



BERLIN EDUCATION STATION



## All-Inclusive Pre-School

Curriculum includes the area's most prestigious high technology, secure learning environment, for active kids!

- Science & Sensory
- Art Immersion
- Music & Movement
- Gymnastics
- Karate
- Tech Academy

CERTIFIED  
EARLY  
PRE-SCHOOL  
TEACHERS

ages 6 weeks - 15 years old

10008 Old Ocean City Blvd  
Berlin MD 21811  
(410)629-1630

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www.berlinactivitiesdepot.com

Thank you for your interest in our learning center! We are an enthusiastic center that is staffed with well trained, qualified teachers to ensure the best possible care for your child! Our center has nine classes, each designed for a specific age group. There's an amazing outdoor play area plus an in-house gym for indoor physical activity.

Your child will participate in age appropriate daily activities designed to specifically meet their individual needs and abilities. Some of the daily activities include: Music and Movement, Language and Literacy, Art Projects, Learning Centers, Math and Manipulatives, Letters and Numbers, Science Experiences, Social Studies, Colors and Shapes, Writing and Gym time – both indoor and outdoor. Our program offers a one of a kind experience where children are immersed in a wide array of physical and mental activities.

We look forward to working with your family! Thank you for allowing us to enjoy this time with your child.

The Staff at Berlin Education Station

## **FAQ'S**

**What are the center hours?** We are open Monday through Friday from 7:30 a.m. – 5:30p.m. Extended hours 7:00-7:30 a.m. and 5:30-6:00 p.m. Inquire about additional hours if needed.

**When will the center be closed?** Please see the attached closings at the back of this handbook.

**Does the center close for inclement weather?** We do at times close for inclement weather. We do not follow the school closing or delay schedule. We will be closed in a STATE OF EMERGENCY and if weather is extremely bad and would provide an unsafe environment for travel. We are open regular time for fog delays. If the weather is severe, we will send a text message through Remind 101.

**Is the center closed during school closings?** No, we are open through school closings and school delays (such as snow or fog) unless it is due to a STATE OF EMERGENCY or severe weather.

**When is tuition due?** Tuition is due every Monday before 5:00 p.m. Unpaid tuition at 5:00 p.m. will be charged to your credit card that is required to be on file, tuition's un able to be charged will be subject to a \$15.00 late fee. Unpaid tuition will cause your door code to be deactivated and entry to the center and care will be declined.

**What is my tuition rate?** Please see the attached tuition rates at the back of this handbook.

**What is Purchase of Care?** Purchase of Care is a program through the Worcester County Department of Social Services in which they provide vouchers for child care. This is a subsidy program geared to help families obtain affordable childcare. For more information regarding Purchase of Care please call 410-677-6831.

## **What do I need to pay before my child can start?**

- We require a non-refundable, enrollment fee equal to one week's tuition due before the child's start date.
- A \$50 annual Curriculum fee, non-refundable, due at time of enrollment and every year by September 1<sup>st</sup> regardless of start date.

## **Does my Enrollment Fee count towards my tuition?**

- No, the Enrollment Fee is non-refundable and non-transferable. You will still owe your first week's tuition on the Monday of the week your child starts.

## **What if I am late to pick up my child?**

We will automatically charge you for a week of extended care if you drop off prior to 7:30 or pick up after 5:30. Continuous early drop off or late pick up will result in a permanent change to your contract to include weekly extended care charges. If you drop off prior to 7:00 a.m. or pick up after 6:00 p.m. without prior arrangement you will be charged \$5 for every minute prior to 7:00 a.m. or after 6:00 p.m. that you are early to drop off or late to pick up your child. For children 2+, if pre-arranged they may be moved to Twister's gymnastics for an additional charge. Pre-arrangements must be made prior to 5:00 p.m. for forthcoming schedule times.

**What type of curriculum do you use?**

- Robert-Leslie – **Investigator Club** (ages 3, 4, and 5)
- Teaching Strategies -- Creative Curriculum for Preschool (ages 3 and 4)
- Healthy Beginnings: Supporting Development and Learning from Birth Through Three Years of Age

**Can I view the surveillance camera footage?** Yes. You are more than welcome to come into the learning center and watch the live stream any time.

**How often do I have to update records?**

- Every January and June we do a mass update on everyone's annual records. We update, but are not limited to: Meal Benefit Applications, Emergency Contact Information, Enrollment Agreements, and Immunization Records as they are needed.
- If your child's information is approaching expiration we will notify you through the following measures: Documentation sent home with the child, Life Cubby check-in station message, private emails.
- Immunization records need to be brought in after every doctor appointment to keep records as current as possible. If immunizations are behind, the center must have a note signed by the doctor stating when the immunizations are scheduled.
- New immunization records are needed before each of the following ages: three months, five months, eleven months, fourteen months, twenty-three months, fifty-nine months, and five years.
- Lead tests are required within 30 days of entering care. Lead tests must be completed after the child turns one-year-old and after the child turns two-years-old. Maryland Department of Education requires the results of the lead test within 30 days of birth date. After 30 days, we must decline care until the proper records are turned in. Your tuition will continue to accrue during this time.
- Infants and toddlers are required to keep an updated Growth and Development Plan. This update occurs every three months, and the teachers in your child's class will remind you – as well as the administrative staff. These can be updated on life Cubby
- We update these forms every November, February, May, and August. Please make these updates in pencil so they can be changed easily.

**What do I need to bring for my child?**

- Pre-made bottles, diapers and wipes, (for those not potty trained) please label everything.
- Multiple changes of clothes appropriate for your child's size and the season in a labeled plastic, zip-lock bag. Please label the clothing tag with your child's name on each piece.
- Premade bottles clearly labeled with the child's name on the bottle and cap.
- A healthy breakfast, lunch, and snack will be provided by the center, once real food can be eaten. Food program meal benefit forms are required every June and January. This form can be found in your enrollment pack and will be given to you when updates are needed.
- If you would like to donate the following items we would greatly appreciate it! Items used most often: glue sticks, water colors, crayons, colored pencils, pencils, Elmer's glue. This is optional and is by no means a requirement.

**Infant/Toddler: Bottles, Diaper Bags and Miscellaneous Items:**

- All: Premade bottles, Teething Rings, Sippy Cups, Pacifiers, and Food Storage Containers must be clearly labeled with the child's name and date of intended consumption. Premade bottles with a lid must have the child's initials on the lid as well as their name on the premade bottle in case the cap is separated from the bottle during meal time. Plastic storage containers must be labeled with the child's name on the bottom of the container as well as the lid of the container in case the lid is separated from the container during meal time. Diaper bags and spare sets of clothes must be labeled with the child's name on the tag.
- All ready-to-feed formula bottles must be pre-made and measured at home. Glass bottles are not permitted in the Learning Center as a safety precaution.
- Premade bottles must be clearly labeled with the child's name, date and approximate time of intended consumption. Teachers have Infant/Toddler Development plans for each child to determine the best meal time.
- Teachers will perform a "double-check" in which both staff members confirm the proper bottle for the child.

#### **What if my child is sick?**

- We do not allow children to come if they have a temperature of 100.5 degrees or higher. A fever excludes your child from care for a minimum of 24 hours. Regulations require all children to be fever/symptom free for 24 hours without medication (Tylenol, Ibuprofen, Motrin, etc.) before they can be readmitted to care.
- If your child has a communicable disease, is throwing up or has diarrhea, we do not allow them to return to the center until the child has been symptom free for (24) hours without medication.
- If your child shows any signs or symptoms of illness, we will notify you to pick up your child within 30 minutes. To return to care, we must receive a doctor's note stating that the child is not contagious and we still reserve the right to make our own determination based on effects we feel readmittance may have on the other children in care.

#### **What if my child needs medication during center hours?**

- You may check in medication at the front desk, and fill out an authorized medication form. Medication must be in its original box, have child's correct name and information on the label. Medication must have a current date and complete dosage instructions and measuring devices.
- Only Medication Administration certified staff can administer medicine and only if there has already been one dose taken at home.
- Most medications will require a doctor's signature and instructions on our authorized medication form. Without this we will not administer the medication. All diaper creams, sunscreen, or any other topical ointments require an authorized medication form.

#### **Will my child go outside?**

- We have a fenced outdoor play area where your child will play each day as weather permits.
- We do not go outside if it is inclement weather or if the temperature is below 32 degrees and above 100 degrees.
- Please dress your child appropriately for outdoor play. This includes infants. Please bring socks and coats for going outside in cooler weather.
- Our state regulations and other agencies require the children to go outside twice a day. If your child is too sick to participate in the daily activities, they are too sick to be at the learning center.
- Please be aware if you ask us to keep your child inside we cannot honor that request due to the state regulations.

#### **Can my child bring toys from home?**

- No. This can be potentially hazardous to other children. Berlin Education Station is full of educational and age appropriate learning materials and toys from home distracts from the

educational surroundings. All non-toy items should be labeled for your child. (An i.e. diaper, extra clothes, wipes, lunchbox, Sippy cups, bottles, food.)

- Berlin Education Station and Berlin Activities Depot are not responsible for lost items brought from home.

### **Mission Statement**

Our goal at Berlin Education Station is to provide a warm, nurturing, safe, and loving environment where self-concepts are enhanced, independence encouraged, and individuality is respected. All students, families and staff members have the right to an education and to equal access to the benefits, burdens and responsibilities of our society regardless of race, gender, class, religion, sexual orientation, disability, or other aspects of what we look like or where we come from. Our families play an important role in education as a child's first teacher. Daily interaction with the loving, caring people who work at Berlin Education Station can positively influence your child's future. The Center's program is designed to include both planned and spontaneous, age appropriate activities in response to children's interests. Experiences with music, movement, art, science, and language building are incorporated into daily lesson plans. Regularly scheduled snacks, meals, rest time, indoor and outdoor play promote good physical health, comfort and a general overall positive sense of self. We strive to meet the physical, cognitive, social and emotional growth of each individual child in a caring and supportive atmosphere.

### **Enrollment**

- We offer part-time and full-time enrollment, as well as a half-day program for Pre-K students attending local elementary schools.
- Your child may attend part-time with a two-day minimum per week. The days must be the same each week. You may not switch days (come Monday instead of Thursday), but days can be added as needed- based on availability - for an additional fee due on the day of service.
- Your days of attendance will be determined and approved by the director on your Enrollment Agreement.
- Any changes to your enrollment agreement must be made in writing and will take two full weeks to process when days are dropped. All notices to change must be turned in on Monday by 5:00 p.m. Notices given on any other day will not be put in until the following Monday. Your two weeks will be calculated based on the Monday your request was processed not on the day you turned it in.
- Children with special needs are entitled to attend inclusive early childhood education programs. If your child is found to not be developmentally ready to attend a physical education class designed for their class, we will allow them to attend with a group on their level. Having children doing the physical activity on their level will help ensure the safest possible scenario in the large gymnasium. We also want all children to feel successful when they leave the gym after their class.

### **Inclusion Policy**

- Berlin Education Station welcomes all children and aims to provide an inclusive environment which caters to the needs of all children. Berlin Education Station affirms that the individuality of children should be valued, their needs considered and their rights respected. It further affirms all our programs and practices as much as possible:
  - children with special needs, disabilities and special health care needs.
  - make appropriate expectations for each child, through IEP's, planning and parent meetings.
  - students are monitored through portfolios, developmental checklists and assessments- intentional lesson plans include each child's ability level and individual needs.

- lesson plans are written to value the differences in students, embrace and adapt to each student's needs daily and through each learning experience.
- assist staff in developing the necessary skills and knowledge to work with all children and their families.
- support staff with contacting specialist services as needed.

### **Initial Enrollment Procedure**

There are a few things to do to reserve a spot for your child in our program.

- Please first fill out the Steps to Acceptance Form and include a non-refundable \$50.00 Curriculum fee per child.
- This will initiate our transitioning visits.
- During the transitioning period please fill out all paperwork in your child's enrollment package and submit a non-refundable Enrollment fee.
- Enrollment fee per child equal to one week's tuition, and an annual are all due before your child attends. Enrollment requests will be honored in order that enrollment fees are received.
- Children will not be allowed to start until all required paper work is obtained and all initial fees are paid.

