting safety and protecting fairness.
 - Recognize that people have wants and must make choices because resources and materials are limited.
 - Demonstrate understanding of where goods and services originate and how they are acquired.
 - Indicate knowledge of body parts and bodily processes in human and other animals.

Bathroom Break: SONG BAG:

Physical Well Being and Motor Development

- Demonstrate loco motor skills, with control, coordination , balance in active play
- Demonstrate coordination in using objects, during active play
- Use non loco motor skills with control, balance, and coordination such as bending stretching and twisting during play.
- Complete personal care tasks with increasing responsibility.

Social and Emotional Development

- Display socially competent behavior with peers such as helping, sharing and taking turns.

Language and Literacy

- With modeling and support, begin to use the conventions of standard English
- Demonstrate understanding of or use words that indicate position and direction.
- With modeling and support follows typical patterns for communicating with others.
- Demonstrates and understands that print conveys meaning.

- With modeling and support, identify own name in print.

Cognition and General Knowledge

- Count to 20 by ones with increasing accuracy.
- Solve simple addition and subtraction problems with totals smaller than 8, using concrete objects.
- Demonstrate understanding of the relative positions of objects with terms such as in/on/under/up/down, inside/outside, above/below, beside/between, in front of/behind and next to.
- Indicate knowledge of body parts and bodily processes in human and other animals.

Bathroom Break: Book Bin

ALL Language and Literacy

Bathroom Break: Sensory bottle:

Approaches Towards learning:

- Demonstrates self direction while participating in a range of activities and routines
- Physical Well being & Motor Development
- Demonstrate spatial awareness in physical activity or movement.

Social and Emotional Development

- Express a range of emotions in socially acceptable ways
- Interact with peers in shared activities, pretend play and cooperation of roles
- Display socially competent behavior with peers such as helping, sharing and taking turns.
- Resolve conflicts with peers seeking adult assistance when necessary.

Cognition and General Knowledge

- Compare two-dimensional shapes, in different sizes and orientations, using informal language.
- Create shapes during play by building, drawing, etc.
- Combine simple shapes to form larger shapes.
- Understand that everyone has rights and responsibilities within a group.
- Demonstrate cooperative behaviors and fairness to others during interactions with peers and adults.
- Engage in problem-solving to resolve social conflicts with adult support.
- Demonstrate an awareness of the outcomes of choices.
- Understand that rules play an important role in promoting safety and protecting fairness.
- Recognize that people have wants and must make choices because resources and materials are limited.

9:00-9:30 Breakfast

Approaches towards Learning

- Focus on an activity with deliberate concentration despite distraction
- Carry our tasks, activities, projects or experiences from beginning to end
- Focus on the task at hand through difficulties and try to overcome challenges

Physical Well Being & Motor Development

- Coordinate the use of hands, fingers and wrists to manipulate objects and perform tasks requiring precise movements.
- Use classroom and household tools independently with eye hand coordination to carry out activities.
- Demonstrate increasingly complex oral motor skills such as drinking through a straw, blowing bubbles or repeating a tongue twister.

- Demonstrate basic understanding that eating a variety of foods helps the body grow and be healthy.

- Demonstrate emerging responsibility for eating

Social and Emotional Development

- Manage the expression of feelings, thought, impulses and behaviors with minimal guidance from adults.

- Engage in extended conversations with familiar adults

- Request and accepts guidance from familiar adults
- Interact with peers in shared activities, pretend play and cooperation of roles

- Display socially competent behavior with peers such as helping, sharing and taking turns

- Resolve conflicts with peers seeking adult assistance when necessary.

- Express concern for the needs of others and people in distress.

Language and Literacy

- Demonstrate understanding of increasingly complex concepts and longer sentences, and follow two step requests.

- Use language to communicate in a variety of ways with others to share observations, ideas and experiences; problem solve, reason, predict and seek new information.