### **Tuition Payment Policy**

- Your tuition payment is the amount agreed upon and stated in your Enrollment Agreement.
- All students are required to have a credit card on file. This does not have to be your regular form of payment however, if payment isn't made by another method by 5:00 p.m. on Mondays your "on file" card will be charged
- If you cannot provide us with a credit card to keep on file, you will be charged a \$15.00 per week administrative fee.
- Checks, cash, credit cards, will be acceptable methods of payment.
- Non-payment will cause your entry code to be deactivated and you will not be able to enter the building until your outstanding balance is paid. All tuition payments must be made prior to going on vacation, or a holiday, postdating a check is fine. Failure to make your regular tuition payments for any reason will result in the filling of your child's spot.
- Spot may be filled from our center waiting list if there is a 1 week lapse in payment.
- Auto Debit: Auto debits are a convenient way to ensure that tuition is not late. Any changes in auto debits require a full two-week written notice given to the office. If auto debits are declined, a late payment fee and insufficient fund fee will be charged. This is our recommended preferred payment option.
- If you are not caught up in payments by the following Monday, you will forfeit your child's spot. You will be responsible for paying your past due balance, your late fees, and the following two weeks' tuition regardless of attendance.
- If your balance is not paid 1 month from the last day payment was made, your account will be surrendered to small claims court in which you are also responsible for paying all related costs.
- There may be the possibility of Scholarships or sliding scale discounts if funding and space is available.
- Early Care and Late Care are automatically billed if you are early or late picking up or dropping off.
- In the event of illness, payment is still due.

### **Additional Tuition Fees**

- Insufficient funds notification will result in a \$35.00 charge being added to your balance.
- There is a \$35.00 returned funds fee. After two bounced checks, cash payments will be required thereafter.
- A charge of \$15 per week will automatically be added to tuition for families with-out a credit card
- **please note all delays, early dismissals and days off school are an additional charge please see afterschool info packet for more information.**

### **Purchase of Care Policy**

- We accept Purchase of Care (POC) assistance from the state. Until we receive the first payment for your child from the State, you are responsible for paying their tuition in full. This ensures that the tuition for your child is always paid on time.
- When we begin receiving payment from the State, your account will be credited the difference.
- We do not refund the difference in cash; it is credited towards future tuition payments. POC covers only your tuition rate; you are responsible for paying all other fees.
- If you miss more than five days in any month, POC will not pay for those days.
- You are responsible for paying the additional day fee for any number of days missed over five.
- If you have vouchers at time of sign up, you may use your co-payment amount for your curriculum and enrollment fees. All copayments are based on our current rates.
- All students with P.O.C will be charged an additional Administration Fee of \$7.14 per week.

### **Transitioning to/within Berlin Education Station**

We take many steps to make sure that children transition successfully into our program. For example, when it is time for children to transition within our program, we make sure that the transition is a success by Transitioning to our Center

We request that a parent visit with their child in the classroom prior to the child's actual start date. In most cases, one or two visits are best; please speak with the Director about your child's' pre-start date visit(s) and schedule. Parents should be present for these visits. An enrollment form and a developmental history form must be completed by a parent prior to your child's first visit day. During the first few weeks your child will be adjusting to a new place and many new faces. We are interested in making this adjustment as easy as possible for both children and families. We offer the following options for easing your child into the program: 1. Discuss with the director and teachers how you transition at home. BES will put together individualized transition plans to our center. Please sit with the teacher or director on the second visit to formulate the transition plan.

Transitions: The Center is organized and staffed to minimize the number of transitions children experience. Being mindful of the importance of the bonds that are established with teachers and peers, every effort is made to maintain continuity of relationships between teaching staff and children and among groups of children. Every effort is made to keep classrooms and peers together for nine months or longer. Developmental needs or concerns are always considered when planning transitions for children and clear communication takes place between center and home and among teaching staff. Clear transition plans are put together for families and students through writing and collaboration between families and teachers.

Please note: The Center makes every attempt to plan for and enact transition plans that have been discussed with families; in the event of an unforeseen change to enrollment, staffing, or program operations, transition plans may need to be altered to ensure compliance with State regulation, as well as to ensure a best practice experience for children. When transition plans must be altered, the Center Director will contact the families to discuss.

Transitioning children into new programs or school settings requires careful planning. To make sure that children's transitions are successful, we have special systems for children transitioning to, from and within our center:

- Getting your child adjusted to a new routine or a new schedule can be difficult at times, but we want to help you make this transition as smooth and comfortable as possible.
  - For the new student, we request that you send in a family picture to remind your child of you.
  - Always give the child a time in their classroom schedule to identify that you will pick them up at a certain time.
  - You are invited to call at any time to check on your little ones.
  - You are also invited to email us if you yourself are having trouble with the transition.
  - We encourage you to download the Life Cubby App onto your phone to enable you to be in constant contact with your child's classroom and teacher.
- We encourage parents to spend time in their child's new classroom with them before they start. This will allow the parents to get a sense of how the classroom works, and it will also give the parents, teachers, and children time to bond.
- Please note that we have an open-door policy. You may come in and out as often as you like to check on your child.
- It is normal for children to go through withdrawals and mood changes when they change classrooms. It is also normal for the children to cry.
- The staff at Berlin Education Station is trained to transition children and work with the parents on transitioning. The staff will nurture and prepare your child for his/her next class.
- If you have any questions about this issue, please feel free to ask any staff member.
- We will notify parents when children are being transitioned from classroom to classroom so we can work together to make the transition as smooth as possible for your child.

#### **Transitioning for Children with Special Needs**

- Lead Teachers are required to learn as much as they can about a new student's specific special need and about his or her ability to manage everyday tasks or situations that are common in our child care program.
- We will seek out resources, professional development opportunities, and support services in the community to increase teachers' knowledge, skills, and confidence in working with this child and family.
- Parents and children are encouraged to visit our learning center before enrollment.
- We print out any additional material needed like our daily classroom routine so that you can review it with your child. We encourage parents to create social stories and review them often, so that your child knows what to expect when school starts.

#### **Confidentiality**

- We will not give information about any child to anyone other than the immediate care giver. Within Berlin Education Station, confidential and sensitive information will only be shared with employees of Berlin Education Station who have a "need to know" to most appropriately and safely care for your child. Confidential and sensitive information about faculty, other parents and/or children will not be shared with parents, as Berlin Education Station strives to protect everyone's right to privacy. Confidential information includes, but is not limited to: names, addresses, phone numbers, disability information, and HIV/AIDS status or other health related information of anyone associated with Berlin Education Station.

#### **Parent Code of Conduct**

- We require the parents of enrolled children to behave in a manner consistent with decency, courtesy, and respect. It is not appropriate to use foul language at any time. One of the goals of Berlin Education Station is to provide the most appropriate environment in which a child can

grow, learn and develop. Achieving this ideal environment is not only the responsibility of the employees of Berlin Education Station, but is the responsibility of each parent or adult who enters the center. Parents are required to behave in a manner that fosters this ideal environment. Parents who violate the Parent Code of Conduct will be asked to leave the property.

## **Grievance Procedure for Parents/Guardians Policy**

### **Introduction:**

Parents are encouraged to follow the Grievance Procedure to resolve any concerns they may have and should feel comfortable in doing so. Any issues will be dealt with confidentially and should be resolved as quickly and as effectively as possible.

### **Aim:**

1. To ensure that parents are provided with the opportunity and means to raise grievances about any aspect of the school, including staff members.

### **Procedure:**

1. In the first instance any parent with a concern or grievance should consult with the classroom teacher or the Director about that grievance.
2. If there is no satisfactory resolution obtained, Parents should submit a written statement outlining the grievance and address to the Director.
3. On receipt of this statement, the Director will interview the parent either in person or by phone to discuss the grievance within 3 days. If meeting in person, parents may be supported by a friend, family member or a representative of a support organization.
4. The Director will then meet with the teacher (if relevant) to discuss the grievance and recommend any necessary action.
5. The Director will advise the parent and all concerned parties of the recommendations within 5 working days from the receipt of the statement of grievance.
6. If the issue is not resolved, the Director may re-direct the parent to an appropriate agency (if relevant).
7. Formal procedures will be documented throughout and confidentiality maintained at all times.
8. Teachers should direct and refer parents to School policies wherever necessary to support any decisions or recommendations.

**Berlin**  
education station

### **Dropping Off and Picking Up**

- When you drop off and pick up your child, their classroom teacher will check them in using our Life Cubby System.
- The classrooms open and close at different times depending on the number of children that are present in their age group. Therefore, you may drop your child off in one classroom and pick them up in another. If you have any questions regarding this, please feel free to ask the front desk.
- The children will spend most of their day in their classrooms with their teachers. (Note: Teachers work in shifts, so if your child's teacher is not present during drop-off or pick-up you can always contact your child's teacher using the Life Cubby System.

### **Classroom Placement**

- Children are assigned to classrooms typically by age and cognitive ability. When it is time for your child to move to the next classroom, you will be given notice and a transition plan for the child to gradually try the new classroom out. We encourage you to be an active participant in your child's transition into a new classroom. Your teacher will discuss your child's pending move into a new classroom prior to any transition. Whether a transfer to another classroom or into another educational setting we will work to ensure a smooth transition. Upon your written request, we will transfer your child's records. Our 3 and 4-year-old children will transition to new classrooms when public schools begin and end each school year. There may be some instances where we may need to have a child change classrooms due to an unforeseen circumstance or on a temporary basis.

### **Discipline**

We believe self-image and self-control are very important aspect of a child's positive development. We strive to help each child respect themselves, others and the centers property.

- We will first correct undesirable behavior verbally using reasoning. If this doesn't work, we will use redirection.
- If we are still unsuccessful, we will use our "Cozy Corner". This area will be away from the group of children.
- The child will be invited to go to the "Cozy Corner", calm down, and think of a better solution to their problem. The "Cozy Corner" is designed for the child to take as long as they desire to calm themselves. When they are ready to discuss their behavior and how to better handle the situation should it happen again our teachers will be there to listen and offer additional thoughts or options as needed.
- The "Cozy Corner" is child directed however, teachers should ask the child if they are ready to rejoin the group periodically. (at least every 2,3, or 4 minutes depending on the child's age).
- Children will be positively reinforced with praise. We will always use positive language and tone when dealing with young children.
- If behavior becomes an issue the parents and the director will meet and jointly agree on a corrective plan of action for that child.
- No physical or derogatory punishment will take place at our Learning Center.

### **Our Pledge for Positive Behavior Practices**

**We Pledge to Use Positive Body Language-** Body language refers to the nonverbal signals that we use to communicate. According to experts, these nonverbal signals make up a huge part of daily communication. From our facial expressions to our body movements, the things we *don't* say can still convey volumes of information.

**Positive language with children: (excerpt taken from "The Positive Classroom" Muriel K. Rand**

- 1.) Good classroom structure will lead to appropriate behaviors
- 2.) Classroom community is critical for prevention of misbehavior

### 3.) Children who use inappropriate behavior need instruction not punishment

Positive adult language is the professional use of words and tone of voice to enable students to learn in an engaged, active way. This includes learning social skills. To guide children toward choosing and maintaining positive behaviors, school adults need to carefully choose the words and tone of voice we use when speaking to them.

Learning to use positive language with children takes time. But you don't have to do it all at once. Any enhancements you make in your language will do much to help children choose positive behaviors. The following three essentials offer a good starting place.

#### We Pledge to Convey this Belief in Children-

To choose positive behaviors, children need to see themselves as capable individuals and responsible community members. Adults can use positive language to help children build that self-perception.

Suppose a principal says to an all-school gathering, "When everyone is quiet, we'll start our school pledge," or a lunch teacher says to a class entering the lunchroom, "You can look at our poster to remind yourselves what to do when you finish eating." These words convey belief that children want to cooperate, listen, and do good work, while also giving them information about how they can follow through on those good intentions.

With our words, we convey our assumptions and expectations about children, which, in turn, influence children's assumptions and expectations about themselves.

By using positive language to convey your belief in children's abilities and intentions, you help them internalize a positive identity and develop more awareness and self-control. As a bonus, your language helps those within earshot form a positive perception of the child, which further enhances the child's self-perception and helps to promote positive behavior.

#### We Pledge to Use direct language-

Whether giving directions, noting positive behaviors, prompting children to remember rules, stopping misbehavior, or holding a discussion, it's important to use clear, direct language that is free of innuendo or sarcasm. With words, tone of voice, facial expression, and body posture, you can communicate calmness and respect. In this way, you'll avoid shaming and judging children, keep the focus on the positive behavior you want to see, and reduce the likelihood of power struggles.

#### We Pledge to Reinforce Children's Positive Behaviors-

Reinforcing language identifies and affirms students' specific positive actions and encourages them to continue their appropriate behavior. For example, to a group that showed welcoming behavior toward one another at lunch, an adult might say, "I saw that you included everyone in your conversations. That helped make lunchtime pleasant for everyone at your table." With these words, the adult lets the children know that he noticed their positive behaviors. He also helps them see how they and their classmates benefited from those behaviors.

The following guidelines will help you use this kind of language to highlight a variety of student strengths: their skills, their attitudes, or the process they used to do an assignment, form teams at recess, or sort out who will sit where at the lunch table.

#### We Pledge to Use Positive Guidance-

Positive guidance is based on the belief that any means of child guidance should focus on building up a child's self-control rather than solely focusing on a behavioral outcome.

- Providing choices;
- using redirection;
- having clear rules and expectations;
- using reflection;
- using problem solving; and
- developing rules with input from older toddlers and preschoolers.

**Name concrete, specific behaviors.** An art teacher says to a class, "Students, your hopes and dreams display shows that you put careful thought into what you want to learn in art this year. Your illustrations show so much detail." Compared with "Beautiful work!" or other general praise,

these words let the children know exactly what they're doing successfully and therefore what to keep doing and to build on.

**Use a warm but professional tone.** A recess teacher tells a kindergartner, "Lamar, I noticed that you invited Eric into your game when you saw him standing alone. You really remembered our rule about including everyone!" By avoiding baby talk ("We're being so good today!") or overly sentimental language ("Honey, you're just the best little include!"), she shows Eric that she takes him seriously and sees him as a competent and independent learner.

**Emphasize description over personal approval.** A bus driver remarks to a bus group, "You were friendly and safe on the bus today. When you stay in your seats and talk to your seatmates, the ride is more pleasant for everyone." Compare this with "I like the way you were safe and friendly today." Focusing on children's positive behavior and what it helps them achieve motivates them much more powerfully than focusing on whether you personally like or dislike their behavior.

**Find positives to name in all students.** A principal says to a child who was in the office yesterday for misbehavior, "Clayton, your teacher says you've had a great morning. You stayed focused during writing time and used some strategies to help you finish all your other work. Now you'll have time to read with your kindergarten buddy this afternoon!" By seeing not only Clayton's struggles but also his successes, and naming those successes to Clayton, the principal lets the child know what behaviors are working and encourages him to keep practicing those behaviors.

**Name progress.** A student at an all-school meeting begins to interrupt a classmate but catches himself mid-sentence. Later, his teacher says to him privately, "Billy, you caught yourself and stopped talking when Jackson was sharing. You're getting better at holding on to your ideas until it's your turn to talk." Knowing that they're on the right track and making visible progress toward their goals motivates children to continue their efforts.

### Materials

Each classroom is set up for exploration and learning. Children have many opportunities to make choices, experiment, and interact with others. Each classroom should look similarly to this so that each child can be proactive in his or her learning.

Materials are on low shelves, in containers and on hooks so children can get them independently and put them away.

Shelves are neat and uncluttered so materials are easy to see, remove and replace.

Picture and word labels are on containers and shelves so children know where materials belong while honing their emerging literacy skills.

There are distinct interest areas: blocks, dramatic play, toys and games, art, discovery, library, music and movement, cooking, and different outdoor play spaces so children know what choices are available and can make decisions about where they would like to play.

A variety of learning materials are in each area.

Similar materials are grouped together to teach children to sort and classify.

Books are in every center.

Centers are circled around each domain: birth to three: In our program developmental domains are considered and used in planning activities, experiences, and lessons for the children. When planning the center and classrooms learning experiences they are designed to cover more than one domain as often as possible. All children are encouraged to participate in all learning experiences. Birth to threes use focus on the healthy beginnings using the following domains: Personal, Social, Language, Cognitive and Physical. Age three to eight use Maryland early learning standards as their foundations using the following domains of learning: Social and personal, Language and literacy, mathematics and scientific thinking, social studies and arts, health and physical development.

### Curriculum

Our program's activities and lesson plans are guided by Healthy Beginnings, Maryland State Department of Education recommended curriculum: Creative Curriculum, Maryland Early Learning Standards.

Our curriculum is used as a general foundation that our teachers use for planning learning experiences, activities and lessons. We modify and adjust the curriculum and activities to meet the individual needs of our students and families. We incorporate the cultures, languages and developments of our students into our planned learning experiences. We identify these individual needs and cultures through our checklists, portfolios, assessments and developmental screening, as well as our Home Connection Projects.

Curricula matches the age range of children in our program. All children's developmental needs are met using a combination of carefully planned activities, curriculum resources and family engagement. We pride ourselves on our multiple classrooms that help keep children in ages and developmental ability groups. Our birth to three uses healthy beginnings and our 3--8 uses Maryland early learning standards. Center wide we use Creative Curriculum enhanced by our teaching staff and team meetings help to make our curriculum individualized to meet the needs of each student.

### **Lesson Planning**

We use many educational resources to plan activities, learning experiences, and lessons for the children. Creative Curriculum and Healthy beginnings are used as our foundation.

We take many things into consideration when planning daily activities, learning experiences, and lessons to and including: Children's age, Progress, Information gained through our home connection, classroom observations and assessment strategies. IEPs and IFSP's will be used on an individualized basis.

We plan lessons and activities based on the ages and developmental levels of the children. BES services children from age 6 weeks old to 12 years old. BES has many different activities and learning experiences based on each age group of students. BES includes a multi-cultural natural classroom setting. Children have different patterns and rates of development. Our teachers have a great understanding and individualized assessment and observation and children's individualized experiences plan.

The children's interests are used in planning many activities, experiences, and lessons in our program. For example, Teachers have team planning meetings where they identify and enhance the onsite and offsite learning experiences of all students in their classes and the surrounding classes. During these team meetings, the teachers discuss their children's individual interests, family settings and observations. Teachers formulate lessons based on the needs of the classroom and individual students. Teachers can hold formal parent meetings when needed.

We plan activities based on the children's background experiences such as Information gathered from families influences teacher planning greatly to bridge the gap between home learning and center based learning. Using children's back round experiences when planning activities helps us to develop the whole child and helps the parent be the child's first teacher.

In our program, developmental domains are considered and used in planning activities, experiences, and lessons for the children. When planning the center and classrooms learning experiences they are designed to cover more than one domain as often as possible. All children are encouraged to participate in all learning experiences. Birth to threes use focus on the healthy beginnings using the following domains: Personal, Social, Language, Cognitive and Physical. Age three to eight use Maryland early learning standards as their foundations using the following domains of learning: Social and personal, Language and literacy, mathematics and scientific thinking, social studies and arts, health and physical development.

In our program, we individualize activities, learning experiences, and lessons at BES we individualize learning experiences with individualized notes, IEP's and teacher's self-evaluation. If children have an

IEP that has been shared we use that IEP to individualize these experiences for the individual child. All children are supported and challenged through the adaptation of the lessons of the individual needs of the child.

Observations of the children are used to plan activities, learning experiences, and lessons. For example, all learning experiences are based on observations of individual children. Information that is gained through our home connection and classroom observations is us when planning each learning experience.

Information gained from families influences our program's daily activities, learning experiences, and lessons in the following ways BES gains information from families in many ways: Communication is key and instrumental in building the foundation for our students: Daily communication through life cubby with teachers and administrators, Weekly teacher newsletters, Computerized boards with classroom information outside of each classroom, weekly Monday morning memos. Home connections bond us with our families and students while helping us to form life long habits in conjunction with the students and family's cultures, interests and languages.

### **Screen Time Policy**

- As a learning institution, we acknowledge that technology has been beneficial to education practices; however, we at Berlin Education Station limit screen time.
- No screen time is allowed unless it is educationally based, age appropriate, interactive, and used to enhance the classroom study.

### **Physical Fitness Policy**

It is important for children to engage in physical activity because physical fitness develops strong bodies, particularly healthy hearts, lungs muscles and bones release energy. Our students are afforded an exceptional opportunity as gymnastics, karate, ninja and a large physical fitness arena is part of our curriculum.

In our program, we encourage physical activity and physical fitness by children have an opportunity to be physically active all throughout the day as part of our daily activities each child's age group engages in periods of recess and outdoor activities as well as indoors with their daily ninja and gymnastics classes. Our I-beam in an interactive physical fitness game that children get to partake in daily as well.

We try to ensure that all children in our program can participate in physical activity. If a child is unable to participate for some reason, they are offered alternative activities. **Physical Fitness in Early childhood is a very important part of our curriculum!**

**Gymnastics:** Every child aged 2 and older gets a free 45-minute gym activity each day. Additional classes can be added to your child's tuition as per the following: Twisters offers several gymnastics classes broken down by age every day of the week. The first class is \$10.00 and every class after that is \$5.00 per week.

**Karate:** For ages 4 and up is included in tuition.

**Soccer:** Twisters offers soccer classes based on season. Price is included in tuition.

Other Activities: Hatch, I-board, Open Bounce, I beam.

### **Home Connection/Conferences/Open House/Family Engagement/Communication:**

- In our program, we meet with families. The benefit to the child and family of conferencing with the teaching teams is invaluable. This connection with the family strengthens and forms the child's connection to education. While daily informal communication is important. In conferences, we can discuss the child's development, challenges, successes, assessment, challenges, interests and more. Conferences will be formally held twice a year. Signups will be emailed out through life cubby and spots will go on a first come first serve basis.
- Two-way communication and conferencing with families is important to our program because the information gained from families helps BES understand and meet each child's needs. It is helpful for families to know about our program and to be familiar with your child's progress academically so that you can be your child's first teacher and connect home and school.

- We offer family conferences. Conferences can also be set up as needed on an individual basis for each child's specific individualize needs. Our center will collaborate through phone and conference as needed. Teachers are open for conferences at the parents' request
- If you would like to schedule a meeting with your child's teacher, it must be done through the director/assistant director in advance.
- Additional ways to communicate with the administrators, teachers and staff of BES are: newsletter and monthly calendar.  
Reminders will be sent out via text message remind  
Monday morning memos life cubby  
Parent central PC's outside of the classrooms, will have classroom and center wide information posted to scroll through daily.

- All students will have a daily report that can be reviewed on Life Cubby. Also available on life cubby:
  - Assessments
  - Lesson Plans
  - Learning Experiences
  - Observations
- We have multiple parent involvement opportunities and Family engagement: A child's education is a shared responsibility of the teaching teams and the families. Families are a child's first teacher- collaboration is very important: Our program offers the following family engagement opportunities:
  - Family conferences as needed and done center wide twice per year.
  - Home connection monthly family projects.
  - Family resources displayed on the PC's outside of each classroom
  - Open door policy- all family members are welcome to come in and participate at any time of day in our full immersion of learning!
  - Family Volunteer program:
    - Volunteer to chaperone field trips
    - Create and prepare materials for classroom learning experiences
    - Option to sit on our Parent Advisory, accreditation board of parents, teachers and community members.
    - Parents are invited to help plan and host our variety of events and workshops. In example:
      - Going green community clean up
      - Summer carnival
      - Halloween trick or treating community connection
      - Family appreciation holiday party
      - Back to school night
      - Family cupids ball

#### **Developmental Progress**

- We use observation to monitor children's progress in the following ways: We record what children do and say through our life cubby app (using antidotal notes, video recordings and pictures), individual children's portfolios, monthly checklists and daily observations. We use the information that we gather to format Individual Education plans for each student to aid in their development and become school ready. We use these observations to form our assessments, produce activities and lessons that are adjusted often with new challenges and learning opportunities to lead to success in the early childhood natural setting.