- With modeling and support, speak clearly and understandably to express ideas, feelings and needs.

- Demonstrate understanding of or use words that indicate position and direction.

- Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites.

- Identify real-life connections between words and their use.

Cognition and General knowledge

- Demonstrate an understanding of time in the context of daily experiences.

- Understand that everyone has rights and responsibilities within a group

- Demonstrate cooperative behaviors and fairness to others during interactions with peers and adults.

- Engage in problem-solving to resolve social conflicts with adult support

- Demonstrate an awareness of the outcomes of choices.

- Demonstrate an awareness of the outcomes of choices.

- Understand that rules play an important role in promoting safety and protecting fairness.

- Recognize that people have wants and must make choices because resources and materials are limited.

- Explore the concept of responsible consumption and conservation of resources.

- Exhibit curiosity and raise questions about objects and events in their environment.

- Observe objects and events in their environment, and describe their observations.

- Communicate about observations and investigations.

- Indicate knowledge of body parts and bodily processes in human and other animals.

9:30-9:45 Book Look Time

ALL Language and Literacy

9:45-10:15 Circle Time

Circle Time: CALENDAR

Physical Well Being & Motor Development

- Use non loco motor skills with control, balance, and coordination such as bending stretching and twisting during play.

- Coordinate the use of hands, fingers and wrists to manipulate objects and perform tasks requiring precise movements.

- Use classroom and household tools independently with eye hand coordination to carry out activities.

- Demonstrate increasingly complex oral motor skills such as drinking through a straw, blowing bubbles or repeating a tongue twister.

Social & Emotional Development

- Request and accepts guidance from familiar adults

- Interact with peers in shared activities, pretend play and cooperation of roles

- Display socially competent behavior with peers such as helping, sharing and taking turns.

- Resolve conflicts with peers seeking adult assistance when necessary.

Language & Literacy

- Demonstrate understanding of increasingly complex concepts and longer sentences, and follow two step requests.

- Use language to communicate in a variety of ways with others to share observations, ideas and experiences; problem solve, reason, predict and seek new information.
- With modeling and support, speak clearly and understandably to express ideas, feelings and needs.
- Sort common objects into categories to gain a sense of the concepts the categories represent
- Demonstrate understanding of or use words that indicate position and direction.
- Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites.
- With modeling and support continue a conversation through multiple exchanges.
- Demonstrate a beginning understanding of the structure and function of print.

Cognition & General Knowledge

- Count to 20 by ones with increasing accuracy
- Identify and name numerals 1-9.
- Identify without counting small quantities of up to 3 items.
- Demonstrate one to one correspondence when counting objects up to 10
- Understand that the last number spoken tells the number of objects counted.
- Identify whether the number of objects in one group is greater than, less than or equal to the number of objects in another group up to 10.
- Solve simple addition and subtraction problems with totals smaller than 8, using concrete objects.
- Sort and classify objects by one or more attributes.
- Recognize, duplicate and extend simple patterns using attributes such as color, shape or size.
- Create patterns.
- Demonstrate cooperative behaviors and fairness to others during interactions with peers and adults.
- Engage in problem-solving to resolve social conflicts with adult support.
- Demonstrate an awareness of the outcomes of choices.

Circle Time: WEATHER

Physical Well Being & Motor Development

- Use non loco motor skills with control, balance, and coordination such as bending stretching and twisting during play.
- Coordinate the use of hands, fingers and wrists to manipulate objects and perform tasks requiring precise movements.
- Use classroom and household tools independently with eye hand coordination to carry out activities.

- Demonstrate increasingly complex oral motor skills such as drinking through a straw, blowing bubbles or repeating a tongue twister.

Social & Emotional Development

- Request and accepts guidance from familiar adults
- Interact with peers in shared activities, pretend play and cooperation of roles
- Display socially competent behavior with peers such as helping, sharing and taking turns.
- Resolve conflicts with peers seeking adult assistance when necessary.