- We use developmental checklists that are aligned with our curriculum to monitor children's progress. For example, our developmental checklists are designed to be aligned with our curriculum and daily learning experiences. BES uses a vines assessment and formulates monthly checklists based on this and healthy beginnings developmental checklists.
- We use information gained from observations and developmental checklists to plan activities and experiences for children. For example, communication with families and participation in our home connection projects is instrumental in the success of your preschooler. We monitor children's progress and learning styles with the information gained from activities and select our environmental surroundings based on the development of our young learners'.
- We use developmental checklists that are aligned with our curriculum to monitor children's progress. For example, BES uses developmental checklists that are aligned and developed through our curriculum and personal teaching strategies: Creative Curriculum and healthy beginnings. The information is used from our developmental checklist to monitor progress and adjust lessons to meet children's individual needs.
- In our program, observations are conducted by developmental checklists. These checklists are completed by Teachers and Co-teachers conduct observations of the children in their classes on a continual basis, daily, and as opportunity arises.
- Developmental checklists are completed and designed by Teachers and Co-teachers, through collaboration and team meetings
- Observations are conducted at BES continually and daily. Formative assessments and observations are written into our daily schedule. Formal evaluations are done quarterly. Portfolios are updated monthly.

### **Progress Reports and Assessments**

- In September 2017, our staff completed the "Early Learning Assessment Training" and will begin using assessments to tailor their learning experiences to meet the needs of each individual child.
- Teachers periodically measure the children's growth in the classroom through ELA & I-hatch assessments, and progress reports. You will have access to this information as the teachers conduct the assessments through Life Cubby.
- We meet formally with each family 2 times per year.

### **Late Pick Up**

- Our center closes at 5:30 p.m. We require you to be out of the center by 5:30 p.m. This means that you cannot arrive at 5:30 p.m. to pick up your child. Fees will be applied.
- If someone besides the parent/guardian will be picking up your child, please inform the office in writing or through Life Cubby.
- We require each child to have an emergency card – in which you can put three people who have permission to pick up your child.
- We will ID each person who picks up your child besides the parent/ guardian.
- In an emergency, you may call in a change of pick up. We accept this option if we can identify your voice. We may call you back to verify it was you if we have any doubt.

### **Withdrawal**

- In the event, you depart from the center, a written full two-week notice must be given. This must be received by Monday at 5:00 p.m. Notices are only processed on Mondays therefore, if you give written notice on a Wednesday, it will not be processed until the following Monday. Your two weeks will be two weeks from the Monday it was processed not from the day you turned it in. You are responsible for the full two weeks tuition regardless of attendance those weeks.

- Verbal notices are not acceptable. Tuition, additional fees, and late fees will apply for all weeks (attended or unattended). Payment parameters are the same. Berlin Education Station reserves the right to reject any child from care that is not current with payment, without relief on tuition.

### **Diapering and Potty Training Policy**

- If your child is in diapers, please supply diapers and wipes as needed for your child.
- All items must be labeled with your child's name. Diapers are changed regularly (at least every two hours) and throughout the day as needed.
- A reminder will be sent home through Life Cubby when your child is getting low on diapers and/or wipes. You must sign this form. You must bring diapering supplies as soon as notice is given, once your child runs out of their supplies- you will be charged.
- If your child runs out of diapers or wipes we will supply your child with the needed supplies for a \$5.00/day fee.
- The minimum recommended amount of diapers to keep in stock at the learning center is at least 20.
- When your child is ready to begin potty training we will work with you and your child. Due to the possibility of accidents; which may cause other children to meet urine or feces, we must request children remain in pull ups until they have been accident free for at least two full weeks.
- You may request we keep your child in underwear – even if they are having multiple accidents. Please provide several changes of clothes in case of emergency.
- Please send in several changes of clothes in a Ziploc bag, labeled with your child's name.
- All Classrooms 18 months and up have direct access to a bathroom right in the classroom.
- Also, during potty training we ask that you provide Velcro sided pull ups for us to use.
- When your child is ready for underwear we will inform you.

### **Absences**

- If your child is absent due to vacation, a holiday, or an illness, you are still responsible for paying their tuition during the absence. This is necessary so that your child's spot is reserved for their return.
- Spots will be filled with the next child on the waiting list if more than 1 week elapses without payment: for any circumstance.
- Planned absences- must be in writing with the dates at the front desk.
- **Unplanned absences-must be called in as they occur.**
- If you anticipate an absence, please prepay before Monday at 5:00 or your credit card will be charged. If unpaid by Wednesday additional fees and interruption of care will occur.
- Absences due to communicable disease require a doctor's note to return.

### **Health and Safety Policy**

#### **Child's Health**

- Signs/symptoms of disease including: A temperature of 100.5 degrees or higher, severe coughing, sneezing, breathing difficulty, discharge from the nose, ears or eyes, diarrhea or vomiting. If any of these symptoms present themselves your child will be excluded from care until a medical evaluation clears them to come back.
- In these instances, a doctor's note is required to reenter care.
- For communicable diseases, we require a doctor note stating your child has been seen and treated for the illness. We are required to report an outbreak of any communicable disease to Office of Child Care and the Worcester County Health Department.
- Please notify us of all illnesses so we can inform staff and parents if needed.
- If a child becomes ill while in our care, we follow this procedure:
  - Call parents on the emergency form first
  - Call additional emergency contacts until we reach someone.

- If a child requires medications, we will need a medication administration form filled out.

### **Health**

- We encourage children's healthy growth and development by providing a stable educational environment for your child. We follow a well enhanced schedule of activities to and including physical fitness, outside classrooms and a curriculum that encompasses all domains of learning.
- We take these steps to make sure the children's environment is clean and sanitary: Our center and staff pride itself in keeping the environment clean safe and healthy for all students and families. We follow the office of child cares sanitation and cleaning guidelines for optimal health and cleanliness. These guidelines are used in the kitchen, during toileting, sanitizing after meal time and cleaning toys daily.
- We take many steps to make sure children learn and practice good hygiene, including: Hand washing procedures: posted by each sink, with a universal song that the entire center uses. Hand washing occurs after toileting and diapering, after outdoor activities and before meals and any other time during the day as deemed necessary by the teaching teams.
- We take the following steps to make sure children with allergies or asthma are safe: All food allergies are shared at our facilities teaching team meetings. All allergies are posted in our kitchen and teachers are made aware of students with allergies or asthma. These allergies are posted on life cubby for all teachers and substitutes to see and notated on the child's individual cubby with a picture of what it is that they are allergic to.
- In our program, we take precautions to protect children from the sun by using sunscreen. We require sunscreen to be applied to children in the morning at home. Sunscreen will not be applied by the staff for morning activities. Afternoon sun screen will be applied at the center. Afternoon sunscreen will be provided by center, if you would prefer a specific sunscreen for your child please bring it in labeled with your child's first and last name, and we will make sure that your child gets their own and modify this on your IEP.
- Other health policies our program follows include: Our program takes extra precautions always to keep the students of our program safe. Center doors are secured with codes for each family individually.

### **Safety**

- Our program follows these Fire Safety policies and procedures: Fire safety is discussed with children. Fire drills are conducted monthly. Disaster drills are conducted every 6 months. Fire evacuation plans are posted in each room. Family members are contacted in the event of any emergency at the center.
- In the event of a medical emergency, we follow these steps: It is of utmost importance to provide multiple contact numbers on your emergency card when entering our program. We ask that your number the contacts in order that you would like emergency calls to be made. In the case that we cannot reach you using the first number, we will continue down the list. In the unfortunate event of a medical emergency, our staff will make decisions based solely in the best interest of the child following first aid and cpr guidelines. All staff are required to have medication administration, first aid and cpr and disaster and medical training
- We have received the following First Aid/CPR training: All staff must have a valid first and and CPR certificate.
- In the event of an emergency or evacuation, our program follows these policies and procedures: BES has an emergency and disaster plan that has been developed. The emergency and disaster plan is updated every year. All staff members are trained and informed of our emergency and disaster preparedness plan and must take the training within the first 3 months of employment.
- Children's safety is important to us especially during arrival and departure. To make sure children are safe, we follow these policies and procedures:

Our program's inclement weather policies and procedures include

- In the event, we close due to severe weather we will send out a text message via remind 101. To sign up simply stop at our front desk.
- If we close early due to a power loss, water loss, or any other type of emergency we will notify you through phone call, Life Cubby, and remind 101.
- If we need to transport children to activities or special events, we will provide a permission slip that must be filled out.
- We take other steps to make sure my/our environment is safe and secure, including: Daily building safety and cleaning checks.

### **Nutritious Meals/Snacks /Nutrition Policy**

It is important to offer children healthy and nutritious food choices because good nutrition helps children develop strong bodies and active brains. Good nutrition gives children the energy to participate in our action-packed learning experiences daily. Good nutrition helps children concentrate and stay focused during learning times.

Our program provides an all-inclusive program: We provide a healthy breakfast each morning before our learning day begins. Lunch is also provided, healthy meals with healthy portions of fresh fruits and veggies, and whole grains are used to optimal learning and healthy eating habits. In the afternoon children are fed a healthy "fun" snack each day. The cost for this is included in your tuition, please fill out your CACFP form when enrolling. Menus will be posted no later than Monday mornings for the forthcoming week, on Life Cubby, outside the classrooms and on our website. If your child does not like what we are serving, please pack them nutritious foods for the day, to help us instill healthy eating habits. We will discuss healthy foods and eating habits and encourage all children to use good choices when eating and enjoying meals with our friends. The center will supplement food from home to include all the components of a healthy meal.

In our program, we promote healthy snacks and foods by constructing our menus using healthy foods with a variety of homemade meals rich in fruits, veggies and whole grains with a limited amount of sugar, fats and salts. Special occasion may result in sugary foods, in modification.

When children in our program have special dietary needs, we accommodate all children with food allergies and special dietary needs.

Other helpful information about our program's nutritious meals and snacks policy includes: We encourage all families to make healthy and nutritious choices. We will build the foundation of healthy eating and good choices through our daily lessons and activities and from time to time will have learning experiences that encompass cooking.

Times of Meals are as follows

breakfast between 7:30-- 8:30

Lunch is served between 11:00-12

- PM power snack is served between 2:00-3:00
  - We will provide milk with breakfast and lunch and milk or 100% fruit juice with snack.
  - Times vary according to classroom schedule
- Please test out new foods with your children at home, in case they should have an allergic reaction.

### **Parties**

- On special occasions or holidays each classroom may hold a party. We invite parents to bring snacks or food for the party.
- Typically, times for the celebrations will be held immediately after your child's scheduled nap time or 10:00 a.m.
- We will release specific information to you as necessary about special occasions and parties through Life Cubby, message Screen, weekly newsletters.

- You may bring in cupcakes and snacks for your child's birthday. Please be sure to provide enough for the whole class. Please kindly be aware of any food allergies.
- This can take place immediately after the classroom nap time – during the PM snack. If necessary, we can provide you with the first names of the children in the classroom.
- Please ask us about our Berlin Activities Depot Birthday parties.
- No hard candy is allowed in the Berlin Education Station.

### **Clothing**

- Your child's clothing should reflect the weather for that day since we are required to go outside. (See Q&A section for questions about outdoor play.)
- Also, please dress your child in comfortable clothing that can get messy. We are a learning center, so we focus on discovery – which requires many messy activities.
- We do try and prevent the clothing from being messed up by providing bibs and aprons during meals and messy activity.
- We believe it is very important for us to assist children in developing "self-help" skills. These areas especially: meal times, putting on shoes, toileting, and dressing.
- Please note during the Spring, Summer, and Fall seasons we provide an outdoor classroom. For this reason, your child may come home slightly dirty from outdoor play and outdoor learning experiences.