Language & Literacy

- Demonstrate understanding of increasingly complex concepts and longer sentences, and follow two step requests.
 - Use language to communicate in a variety of ways with others to share observations, ideas and experiences; problem solve, reason, predict and seek new information.
 - With modeling and support, speak clearly and understandably to express ideas, feelings and needs.
 - Sort common objects into categories to gain a sense of the concepts the categories represent
 - Demonstrate understanding of or use words that indicate position and direction.
 - Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites
 - With modeling and support continue a conversation through multiple exchanges.
 - Demonstrate a beginning understanding of the structure and function of print.
- #### Cognition & General Knowledge
- Demonstrate an understanding of time in the context of daily experiences.
 - Demonstrate cooperative behaviors and fairness to others during interactions with peers and adults.
 - Engage in problem-solving to resolve social conflicts with adult support.
 - Demonstrate an awareness of the outcomes of choices.
 - Understand that rules play an important role in promoting safety and protecting fairness.
 - Observe objects and events in their environment, and describe their observations.
 - Begin to identify and use some observation and measuring tools, with adult support.
 - Compare and contrast objects and events, and begin to describe similarities and differences.
 - Make prediction and check them through concrete experiences with adult support.
 - Make inferences and form generalizations based on evidence.

- Communicate about observations and investigations.
- Record or represent and communicate observations and findings through variety of methods with adult support.
- Share finding and explanation, which may be correct or incorrect, with or without adult prompting.
- Recognize some elements of the natural environment and understand that these change over time.
- Demonstrate ability to solve everyday problems based on past experiences.
- Solve problems by planning and carrying out a sequence of actions; may seek more than one solution, and explain their reasoning.
- Recreate complex ideas, events/situations with personal adaptations.

Circle Time: TRANSITION TO RUG

Physical Well Being & Motor Development

- Use classroom and household tools independently with eye hand coordination to carry out activities.
 - Demonstrate increasingly complex oral motor skills such as drinking through a straw, blowing bubbles or repeating a tongue twister
 - Demonstrate basic understanding that eating a variety of foods helps the body grow and be healthy.
 - Demonstrate emerging responsibility for eating
- Social & emotional development
- Recognize and identify own emotions and the emotions of others.
 - Express a range of emotions in socially acceptable ways
 - Identify the diversity in human characteristics and how people are similar and different.
 - Compare own characteristics with those of others
 - Display awareness of own thoughts and feelings.
 - Manage the expression of feelings, thought, impulses and behaviors with minimal guidance from adults.

Circle Time: WELCOME SONGS

Approaches Towards learning

- Focus on an activity with deliberate concentration despite distraction
- Carry our tasks, activities, projects or experiences form beginning to end
- Focus on the task at hand through difficulties and try to overcome challenges

Physical Well Being & Motor Development

- Demonstrate loco motor skills, with control, coordination , balance in active play
- Demonstrate coordination in using objects, during active play

- Use non loco motor skills with control, balance, and coordination such as bending stretching and twisting during play.
- Demonstrate spatial awareness in physical activity or movement.

Social & Emotional Development

- Express a range of emotions in socially acceptable ways
- Manage the expression of feelings, thought, impulses and behaviors with minimal guidance from adults.
- Interact with peers in shared activities, pretend play and cooperation of roles
- Display socially competent behavior with peers such as helping, sharing and taking turns.

Language & Literacy

- With modeling and support, speak clearly and understandably to express ideas, feelings and needs.
- Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites.
- With modeling and support, identify own name in print.

Cognition and General Knowledge

- Create patterns.
- Demonstrate cooperative behaviors and fairness to others during interactions with peers and adults.
- Engage in problem-solving to resolve social conflicts with adult support.
- Demonstrate an awareness of the outcomes of choices.
- Understand that rules play an important role in promoting safety and protecting fairness.
- Indicate knowledge of body parts and bodily processes in human and other animals.
- Demonstrate understanding that symbols carry meaning use symbols to represent thinking.