### **Naptime**

- All classrooms nap up to the lizards will nap from 12:00 pm – 2:00pm.
- Monkeys will have an hour rest period where they may or may not nap, if they do not nap they will be given quiet time activities.
- We provide all napping supplies such as: cot, sheet, and blanket.
- Our Five-Year-Old's do not nap: however, if you would like for your child to nap please inform the front desk and we will arrange it. Older children will participate in quiet activities during nap time, so their mind can rest.
- The Pre-K program also does not nap and we recommend they stay in their classroom so they are getting the most out of their Pre-K day.
- We prefer children not bring any blankets, stuffed animals etc. from home. However, if your child has a strong attachment to something you may bring it if it into their bookbag or plastic Ziploc bag.
- All naptime items will stay in the child's cubby until naptime. Please make sure all items are labeled with your child's name.

### **Picture Day**

Twice a year we have a professional photographer come take pictures. (Once in the spring and once in the fall.) We will inform you when the time is arriving so you can prepare. Also, we will have yearbooks upon parent requests.

### **Field Trips**

- We plan several field trips each year for the two- through four-year-old classes.
- Some of these field trips include apple picking, pumpkin patches, library visits, the movies, picnics, zoo, boardwalk, and so much more!
- We will notify you of any upcoming field trips. You will be provided a permission slip, an itinerary, cost if any, and a packing list.
- We invite and encourage parents to attend these field trips with us! (Note: Some of the field trips are mandatory.)
- For field trips, we do require you to leave your child's car seat so we can safely transport them in the vans.
- Please write your child's name on the car seat somewhere.

- A Summer Activities Fee of \$10 per week will be added to tuition during the summer months. This fee is for our two-year-old students through school aged. This timeframe is from Memorial Day through Labor Day.

### **New Beginnings Wing**

#### **Grow, Learn and Discover in our Warm and Nurturing Environment!**

- This program allows your child to learn and grow in an environment that stimulates them through each stage of this special time. We have a daily classroom schedule which includes Circle, Tummy Time, Art, Story Time, Baby Yoga, and Sign Language. But first and foremost, we follow each baby's individual development plan that you the parent have provided for us. Our Curriculum includes: Maryland Healthy Beginnings, a standard based assessment education.
- Our center has Five classrooms designed and licensed for infants and toddlers.
- The Office of Child Care Teacher/Child ratio is 3 to 1.
- The program is designed to stimulate your child's learning ability. We focus primarily on early communication, colors, and shapes.
- Our creative curriculum allows us to construct developmentally appropriate lesson plans that are specifically geared towards your child's growth.
- Each Infant/ Toddler Room is equipped for ages six weeks through twenty-four-months.

(Note: In some instances, due to ratio requirements, your child may be dropped off in a room that is not their initial classroom. We manage classroom placement from youngest to oldest. Please note they will be moved into their classrooms as soon as their teachers arrive. In this case, the children will follow the schedule of the classroom they are currently in.)

### **Tiger Two's**

#### **Fostering Creativity and Independence for Developing Minds**

#### **In the Spring, Summer, and Fall educational instruction may be held outside.**

- Independent and Critical Thinking inspired through curiosity, discovery and exploration. Our Curriculum includes: McGraw Hill and Creative Curriculum, Spanish, Sign Language, Music, Fine and Gross Motor Development, Independent, Small and Large Group Learning, Play and Experiences, Circle Time, Science, Social Skills, Art and Sensory.
- The classroom is designed to hold a maximum of 12 two-year old with two teachers.
- All daily activities are developmentally appropriate and focus on various concepts such as letters, numbers, colors and shapes.
- The children will also learn to recognize their names.
- Our teachers are trained to develop lesson plans that will enrich your child and encourage them to discover each day through art and Sensory.
- Our lead staff are Office of Child Care teacher qualified and many hold degrees. This helps ensure exceptional care. Our teachers are warm and educated far beyond the Department of Education's requirements.

(Note: In some instances, due to ratio purposes, your child may be dropped off in a room that is not their classroom. Please note they will be moved into their classrooms as soon as their teachers arrive. In this case, the children will follow the schedule of the classroom they are currently in)

### **Leaping Lizard Little's Three's**

#### **Accelerated Academics through Social and Emotional Interaction Concentration.**

#### **In the Spring, Summer, and Fall educational instruction may be held outside.**

- Our Curriculum includes: McGraw Hill and Creative Curriculum, Spanish, Writing and Phonetics, Math and Manipulatives, Science and Sensory, Sign Language, Art and Sensory, Cooperative Play, Music and Movement, Choice, and Guided Learning. Our program paves the way for a strong academic future.

- Our three to five-year-old program is designed to help your children develop the skills that are necessary for school. Our The children will learn skills such as letters, writing, shapes, and peer interaction.
- The daily activities promote growth of each child's social, emotional, and physical development.
- They will be provided with various exciting learning opportunities daily in the form of music and movement, small and whole group instruction, and learning centers and manipulative activities.
- We have one classroom specifically designed for our three-year old's. They follow a schedule cohesive to their development.

(Note: In some instances, due to ratio purposes, your child may be dropped off in a room that is not their initial classroom. Please note they will be moved into their classrooms as soon as their teachers arrive. In this case, the children will follow the schedule of the classroom they are currently in.)

### **Monkey's**

#### **Accelerated Academics through Social and Emotional Interaction Concentration.**

**In the Spring, Summer, and Fall educational instruction may be held outside.**

Welcome to a rigorous preschool program that focuses on helping students reach their academic potential.

- Our program works to develop Kindergarten ready students.
- Pre-school curriculum offers an academic edge designed to promote real life connections as children begin to understand what they learn in school has relevance to their world.
- Preschool Half Day Program in Conjunction with public school option available.
- Our Curriculum includes: McGraw Hill and Creative Curriculum, Spanish, Writing and Phonetics, Math and Manipulatives, Science and Sensory, Sign Language, Art and Sensory, Cooperative Play, Music and Movement, Choice, and Guided Learning. Our program paves the way for a strong academic future.
- Students will be provided with various exciting learning opportunities daily in the form of music and movement, small and whole group instruction, and learning centers and manipulative activities.

### **Fireflies**

**This is a Government Grant Funded Pre-K Program with a Maryland Certified Pre-K Teacher.**

- We have a preschool classroom that is designed to accommodate our Pre- K students. This classroom's schedule builds on school readiness and individual development as well.
- When your child turns four, your child will not automatically be placed into our Pre-K classroom. This program requires an application process.
- This Pre-K program is all day from 8:30-3:00. Wrap around care is available at an extra cost.
- All children must be dropped off no earlier than 8:25 a.m. and picked up no later than 3:05 unless wrap around care has been arranged. Early drop off/Late pick up fees will apply if children are dropped off early or picked up late.

education station

### Additional Family Resources

For additional information and assistance:

There are many community resources in our program makes available to children and families, including For additional information and assistance:

#### Health Resources

##### Lower Shore Resource Center

##### LSCCRC

Suite 500, East Campus Complex  
(Wayne and Power Streets)  
Salisbury University  
Salisbury, Maryland 21801  
Phone: 410-543-6650  
Fax: 410-543-6655

e-mail: kayungel@salisbury.edu

Resource for individuals, families and agencies concerned with behavioral health, psychological health, and physical information of children.

##### Worcester County Department of Education

##### Worcester County Public Schools

6270 Worcester Highway  
Newark, Maryland 21841  
Phone: 410-632-5000

##### Maryland Department of Education & Mental Hygiene

201 W. Preston Street

Baltimore, Maryland 21201. Phone: 410-767-6500

Resources and tool to assists children with developmental disabilities and their families to obtain the services they need and want to become as independent as possible and to enjoy quality of life within our community.

##### Atlantic General Hospital

9733 Heathway Drive  
Berlin, MD 21811  
(410) 641-1100

Resource for individuals, families and agencies concerned pediatric and special needs of adolescence, as well as communication tools and other features.

##### Behavior Health Services

##### Atlantic Health Center

9714 Heathway Drive  
Berlin, Maryland 21811

By appointment: 8:00am - 5:00 pm, Monday through Friday

Call 410-641-3340 and ask to speak with the mental health scheduler

Resource for individuals, families and agencies concerned with behavioral health; information about behavioral health services, laws, and related news, as well as communication tools and other features.

##### Child Advocacy Agencies

##### Worcester County Child Advocacy

9714 Heathway Drive the Cricket Center  
Snow Hill MD  
21811 United States

Hours of operation:

Mon-Friday 8AM 4:30PM  
410-632-3111

Resource for individuals, families and agencies concerned with the protection of children's rights and providing treatment services to fight child abuse.

##### Social Services

##### Worcester County DSS

299 Commerce Street

Snow Hill, Maryland 21863  
P.O. Box 39  
Snow Hill, Maryland 21863  
Phone: (410) 677-6800  
Fax: (410) 677-6810  
Hours of Operation:  
7:30 a.m. - 4:30 p.m.  
phones till 5:00 p.m.

To report abuse/neglect after hours: (410) 632-1111

Resource for families providing health care, welfare, social work, counseling, adoption and foster services.

Education

**Wor Wic Community College**

32000 Campus Drive, Salisbury, MD 21804  
410-334-2800

**Salisbury University**

1101 Camden Ave, Salisbury, MD 21801  
410-543-6000

We share information about resources with families and staff members by We share information about community's connections through our calendar, life cubby, monthly newsletters, back to school night and parent conference nights we have the various programs come in and give information to our families and set up in a vendor style. We also share this information as needed at the request of the teacher or parent.

When selecting and updating resources, we select resources based on needs and interests of the children and families enrolled. We select field trips, activities and events based on our monthly themes. We update our list of resources on an ongoing basis.

Referral resources are made available to children and families in my/our program. For example, we make all referral resources available to our enrolled families and children as we see a need for these services.

We use the local public library services for Our local library comes in every month and does a story and an activity with each class once per month.

Health Resources

Resources and tool to assists children with developmental disabilities and their families to obtain the services they need and want in order to become as independent as possible and to enjoy quality of life within our community.

Resource for individuals, families and agencies concerned pediatric and special needs of adolescence, as well as communication tools and other features.

Resource for individuals, families and agencies concerned with the protection of children's rights and providing treatment services to fight child abuse.

Noteworthy colleges for parents who are seeking an education

Berlin  
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# BERLIN EDUCATION STATION RATES

## INCREDIBLE INFANT-TODDLER FULL DAY PROGRAM

### Base Rate \$205

7:00-5:30 \$215  
7:30-6:00 \$215  
7:00-6:00 \$225

### 4-Days \$175

7:00-5:30 \$180  
7:30-6:00 \$180  
7:00-6:00 \$190

### 3-Days \$140

7:00-5:30 \$150  
7:30-6:00 \$150  
7:00-6:00 \$160

### 2-Days \$110

7:00-5:30 \$115  
7:30-6:00 \$111  
7:00-6:00 \$125

## TERRIFIC TWO-YEAR OLD FULL DAY PROGRAM

### Base Rate \$179

7:00-5:30 \$189  
7:30-6:00 \$189  
7:00-6:00 \$199

### 4-Days \$150

7:00-5:30 \$155  
7:30-6:00 \$155  
7:00-6:00 \$169

### 3-Days \$129

7:00-5:30 \$135  
7:30-6:00 \$135  
7:00-6:00 \$145

### 2-Days \$89

7:00-5:30 \$93  
7:30-6:00 \$93  
7:00-6:00 \$99

## TERRIFIC THREE-YEAR OLD FULL DAY PROGRAM

### Base Rate \$169

7:00-5:30 \$179  
7:30-6:00 \$179  
7:00-6:00 \$189

### 4-Days \$150

7:00-5:30 \$155  
7:30-6:00 \$155  
7:00-6:00 \$169

### 3-Days \$129

7:00-5:30 \$135  
7:30-6:00 \$135  
7:00-6:00 \$145

### 2-Days \$89

7:00-5:30 \$93  
7:30-6:00 \$93  
7:00-6:00 \$99

## TERRIFIC FOUR & FIVE -YEAR OLD FULL DAY PROGRAM

### Base Rate \$159

7:00-5:30 \$169  
7:30-6:00 \$169  
7:00-6:00 \$179

### 4-Days \$140

7:00-5:30 \$145  
7:30-6:00 \$145  
7:00-6:00 \$159

### 3-Days \$129

7:00-5:30 \$119  
7:30-6:00 \$125  
7:00-6:00 \$135

### 2-Days \$79

7:00-5:30 \$83  
7:30-6:00 \$83  
7:00-6:00 \$89

## Half Day Preschool Program

Bus Drop Off = \$110 Per Week (Buckingham)

5 days - \$139  
4 days - \$129  
3 days - \$100  
2 days - \$85

Above rates include transportation to and from school. Schools include:  
MBS, Showell, Worcester Prep, OCES. Inquire if you do not see your school on the list.