10: 15-11:00 Curriculum

SEE LESSON PLAN FOR STANDARDS

11:00-11:45 Outdoor Time

SAME AS FREE PLAY

11:45-12:00 Potty Break

SAME AS ABOVE POTTY BREAK

12:00-12:45 Lunch

SAME AS BREAKFAST

12:45-3:00 Nap time

3:00-3:15 Potty Break

SAME AS ABOVE POTTY BREAK

3:15-3:30 Snack

SAME AS BREAKFAST

3:30-3:45 Book Look Time

SAME AS ABOVE BOOK LOOK TIME

3:45-4:15 Curriculum Time

SAME AS ABOVE CURRICLUM TIME

4:15-4:45 Center Time

SAME AS ABOVE CENTER TIME

4:45-5:30 Outdoor Play

SAME AS ABOVE OUTDOOR PLAY

5:30-6:30 Free Choice until Departure

SAME AS FREE CHOICE & ARRIVAL

Preschool #2 Daily Schedule:

6:00-8:45 Arrival & Free play in centers

Social & Emotional Development:

- Express affection for familiar adults
- See security and support from familiar adults
- Separate from familiar adults in a familiar setting with minimal distress.
- *Other standards based on free play activity chosen by child.*

8:45-9:00 Bathroom Break

Social & Emotional

- Manage the expression of feelings, though, impulses and behaviors with minimal guidance from adults.
- Display socially competent behavior with peers such as helping, sharing and taking turns.

Physical Well Being and Motor Development

- Complete personal care tasks with increasing responsibility.
 - Dress with minimal or no caregiver assistance
- Language and Literacy
- Use language to communicate in a variety of ways with others to share observations, ideas and experiences; problem solve, reason, predict and seek new information.

- With modeling and support, demonstrate an understanding of reading fluency by use of phrasing, intonation and expression in shared reading of familiar books, poems, chants, songs, nursery rhymes or other repetitious or predictable texts.

Cognition and General Knowledge

- Demonstrate an awareness of the outcomes of choices.
- Understand that rules play an important role in promoting safety and protecting fairness.
- Recognize that people have wants and must make choices because resources and materials are limited.
- Demonstrate understanding of where goods and services originate and how they are acquired.
- Indicate knowledge of body parts and bodily processes in human and other animals.

Bathroom Break: SONG BAG:

Physical Well Being and Motor Development

- Demonstrate loco motor skills, with control, coordination, balance in active play
- Demonstrate coordination in using objects, during active play
- Use non loco motor skills with control, balance, and coordination such as bending stretching and twisting during play.
- Complete personal care tasks with increasing responsibility.

Social and Emotional Development

- Display socially competent behavior with peers such as helping, sharing and taking turns.

Language and Literacy

- With modeling and support, begin to use the conventions of standard English
- Demonstrate understanding of or use words that indicate position and direction.
- With modeling and support follows typical patterns for communicating with others.
- Demonstrates and understands that print conveys meaning.

- With modeling and support, identify own name in print.

Cognition and General Knowledge

- Count to 20 by ones with increasing accuracy.
- Solve simple addition and subtraction problems with totals smaller than 8, using concrete objects.
- Demonstrate understanding of the relative positions of objects with terms such as in/on/under/up/down, inside/outside, above/below, beside/between, in front of/behind and next to.
- Indicate knowledge of body parts and bodily processes in human and other animals.

Bathroom Break: Book Bin

ALL Language and Literacy

Bathroom Break: Sensory bottle:

Approaches Towards learning:

- Demonstrates self direction while participating in a range of activities and routines
- Physical Well being & Motor Development
- Demonstrate spatial awareness in physical activity or movement.

Social and Emotional Development

- Express a range of emotions in socially acceptable ways
- Interact with peers in shared activities, pretend play and cooperation of roles
- Display socially competent behavior with peers such as helping, sharing and taking turns.
- Resolve conflicts with peers seeking adult assistance when necessary.

Cognition and General Knowledge

- Compare two-dimensional shapes, in different sizes and orientations, using informal language.
- Create shapes during play by building, drawing, etc.
- Combine simple shapes to form larger shapes.
- Understand that everyone has rights and responsibilities within a group.
- Demonstrate cooperative behaviors and fairness to others during interactions with peers and adults.
- Engage in problem-solving to resolve social conflicts with adult support.
- Demonstrate an awareness of the outcomes of choices.
- Understand that rules play an important role in promoting safety and protecting fairness.
- Recognize that people have wants and must make choices because resources and materials are limited.

9:00-9:30 Breakfast

Approaches towards Learning

- Focus on an activity with deliberate concentration despite distraction
- Carry our tasks, activities, projects or experiences from beginning to end
- Focus on the task at hand through difficulties and try to overcome challenges

Physical Well Being & Motor Development

- Coordinate the use of hands, fingers and wrists to manipulate objects and perform tasks requiring precise movements.
- Use classroom and household tools independently with eye hand coordination to carry out activities.
- Demonstrate increasingly complex oral motor skills such as drinking through a straw, blowing bubbles or repeating a tongue twister.

- Demonstrate basic understanding that eating a variety of foods helps the body grow and be healthy.

- Demonstrate emerging responsibility for eating

Social and Emotional Development

- Manage the expression of feelings, thought, impulses and behaviors with minimal guidance from adults.

- Engage in extended conversations with familiar adults

- Request and accepts guidance from familiar adults
- Interact with peers in shared activities, pretend play and cooperation of roles

- Display socially competent behavior with peers such as helping, sharing and taking turns

- Resolve conflicts with peers seeking adult assistance when necessary.

- Express concern for the needs of others and people in distress.

Language and Literacy

- Demonstrate understanding of increasingly complex concepts and longer sentences, and follow two step requests.

- Use language to communicate in a variety of ways with others to share observations, ideas and experiences; problem solve, reason, predict and seek new information.

- With modeling and support, speak clearly and understandably to express ideas, feelings and needs.

- Demonstrate understanding of or use words that indicate position and direction.

- Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites.

- Identify real-life connections between words and their use.

Cognition and General knowledge

- Demonstrate an understanding of time in the context of daily experiences.

- Understand that everyone has rights and responsibilities within a group

- Demonstrate cooperative behaviors and fairness to others during interactions with peers and adults.

- Engage in problem-solving to resolve social conflicts with adult support

- Demonstrate an awareness of the outcomes of choices.

- Demonstrate an awareness of the outcomes of choices.

- Understand that rules play an important role in promoting safety and protecting fairness.

- Recognize that people have wants and must make choices because resources and materials are limited.

- Explore the concept of responsible consumption and conservation of resources.

- Exhibit curiosity and raise questions about objects and events in their environment.

- Observe objects and events in their environment, and describe their observations.

- Communicate about observations and investigations.

- Indicate knowledge of body parts and bodily processes in human and other animals.

9:30-9:45 Book Look Time

ALL Language and Literacy

9:45-10:15 Circle Time

Circle Time: CALENDAR

Physical Well Being & Motor Development

- Use non loco motor skills with control, balance, and coordination such as bending stretching and twisting during play.

- Coordinate the use of hands, fingers and wrists to manipulate objects and perform tasks requiring precise movements.

- Use classroom and household tools independently with eye hand coordination to carry out activities.

- Demonstrate increasingly complex oral motor skills such as drinking through a straw, blowing bubbles or repeating a tongue twister.

Social & Emotional Development

- Request and accepts guidance from familiar adults

- Interact with peers in shared activities, pretend play and cooperation of roles

- Display socially competent behavior with peers such as helping, sharing and taking turns.