## After/Before School Program

Before School Program (\$60 per week) 2 day minimum \$15 per day.

- We provide breakfast
- Homework help
- Morning fun from 7 A.M until time of transportation

After School Education Based Program (\$80 per week includes before school) 2 day minimum \$25 per day.

- We provide snack
- Homework help
- Jungle gym fun & rec classes

**We are now enrolling in our Government Granted Pre-K Program. Please inquire at the childcare front desk to see if you qualify!**

**Fitastic Fireflies DAILY SCHEDULE- Age 4 years old by September 1<sup>st</sup>- Pre-Kindergarten Program**

<b>TIME</b>	<b>ROUTINE ACTIVITY</b>	<b>TEACHER TASKS</b>	<b>CHILD ACTIVITY</b>
7:00—8:00	<b>Early Care Arrival in the Zoo Crew Room</b>  <b>Staff Preparation for day</b>	Zoo Crew- All children dropped off for early care will be dropped off in Zoo Crew.  Teacher Planning: prepare center materials and check for safety hazards	Children can pick from specified activities to participate in: To and including: Art activity, Hatch Board, and board learning games.
8:00 - 8:20	<b>Children from Lizards, Monkeys and Fireflies combine and transition to the Lizard room</b>  <b>Arrival/Greeting/Table Top Toys</b>	Greet children and parents by name, perform health check. Help each child transition to a table by asking what they are interested in doing today and seeing if a spot is available at the table.	Put belongings away and transition into a center.
8:20-8:30	<b>Clean-Up</b>  <b>Transition to Fireflies Room</b>	Give 5 and 1 minute warnings, play/sing clean-up song, assist children with clean-up.  When many of the children are done cleaning their center, one teacher will get them on the rug to sing songs/play short games while the other teacher is assisting the last children in cleaning up.  Assist children in making sure they have all their items from the Lizard room. Help students line up to walk next door. Sing line up song.	Students will collect belongings and line up.
8:20 – 8:30	<b>Toileting</b> <b>Hand washing</b>	Assist children in transitions during bathroom/ handwashing: feet on floor to help them line-up; handwashing visual cues.	Place their individual belongings in Cubbies, take turns going to the bathroom and washing hands while students are doing this the other students are preparing the table for Breakfast  Match objects to photo labels to return materials to proper location.

			Use self-help skills to use the bathroom and wash hands.
8:40-8:55	<b>Breakfast Family Style</b>	Sit at table with children and encourage conversation and support serving.	Children serve themselves. Children use their social and emotional skills to converse with peers and adults.
8:55—9:00	<b>Transition to Circle Time</b>	Assist children in transitioning to circle time: Sing welcome song; Remind children to sit on carpet squares.	Actively engage in large group activity.
9:00-9:15	<b>Circle Time</b> (Large or small group setting)	Morning message, calendar, weather, helper chart, and introduce daily topic.	Identify letters, words, punctuation, name days of the week, count, chart weather, choose jobs
9:15-9:30	<b>Music and Movement</b>	Choose songs that allow for diverse types of movement both while sitting and moving around the room.	Participate in singing and dancing.
9:30-9:40	<b>Story Time</b> (Large or small group setting)	Assist children in transitioning to story time: Sing story time song; Remind children to sit on carpet squares.  Use age appropriate books about the topic we are discussing, ask open-ended questions, discuss familiar and new vocabulary	Active participation, ask and answer questions, describe events
9:40-9:45	<b>Transition to Learning Centers</b>	Highlight additional items or special activities in the centers. Remind children of center management system. Have children answer question of the day related to circle time activity to transition.	Choose a center using the center management signs.



		<p>Complete playground checklist prior to going outside and assign staff to high traffic areas (zoning).</p> <p>Have a planned outdoor activity each day (voluntary participation).</p> <p>Give 5 and 1 minute warnings, play/sing line-up song, assist children with lining up to go indoors.</p>	
11:20 - 12:00	<p><b>Lunch</b></p> <p>Hand washing Toileting Hand washing</p>	<p>Sit at table with children and encourage conversation and support serving. Complete hand washing as children finish lunch</p> <p>Assist children in transitions during bathroom/handwashing: feet on floor to help them line-up; handwashing visual cues.</p>	<p>Children serve themselves.</p> <p>Children are engaged with helping set the table.</p> <p>Children use their social and emotional skills to converse with peers and adults.</p>
12:00-1:10	<p><b>Rest Time</b> <b>Pack Up</b></p>	<p>Provide a quiet activity for students that are not sleeping. Teacher planning.</p> <p>See Lesson plan for quiet activities for children that do not rest</p> <p>Give 5 and 1 minute warnings, play/sing clean-up song, assist children with clean-up of bedding from nap</p> <p>When many of the children are done cleaning their bedding and rest period area , one teacher will get them on the rug to sing songs/play short games while the other teacher is assisting the last children in cleaning up.</p>	<p>Children rest time, but they do not have to sleep. Children clean-up bedding from nap.</p>
1:10—1:15	<p><b>Transition to Zoo Crew</b> <b>Room for Tech Academy</b></p>	<p>Assist children in transitions to tech academy room.</p> <p>Help students line up to walk next door. Sing line up song.</p>	

1:15-1:35	<b>Technology Large group Activities</b>	Assist with the Hatch Board by finding age appropriate interactive games that go along with the theme of study. See lesson Plan for specific games and activities as they directly relate to the theme.	Children use social and motor skills to participate in Hatch Board activities.
1:35—1:40	<b>Transition to Fireflies for Learning Center time</b>	Assist children in transitions to tech academy room. Help students line up to walk next door. Sing line up song.	
1:40-2:20	<b>Learning Centers</b>          <b>Small Group / Individualization</b> (Limit groups to 5 or less)	Use center monitoring sheet to track children's choice area, display planning board, use center management signs to limit number of children permitted, assign staff to monitor each learning center.          Engage children in a hands-on learning activity based on informal and formal assessment data.	Choice center: Math, science/discovery, reading, dramatic (social studies) play, writing, computer, listening, blocks (social studies), art, manipulatives, and sensory table. Children will use their social and emotional skills to regulate their behaviors and interact with their peers.  Hands-on skill development
2:20-2:40	<b>Toileting Hand washing Snack</b>	Assist children in transitions during bathroom/ handwashing: feet on floor to help them line-up; handwashing visual cues.  Sit at table with children and encourage conversation and support serving.	Use self-help skills to use the bathroom and wash hands.  Children use their social and emotional skills to converse with peers and adults.
2:40-2:55	<b>Afternoon Circle and Daily Review/ Prepare for Gym</b>	Assist children in transitioning to circle time: Sing welcome song; Remind children to sit on carpet squares. Review main topics/concepts of the day.  Ensure children are properly dressed and prepared for gym.	
2:55—3:00	<b>Transition to Berlin Activities Depot for Gym</b>	Children Line up with Teacher Teacher walks the children to	

3:00-3:45	<b>Gym- Large and Small Group activities</b>	Students go with Gym teachers and in large group do stretch and then break into small groups and engage in large motor and fine motor activities  Teacher planning; Prepare for the next day	Engage in gross and fine motor activities: in our large gym area.
3:45-3:50	<b>Transition to Outside from Gym</b>  <b>Transition to outside combined with the Lizards and the Monkeys.</b>  <b>Gross Motor/small/large or individual skill development of children</b>	At the completion of the gym class the students will sit on the line in gym, teacher will pick students up from gym and walk in a single file line to engage in outside center time, large motor game or individual learning time.	
3:50-4:15	<b>Outside</b>	Remind children of center management system.  (Plan activities to support skill development.)	The following outdoor centers will be planned for:  Art Music Story time in the gazebo Gardening Large muscle game  Choose a center using the center management signs
4:15—4:20	<b>Toileting Handwashing Clean Up/Pack Up and move to lizard room to combined</b>	Give 5 and 1 minute warnings, play/sing clean-up song, assist children with clean-up  One Teacher assists in singing clean up songs while one teacher assists toileting and handwashing to combine into the lizards for center time.  When many of the children are done cleaning their items up and packing up for the day, one teacher will get them lined up	Walk in a single hand line while singing songs of the day, gather personal items and place them in their cubby for pick up, students will also use this time to wash hands and go to the bathroom
4:20-4:30	<b>Transition to Lizard room to</b>		Students will pack up items in cubby to

		<p>while the other teacher is assisting the last children in handwashing.</p> <p>feet on floor to help them line-up;</p> <p>Walk quietly to the lizards room</p>	<p>prepare to go home. Walk next door and be ready to join the Lizard group.</p>
4:30—5:00	<b>Learning Centers- Lizards Room</b>	<p>Use center monitoring sheet to track children's choice area, display planning board, use center management signs to limit number of children permitted, assign staff to monitor each learning center.</p>	<p>Choice center: Math, science/discovery, reading, dramatic (social studies) play, writing, computer, listening, blocks (social studies), art, manipulatives, and sensory table. Children will use their social and emotional skills to regulate their behaviors and interact with their peers.</p> <p>Hands-on skill development</p>
5:00—6:00	<b>Late care pick up in the Zoo Crew Room</b>	<p>Transition all remaining students into the Zoo Crew Room Where students are engaged in the following and can choose which area to go to.</p>	<p>Students choose from the following:</p> <p>Learning Games Teacher directed:</p> <p>Stem activity Or Tech Academy games</p>

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### Marvelous Monkeys DAILY SCHEDULE- Age 4 year old Pre Kindergarten Program

TIME	ROUTINE ACTIVITY	TEACHER TASKS	CHILD ACTIVITY
7:00—8:00	<b>Early Care Arrival in the Zoo Crew Room</b>  <b>Staff Preparation for day</b>	Zoo Crew- All children dropped off for early care will be dropped off in Zoo Crew.  Teacher Planning: prepare center materials and check for safety hazards	Children can pick from specified activities to participate in: To and including: Art activity, Hatch Board, and board learning games.
8:00 - 8:20	<b>Children from Lizards, Monkeys and Fireflies combine and transition to the Lizard room</b>  <b>Arrival/Greeting/Table Top Toys</b>	Greet children and parents by name, perform health check. Help each child transition to a table by asking what they are interested in doing today and seeing if a spot is available at the table.	Put belongings away and transition into a center.
8:20-8:30	<b>Clean-Up</b>  <b>Transition to Monkeys</b>	Give 5 and 1 minute warnings, play/sing clean-up song, assist children with clean-up.  When many of the children are done cleaning their center, one teacher will get them on the rug to sing songs/play short games while the other teacher is assisting the last children in cleaning up.  Assist children in making sure they have all of their items from the Lizard room. Help students line up to walk to the monkeys room	Students will collect belongings and line up.  Students will walk to the monkeys room.  Children will place individual belongings in their personal cubby nice and neatly.
8:20 – 8:35	<b>Toileting</b> <b>Hand washing</b>	Assist children in transitions during bathroom/ handwashing: feet on floor to help them line-up; handwashing visual cues.	Take turns going to the bathroom and washing hands while students are doing this the other students are preparing the table for Breakfast  Match objects to photo labels to return materials to proper location.