- Resolve conflicts with peers seeking adult assistance when necessary.

Language & Literacy

- Demonstrate understanding of increasingly complex concepts and longer sentences, and follow two step requests.

- Use language to communicate in a variety of ways with others to share observations, ideas and experiences; problem solve, reason, predict and seek new information.
- With modeling and support, speak clearly and understandably to express ideas, feelings and needs.
- Sort common objects into categories to gain a sense of the concepts the categories represent
- Demonstrate understanding of or use words that indicate position and direction.
- Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites.
- With modeling and support continue a conversation through multiple exchanges.
- Demonstrate a beginning understanding of the structure and function of print.

Cognition & General Knowledge

- Count to 20 by ones with increasing accuracy
- Identify and name numerals 1-9.
- Identify without counting small quantities of up to 3 items.
- Demonstrate one to one correspondence when counting objects up to 10
- Understand that the last number spoken tells the number of objects counted.
- Identify whether the number of objects in one group is greater than, less than or equal to the number of objects in another group up to 10.
- Solve simple addition and subtraction problems with totals smaller than 8, using concrete objects.
- Sort and classify objects by one or more attributes.
- Recognize, duplicate and extend simple patterns using attributes such as color, shape or size.
- Create patterns.
- Demonstrate cooperative behaviors and fairness to others during interactions with peers and adults.
- Engage in problem-solving to resolve social conflicts with adult support.
- Demonstrate an awareness of the outcomes of choices.

Circle Time: WEATHER

Physical Well Being & Motor Development

- Use non loco motor skills with control, balance, and coordination such as bending stretching and twisting during play.
- Coordinate the use of hands, fingers and wrists to manipulate objects and perform tasks requiring precise movements.
- Use classroom and household tools independently with eye hand coordination to carry out activities.

- Demonstrate increasingly complex oral motor skills such as drinking through a straw, blowing bubbles or repeating a tongue twister.

Social & Emotional Development

- Request and accepts guidance from familiar adults
- Interact with peers in shared activities, pretend play and cooperation of roles
- Display socially competent behavior with peers such as helping, sharing and taking turns.
- Resolve conflicts with peers seeking adult assistance when necessary.

Language & Literacy

- Demonstrate understanding of increasingly complex concepts and longer sentences, and follow two step requests.
 - Use language to communicate in a variety of ways with others to share observations, ideas and experiences; problem solve, reason, predict and seek new information.
 - With modeling and support, speak clearly and understandably to express ideas, feelings and needs.
 - Sort common objects into categories to gain a sense of the concepts the categories represent
 - Demonstrate understanding of or use words that indicate position and direction.
 - Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites
 - With modeling and support continue a conversation through multiple exchanges.
 - Demonstrate a beginning understanding of the structure and function of print.
- #### Cognition & General Knowledge
- Demonstrate an understanding of time in the context of daily experiences.
 - Demonstrate cooperative behaviors and fairness to others during interactions with peers and adults.
 - Engage in problem-solving to resolve social conflicts with adult support.
 - Demonstrate an awareness of the outcomes of choices.
 - Understand that rules play an important role in promoting safety and protecting fairness.
 - Observe objects and events in their environment, and describe their observations.
 - Begin to identify and use some observation and measuring tools, with adult support.
 - Compare and contrast objects and events, and begin to describe similarities and differences.
 - Make prediction and check them through concrete experiences with adult support.
 - Make inferences and form generalizations based on evidence.

- Communicate about observations and investigations.
- Record or represent and communicate observations and findings through variety of methods with adult support.
- Share finding and explanation, which may be correct or incorrect, with or without adult prompting.
- Recognize some elements of the natural environment and understand that these change over time.
- Demonstrate ability to solve everyday problems based on past experiences.
- Solve problems by planning and carrying out a sequence of actions; may seek more than one solution, and explain their reasoning.
- Recreate complex ideas, events/situations with personal adaptations.

Circle Time: TRANSITION TO RUG

Physical Well Being & Motor Development

- Use classroom and household tools independently with eye hand coordination to carry out activities.
 - Demonstrate increasingly complex oral motor skills such as drinking through a straw, blowing bubbles or repeating a tongue twister
 - Demonstrate basic understanding that eating a variety of foods helps the body grow and be healthy.
 - Demonstrate emerging responsibility for eating
- Social & emotional development**
- Recognize and identify own emotions and the emotions of others.
 - Express a range of emotions in socially acceptable ways
 - Identify the diversity in human characteristics and how people are similar and different.
 - Compare own characteristics with those of others
 - Display awareness of own thoughts and feelings.
 - Manage the expression of feelings, thought, impulses and behaviors with minimal guidance from adults.

Circle Time: WELCOME SONGS

Approaches Towards learning

- Focus on an activity with deliberate concentration despite distraction
- Carry our tasks, activities, projects or experiences form beginning to end
- Focus on the task at hand through difficulties and try to overcome challenges

Physical Well Being & Motor Development

- Demonstrate loco motor skills, with control, coordination , balance in active play
- Demonstrate coordination in using objects, during active play

- Use non loco motor skills with control, balance, and coordination such as bending stretching and twisting during play.

- Demonstrate spatial awareness in physical activity or movement.

Social & Emotional Development

- Express a range of emotions in socially acceptable ways
- Manage the expression of feelings, thought, impulses and behaviors with minimal guidance from adults.
- Interact with peers in shared activities, pretend play and cooperation of roles
- Display socially competent behavior with peers such as helping, sharing and taking turns.

Language & Literacy

- With modeling and support, speak clearly and understandably to express ideas, feelings and needs.
- Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites.
- With modeling and support, identify own name in print.

Cognition and General Knowledge

- Create patterns.
- Demonstrate cooperative behaviors and fairness to others during interactions with peers and adults.
- Engage in problem-solving to resolve social conflicts with adult support.
- Demonstrate an awareness of the outcomes of choices.
- Understand that rules play an important role in promoting safety and protecting fairness.
- Indicate knowledge of body parts and bodily processes in human and other animals.
- Demonstrate understanding that symbols carry meaning use symbols to represent thinking.