			Use self-help skills to use the bathroom and wash hands.
8:35-8:55	<b>Breakfast Family Style</b>	Sit at table with children and encourage conversation and support serving.	Children serve themselves. Children use their social and emotional skills to converse with peers and adults.
8:55—9:00	<b>Transition to Circle Time</b>	Assist children in transitions to circle time: sing welcome song, remind children to sit on carpet squares	
9:00—9:15	<b>Circle Time</b>  (Large or small group activity)	Morning message, Calendar, weather, helper chart and introduce daily topic.	Identify letters, words, punctuation, name, days of the week, count, chart weather, choose jobs
9:15—9:30	<b>Music and Movement</b>	Choose songs that allow for diverse types of movement both while sitting and moving around the room.	Participate in singing and dancing.
9:30—9:40	<b>Story Time</b>  (Large or small group setting)	Assist children in transitioning to story time: Sing story time song; Remind children they can sit or lay on their cots.  Use age appropriate books about the topic we are discussing, ask open-ended questions, discuss familiar and new vocabulary	Active participation, ask and answer questions, describe events
9:40-9:45	<b>Transition to Outdoor gross motor activities</b>	Assist children in transitions to Outside classrooms Help students line up to walk outdoors door. Sing line up song.	
9:45—10:30	<b>Outdoor Gross Motor Activities</b>  Remember your emergency cards and roll book	Have children stand on feet on the floor to line up to go outdoors. Say the Hallway poem before leaving the classroom.  Engage students in a planned activity- they can choose whether to participate or engage in free play in small groups. See Lesson Plan for specific outdoor game.	Engage in gross and fine motor activities: Play equipment, balls, wheeled toys, jump ropes, blocks, dramatic play materials, musical instruments, manipulatives, sand/water, sidewalk chalk, art easel, etc.

		<p>Complete playground checklist prior to going outside and assign staff to high traffic areas (zoning).</p> <p>Have a planned outdoor activity each day (voluntary participation).</p> <p>Give 5 and 1 minute warnings, play/sing clean-up song, assist children with clean-up of outdoor materials. play/sing line-up song, assist children with lining up to go indoors. Walk in a single file line to Lizards classroom.</p>	
10:30—10:40	<b>Transition from Outdoor activities to Monkey room for Toileting and handwashing</b>	<p>One Teacher assists in singing and getting the students engaged and ready for centers, or play a short game while one teacher assists toileting and handwashing to combine into Center time area in the monkeys classroom</p>	<p>students will also use this time to wash hands and go to the bathroom, as needed- they will then they will select their center</p>
10:40-10:50	<b>Transition to Learning Centers</b>	<p>Highlight additional items or special activities in the centers. Remind children of center management system. Have children answer question of the day related to circle time activity to transition.</p> <p>(Plan activities to support skill development.) See Lesson plan for specific details and change in environments</p>	<p>Choose a center using the center management Signs</p>

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11:30—11:55	<b>Lunch</b>	<p>Sit at table with children and encourage conversation and support serving. Complete hand washing as children finish lunch-</p> <p>Assist children in transitions during bathroom/ handwashing; feet on floor to help them line-up; handwashing visual cues.</p> <p>Children serve themselves.</p>	<p>Children are engaged with helping set the table.</p> <p>Children use their social and emotional skills to converse with peers and adults.</p>
11:55—12:00	<b>Transition to Cots for Rest Period</b>	<p>One teacher directs children to transition to cots for rest period.</p>	<p>Children prepare cots for rest period with teachers help.</p>
12:00—2:00	<b>Rest Time Pack Up</b>	<p>Provide a quiet activity for students that are not sleeping. Teacher planning.</p> <p>See Lesson plan for quiet activities for children that do not rest</p> <p>Give 5 and 1 minute warnings, play/sing clean-up song, assist children with clean-up of bedding from nap</p> <p>When many of the children are done cleaning their bedding and rest period area , one teacher will get them on the rug to sing songs/play short games while the other teacher is assisting the last children in cleaning up.</p>	<p>Children rest time, but they do not have to sleep.</p> <p>Children clean-up bedding from nap.</p>
2:00—2:30	<b>Toileting handwashing Snack</b>	<p>Assist children in transitions during bathroom/ handwashing; feet on floor to help them line-up; handwashing visual cues.</p> <p>Sit at table with children and encourage conversation and support serving.</p>	<p>Use self-help skills to use the bathroom and wash hands.</p> <p>Children use their social and emotional skills to converse with peers and adults.</p>

2:30—2:35	<b>Transition to Zoo Crew Room for Tech Academy</b>	Assist children in transition to tech academy room. Help students line up to walk next door. Sing line up song.	
2:35—2:58	<b>Technology</b>  (Large or small group setting)	Assist children with the Hatch Board by finding age appropriate interactive games that go along with the theme of study. See weekly lesson plan for specific games and activities as they directly relate to the theme.	Active participation, ask and answer questions, describe events. Children use social and emotional skills to participate in Hatch Board activities
2:58—3:00	<b>Transition to Berlin Activities Depot for Gym</b>	Children Line up with Teacher to go to the gym singing "where's my line, where's my line" Teacher leads children in a nice straight walking line to gym.	
3:00-3:45	<b>Gym- Large and Small Group activities</b>	Students go with Gym teachers and in large group do stretch and then break into small groups and engage in large motor and fine motor activities  Teacher planning; Prepare for the next day	Engage in gross and fine motor activities: in our large gym area.

3:45-3:50	<b>Transition to Outside from Gym</b>  <b>Transition to outside combined with the Lizards and the Monkeys.</b>  <b>Gross Motor/small/large or individual skill development of children</b>	At the completion of the gym class the students will sit on the line in gym, teacher will pick students up from gym and walk in a single file line to engage in outside center time, large motor game or individual learning time.	
3:50-4:15	<b>Outside</b>	Remind children of center management system.  (Plan activities to support skill development.)	The following outdoor centers will be planned for:  Art Music Story time in the gazebo Gardening Large muscle game  Choose a center using the center management signs
4:15—4:25	<b>Afternoon Circle and Daily review</b>	Assist children in transitioning to circle time: Sing welcome song; Remind children on carpet squares to sit on. Review main topics/concepts of the day.	Discussion of day.
4:25—4:35	<b>Toileting Handwashing</b>  <b>Prepare for Transition to Lizard room to combined</b>	One Teacher Aides students in handwashing as they are done the second teacher aides in pack up of the day and clean up the room to transition to lizard room for centers	Walk in a single hand line while singing songs of the day, gather personal items and place them in their cubby for pick up, students will also use this time to wash their hands and go to the bathroom

4:35—4:40		Teacher leads students to walk to the lizard room	Students will walk next door to join the lizard room
4:40—5:00	<b>Learning Centers- Lizard room</b>	Use center monitoring sheet to track children's choice area, display planning board, use center management signs to limit number of children permitted, assign staff to monitor each learning center.	Choice center: Math, science/discovery, reading, dramatic (social studies) play, writing, computer, listening, blocks (social studies), art, manipulatives, and sensory table. Children will use their social and emotional skills to regulate their behaviors and interact with their peers.  Hands-on skill development
5:00-6:00	<b>Late care pick up in the Zoo Crew Room</b>	Transition all remaining students into the Zoo Crew Room where students are engaged in the following and can choose which area to go to.	Students choose from the following:  Learning Games Teacher directed:  Stem activity Or Tech Academy games.
	<ul style="list-style-type: none"> <li>Please note- Thursdays from 10—10:45 students have ninja class</li> </ul>	<ul style="list-style-type: none"> <li>Please note on Wednesdays students have Karate</li> </ul>	

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### Leaping Lizards DAILY SCHEDULE- Age 3 year old Early Pre Kindergarten Program

TIME	ROUTINE ACTIVITY	TEACHER TASKS	CHILD ACTIVITY
7:00—8:00	<b>Early Care Arrival in the Zoo Crew Room</b>  <b>Staff Preparation for day</b>	Zoo Crew- All children dropped off for early care will be dropped off in Zoo Crew.  Teacher Planning: prepare center materials and check for safety hazards	Children can pick from specified activities to participate in: To and including: Art activity, Hatch Board, and board learning games.
8:00 - 8:20	<b>Children from Lizards, Monkeys and Fireflies combine and transition to the Lizard room</b>  <b>Arrival/Greeting/Table Top Toys</b>	Greet children and parents by name, perform health check. Help each child transition to a table by asking what they are interested in doing today and seeing if a spot is available at the table.	Put belongings away and transition into a center.
8:20-8:30	<b>Clean-Up</b>  <b>Transition to preparation to breakfast</b>	Give 5 and 1 minute warnings, play/sing clean-up song, assist children with clean-up.  When many of the children are done cleaning their center, one teacher will get them on the rug to sing songs/play short games while the other teacher is assisting the last children in cleaning up.	Students will clean up centers and prepare for breakfast  Students from Monkeys and Fireflies will transition to their rooms
8:30 – 8:40	<b>Toileting</b> <b>Hand washing</b>	Assist children in transitions during bathroom/ handwashing: feet on floor to help them line-up; handwashing visual cues.	Take turns going to the bathroom and washing hands while students are doing this the other students are preparing the table for Breakfast  Match objects to photo labels to return materials to proper location.  Use self-help skills to use the bathroom and wash hands.

8:40-8:55	<b>Breakfast Family Style</b>	Sit at table with children and encourage conversation and support serving.	Children serve themselves. Children use their social and emotional skills to converse with peers and adults.
8:55—9:00	<b>Transition to Zoo Crew Room for Tech Academy</b>	Assist children in transitions to tech academy room. Help students line up to walk next door. Sing line up song.	
9:00—9:15	<b>Technology Large group Activities</b>	Assist with the Hatch Board by finding age appropriate interactive games that go along with the theme of study. See lesson Plan for specific games and activities as they directly relate to the theme.	Children use social and motor skills to participate in Hatch Board activities.
9:15—9:20	<b>Transition to Outdoor gross motor activities</b>	Assist children in transitions to Outside classrooms Help students line up to walk outdoors door. Sing line up song.	
9:20—9:45	<b>Outdoor Gross Motor Activities</b>  Remember your emergency cards and roll book	Have children stand on feet on the floor to line up to go outdoors. Say the Hallway poem before leaving the classroom.  Engage students in a planned activity- they can choose whether to participate or engage in free play in small groups. See Lesson Plan for specific outdoor game. Complete playground checklist prior to going outside and assign staff to high traffic areas (zoning).  Have a planned outdoor activity each day (voluntary participation).  Give 5 and 1 minute warnings, play/sing clean-up song, assist children with clean-up of outdoor materials. play/sing line-up song, assist children with lining up to go indoors.	Engage in gross and fine motor activities: Play equipment, balls, wheeled toys, jump ropes, blocks, dramatic play materials, musical instruments, manipulatives, sand/water, sidewalk chalk, art easel, etc.

		<p>Walk in a single file line to Lizards classroom.</p> <hr/>	
9:45—9:55	<p><b>Transition from Outdoor activities to Lizard room for Toileting and handwashing followed by Circle Time</b></p> <p><b>(Large or small group Setting)</b></p>	<p>One Teacher assists in singing and getting the students engaged at circle time with a short game while one teacher assists toileting and handwashing to combine into Center time area in the lizards classroom</p>	<p>students will also use this time to wash hands and go to the bathroom, as needed- they will then find their space for circle time</p>
9:55-10:15	<p><b>Circle Time</b> <b>(Large or small group setting)</b></p>	<p>Assist children in Transitioning to circle time: Sing welcome song remind children to sit on carpet squares</p> <p>Morning message, calendar, weather, helper chart, and introduce daily topic.</p>	<p>Identify letters, words, punctuation, name days of the week, count, chart weather, choose jobs</p>
10:15—10:20	<p><b>Transition to Learning Centers</b></p>	<p>Highlight additional items or special activities in the centers. Remind children of center management system. Have children answer question of the day related to circle time activity to transition.</p> <p>(Plan activities to support skill development.) See Lesson plan for specific details and change in environments</p>	<p>Choose a center using the center management Signs</p>



11:15 – 11:45	<b>Lunch</b>	<p>Sit at table with children and encourage conversation and support serving. Complete hand washing as children finish lunch-</p> <p>Assist children in transitions during bathroom/ handwashing: feet on floor to help them line-up; handwashing visual cues.</p> <p>Children serve themselves.</p>	<p>Children are engaged with helping set the table.</p> <p>Children use their social and emotional skills to converse with peers and adults.</p>
11:45—11:50	<b>Transition to Cots for Rest Period</b>	One teacher directs children to transition to cots for rest period.	Children prepare cots for rest period with teachers help.
11:50—12:00	<b>Story Time</b> (Large or small group setting)	<p>Assist children in transitioning to story time: Sing story time song; Remind children they can sit or lay on their cots.</p> <p>Use age appropriate books about the topic we are discussing, ask open-ended questions, discuss familiar and new vocabulary</p>	Active participation, ask and answer questions, describe events
12:00—2:00	<b>Rest Time Pack Up</b>	<p>Provide a quiet activity for students that are not sleeping. Teacher planning.</p> <p>See Lesson plan for quiet activities for children that do not rest</p> <p>Give 5 and 1 minute warnings, play/sing clean-up song, assist children with clean-up of bedding from nap</p>	<p>Children rest time, but they do not have to sleep.</p> <p>Children clean-up bedding from nap.</p>

		When many of the children are done cleaning their bedding and rest period area , one teacher will get them on the rug to sing songs/play short games while the other teacher is assisting the last children in cleaning up.	
2:00—2:30	<b>Toileting handwashing Snack</b>	<p>Assist children in transitions during bathroom/ handwashing: feet on floor to help them line-up; handwashing visual cues.</p> <p>Sit at table with children and encourage conversation and support serving.</p>	<p>Use self-help skills to use the bathroom and wash hands.</p> <p>Children use their social and emotional skills to converse with peers and adults.</p>
2:30—2:45	<b>Music and Movement</b>	Choose songs that allow for diverse types of movement both while sitting and moving around the room.	Participate in singing and dancing.
2:45—2:55	<b>Afternoon Circle and Daily review Prepare for Gym</b>	<p>Assist children in transitioning to circle time: Sing welcome song; Remind children on carpet squares to sit on. Review main topics/concepts of the day.</p> <p>Ensure children are properly dressed and prepared for gym.</p>	Discussion of day.