10: 15-11:00 Outdoor Time

SAME AS FREE PLAY

11:00-11:45 Curriculum

SEE LESSON PLAN FOR STANDARDS

11:45-12:00 Potty Break

SAME AS ABOVE POTTY BREAK

12:00-12:45 Lunch

SAME AS BREAKFAST

12:45-3:00 Nap time

3:00-3:15 Potty Break

SAME AS ABOVE POTTY BREAK

3:15-3:30 Snack

SAME AS BREAKFAST

3:30-3:45 Book Look Time

SAME AS ABOVE BOOK LOOK TIME

3:45-4:15 Curriculum Time

SAME AS ABOVE CURRICLUM TIME

4:15-4:45 Center Time

SAME AS ABOVE CENTER TIME

4:45-5:30 Outdoor Play

SAME AS ABOVE OUTDOOR PLAY

5:30-6:30 Free Choice until Departure

SAME AS FREE CHOICE & ARRIVAL

School Age Summer Camp Schedule

6:00-8:45 Arrival and Free Play

8:45-9:00 Bathroom Break

9:00-9:30 Breakfast

9:30-10:45 Circle time, curriculum

10:45-11:15 Learning Centers

11:15-11:45 Art/Small Group Activities

11:45-12:00 Bathroom Break

12:00-12:30 Lunch

12:30-12:45 Story Time

12:45-2:00 Quiet Time/Silent Reading

2:00-3:00 Outside Play

3:00-3:15 Bathroom Break

3:15-3:30 Snack

3:30-4:30 Free Play

4:30-5:00 Outside Play

5:00-6:30 Centers and Departure

Rates and Fees

Group	Hourly(less than 7 hours a week 1- 2	Part Time (7-24 hrs a week, 3 days)	Full Time (a week above 25 hrs 4-5
Infants (6wks-18mos)	9.75 an hour	125.00	190.00
Toddlers (18mos-3yrs)	7.25 an hour	120.00	160.00
Preschool (3yrs-5yrs)	5.25 an hour	115.00	150.00
School Age (summer, snow days or nsd)	6.50 an hour	90.00	140.00
School Age- School Year	6.50 an hour	75.00	120.00
PREK Program MWF 9-1	N/a	N/A	75.00

- Registration fee: \$50 onetime non refundable per family DUE AT SIGN UP
- Tuition Includes: Breakfast, Lunch, PM Snack, Formula and jar food (Infants only)

Lesson Plan materials, in house field trip expenses, party expenses, wipes (infant and toddler)

- Tuition payments are due on Monday of the week of the service. Payments not received by Tuesday Morning at opening will incur a \$5 per day late fee. When late fees reach \$50 services will be terminated.
- Late Fees- If you pick your child up past 6:30 PM you will be charged \$1 per minute you are late. (please see the parent handbook for details)

Smart Start Learning Center Inc.

Parent Participation Policy

At Smart Start we believe that parent participation is essential to a positive childcare experience. It is our hope that we will have an open line of communication about the children's progress and needs. We invite all parents and guardians to be active in their child's learning process at Smart Start. We do realize that most parents are working full

time and that their schedules do not allow for it. Therefore we feel that the communication part of parent participation is key. The following policies have been adopted by Smart Start and we are required to outline them in writing by the State Of Ohio. It is our ultimate goal to have a strong childcare program and parental input is necessary to do so.

State of Ohio rules and regulations are available to all parents and guardians that wish to view them. There is a toll free number posted on our parent board should you want to contact them regarding licensing questions. A copy of our license and inspections are available to you at the sign in table.

(1) Every child enrolled in our Center will have two scheduled conferences a year. At these conferences the parent will receive the child's progress report. This allows for the parents and teachers to discuss goals, accomplishments and children's progress. This is also a time to be sure that the parents and teacher are consistent with the child. These conferences are required by the state of Ohio.

(2) If a parent needs to speak with a teacher regarding a specific concern, incident or any issues that may arise they may do so at drop off or pick up time. The parent can also schedule an appointment or phone conference with the teacher.

(3) If a parent has a complaint, it should be directed to the Administrator. The administrator's hours of availability and contact information are posted at the parent board and on the office door. The administrator would be happy to schedule a conference with the staff if it is needed.

(4) At various times through the year the teacher may request parent volunteers within the class for projects, parties, or field trips. We also encourage you to visit your child's class at any time. We have an open door policy for you to come in but we ask that you announce your visit to the teacher or administrator to let them know your intentions of staying within the classrooms for a while. This open door policy is limited to parents and guardians only for the safety and protection of the children. (We ask that you not visit between 1:00 and 3:00 because this is nap time.)

(5) A roster of parent names and telephone numbers is available to all families that chose to participate upon request. This roster is to be used to communicate about center policies, etc and will not be used for commercial purposes. The roster will be updated every August.

(6) Smart Start is very proud to have their own PTA; The Smart Start EC PTA welcomes all families to join them. Please visit the PTA table and bulletin board in the hallway for further information.

(7) Upon registration, each parent or guardian will be asked to schedule a pre-admission interview so that the Administrator may go over policies and answer any questions you may have. At that time you will receive a parent handbook. The Administrator will discuss our orientation program.

(8) If a custody order is in place by the courts we require a copy to keep on file with the children's records. In the event that a non-residential parent is only allowed limited access this must be on file so that we can be sure to follow.

(9) In order to release a child to someone under the age of 16 we must have written permission from the parent or guardian.