2:55—3:00	<b>Transition to Berlin Activities Depot for Gym</b>	Children Line up with Teacher to go to the gym singing "where's my line, where's my line" lks the children to	
3:00-3:45	<b>Gym- Large and Small Group activities</b>	Students go with Gym teachers and in large group do stretch and then break into small groups and engage in large motor and fine motor activities  Teacher planning; Prepare for the next day	Engage in gross and fine motor activities: in our large gym area.
3:45-3:50	<b>Transition to Outside from Gym</b>  <b>Transition to outside combined with the Lizards and the Monkeys.</b>  <b>Gross Motor/small/large or individual skill development of children</b>	At the completion of the gym class the students will sit on the line in gym, teacher will pick students up from gym and walk in a single file line to engage in outside center time, large motor game or individual learning time.	
3:50-4:15	<b>Outside</b>	Remind children of center management system.  (Plan activities to support skill development.)	The following outdoor centers will be planned for:  Art Music Story time in the gazebo Gardening Large muscle game  Choose a center using the center management signs

educational station

4:15—4:25	<b>Toileting Handwashing</b>  <b>Prepare for Learning Centers</b>	Give 5 and 1 minute warnings.  One Teacher Aides students in handwashing as they are done the second teacher aides in the use of the center monitoring sheet to track children's choice areas and uses the center management sign to limit number of children permitted. Assign staff to monitor each learning center	
4:25—5:15	<b>Learning Centers- Integrated with the students from the Monkeys and the Fireflys</b>	Use center monitoring sheet to track children's choice area, display planning board, use center management signs to limit number of children permitted, assign staff to monitor each learning center.	Choice center: Math, science/discovery, reading, dramatic (social studies) play, writing, computer, listening, blocks (social studies), art, manipulatives, and sensory table. Children will use their social and emotional skills to regulate their behaviors and interact with their peers.  Hands-on skill development
5:15-6:00	<b>Late care pick up in the Zoo Crew Room</b>	Transition all remaining students into the Zoo Crew Room where students are engaged in the following and can choose which area to go to.	Students choose from the following:  Learning Games Teacher directed:  Stem activity Or Tech Academy games.

### Tiger Twos DAILY SCHEDULE- Age 2 year old Earliest Pre Kindergarten Program

TIME	ROUTINE ACTIVITY	TEACHER TASKS	CHILD ACTIVITY
7:00—7:15	<b>Early Care Arrival in the Zoo Crew Room</b>  <b>Staff Preparation for day</b>	Zoo Crew- All children dropped off for early care will be dropped off in Zoo Crew.  Teacher Planning: prepare center materials and check for safety hazards  Once Zoo Crew gets 3 twos or at 7:15 Tiger Twos opens up	Children can pick from specified activities to participate in: To and including: Art activity, Hatch Board, and board learning games.
7:15—8:00	<b>Arrival/Greeting/Table/Busy Bags</b>	Greet children and parents by name, perform health check.  Help each child transition to a table by asking what they are interested in doing today – Child may choose center or Child may choose a busy bag at the table	Put belongings away and transition into a center or let child choose from learning Busy Bags.
8:00—8:15	<b>Clean-Up</b>  <b>Transition to preparation to breakfast</b>	Give 5 and 1 minute warnings, play/sing clean-up song, assist children with clean-up.  When many of the children are done cleaning their center or busy bag, one teacher will get them on the rug to sing songs/play short games while the other teacher is assisting the last children in cleaning up.	Students will clean up centers and prepare for breakfast
8:15—8:30	<b>Toileting</b> <b>Hand washing</b>	One teacher will assist children in transitions during bathroom/handwashing: feet on floor to help them get seated for breakfast ; handwashing visual cues.  While one teacher will help students that are helping set out breakfast.	Take turns going to the bathroom and washing hands while students are doing this the other students are preparing the table for Breakfast.  Children that are still in diapers will be changed at this time and will be directed to wash hands

			<p>Match objects to photo labels to return materials to proper location.</p> <p>Use self-help skills to use the bathroom and wash hands.</p>
8:30-8:45	<b>Breakfast Family Style</b>	Sit at table with children and encourage conversation and support serving.	Children serve themselves. Children use their social and emotional skills to converse with peers and adults.
8:45—9:00	<b>Transition to Zoo Crew Room for Tech Academy</b>	Assist children in transitions to tech academy room. Help students line up to walk next door. Sing line up song.	Children line up and walk through hallway quietly with a bubble and a ducktail
9:00—9:15	<b>Technology Large group Activities</b>	Assist with the Hatch Board by finding age appropriate interactive games that go along with the theme of study. See lesson Plan for specific games and activities as they directly relate to the theme.	Children use social and motor skills to participate in Hatch Board activities.
9:15—9:20	<b>Transition to Outdoor gross motor activities</b>	Assist children in transitions to Outside classrooms Help students line up to walk outdoors door. Sing line up song.	On lesson plan a planned teacher directed activity will be outlined or children can play in a child directed manner
9:20—9:35	<p><b>Outdoor Gross Motor Activities</b></p> <p>Remember your emergency cards and roll book.</p> <p>Outdoor play period on Toddler Side.</p>	<p>Have children stand on feet on the floor to line up to go outdoors. Say the Hallway poem before leaving the classroom.</p> <p>Engage students in a planned activity- they can choose whether to participate or engage in free play in small groups. See Lesson Plan for specific outdoor game. Complete playground checklist prior to going outside and assign staff to high traffic areas (zoning).</p>	Engage in gross and fine motor activities: Play equipment, balls, wheeled toys, jump ropes, blocks, dramatic play materials, musical instruments, manipulatives, sand/water, sidewalk chalk, art easel, etc.

		<p>Have a planned outdoor activity each day (voluntary participation).</p> <p>Give 5 and 1 minute warnings, play/sing clean-up song, assist children with clean-up of outdoor materials. play/sing line-up song, assist</p>	
9:35—9:45	<p><b>Transition from Outdoor activities to Tigers room for Toileting and handwashing followed by Circle Time</b></p> <p><b>(Large or small group Setting)</b></p>	<p>One Teacher assists in singing and getting the students engaged at circle time with a short game while one teacher assists toileting and handwashing to combine into Center time area in the Tigers classroom</p>	<p>students will also use this time to wash hands and go to the bathroom, as needed- they will then find their space for circle time</p>
9:45—10:00	<p><b>Circle Time (Large Group)</b></p> <p><b>Social Studies/Language Arts</b></p>	<p>Assist children in Transitioning to circle time: Sing welcome song remind children to sit on carpet squares</p> <p>Morning message, calendar, weather, helper chart, and introduce daily topic.</p>	<p>Identify letters, words, punctuation, name days of the week, count, chart weather, choose jobs</p>
10:00—10:15	<p><b>Transition to tables to Art/Sensory- Large Group Or Small and individual group time dependent on the lesson plan for that specific day and dependent on group dynamic of the day.</b></p>	<p>Dependent on group dynamic- transition children to the tables for group art or transition to learning centers and have teachers work independently with small group or individually.</p>	<p>Children work individually with teacher directed art activity or as large group or small group</p> <p>In the event of small group/individual- students will transition early into learning center</p>



		<p>assigned tasks to help in this transition</p> <p>Assist children in transitions during bathroom</p> <p>handwashing: handwashing visual cues used.</p>	
11:05 – 11:35	<b>Lunch</b>	<p>Sit at table with children and encourage conversation and support serving. Complete hand washing as children finish lunch-</p> <p>Children serve themselves.</p>	<p>Children are engaged with helping set the table.</p> <p>Children use their social and emotional skills to converse with peers and adults.</p>
11:35—11:40	<b>Transition to Cots for Rest Period</b>	<p>one teacher directs children to transition to cots for rest period.</p> <p>One teacher finishes monitoring lunch</p>	<p>Children may pick a book to read prior to story time</p>
11:40—1:40	<b>Rest Time Pack Up</b>	<p>Provide a quiet activity for students that are not sleeping. Teacher planning.</p> <p>See Lesson plan for quiet activities for children that do not rest Give 5 and 1 minute warnings, play/sing clean-up song, assist children with clean-up of bedding from nap</p> <p>When many of the children are done cleaning their bedding and rest period area ,</p>	<p>Children rest time, but they do not have to sleep.</p> <p>Children clean-up bedding from nap.</p>

		<p>one teacher will get them on the rug to sing songs/play short games while the other teacher is assisting the last children in cleaning up.</p> <p>As children wake up prep for Gymnastics- diaper and clean hands</p>	
1:40—1:58	<p><b>Transition from Rest Period/Potty/ (gymnastics prep)</b></p> <p><b>Transition to Berlin Activities Depot for Gym</b></p>	<p>At 1:50 the rest of the students are awakened, the students that have already transitioned up from nap will sit at circle and read a book, or have a discussion or play a game-please see lesson plan for explicit directions for the day.</p> <p>The second teacher will finish getting the children ready for the gym.</p> <p>At 1:58 teacher will begin the line up song for the gymnastics coaches to pick up tigers and take them to the gym.</p>	Children will use social and self help skills during these transitions
1:58—2:00	<b>Transition to Berlin Activities Depot for Gym</b>	Teachers help with Transition	Children Line up with gymnastics teacher to walk to gym

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2:00-2:45	<b>Gym- Large and Small Group activities</b>	<p>Students go with Gym teachers and in large group do stretch and then break into small groups and engage in large motor and fine motor activities</p> <p>Teacher planning; Prepare for the next day</p>	Engage in gross and fine motor activities: in our large gym area.
2:45—3:00	<b>Toileting handwashing</b>	<p>Assist children in transitions during bathroom/ handwashing: feet on floor to help them line-up; handwashing visual cues.</p> <p>Sit at table with children and encourage conversation and support serving.</p>	<p>Use self-help skills to use the bathroom and wash hands.</p> <p>Children use their social and emotional skills to converse with peers and adults.</p>
3:00—3:10	<b>Snack</b>	<p>Sit at table with children and encourage conversation and support serving.</p> <p>Children serve themselves.</p>	<p>Children are engaged with helping set the table.</p> <p>Children use their social and emotional skills to converse with peers and adults.</p>
3:10—3:20	<b>Story Time</b> (Large or small group setting)	<p>Assist children in transitioning to story time: Sing story time song; Remind children they can sit or lay on their cots.</p> <p>Use age appropriate books about the topic we are discussing, ask open-ended questions, discuss familiar and new vocabulary.</p> <p>One teacher will set up science experimentation</p>	Active participation, ask and answer questions, describe events

3:20—3:30	<b>On-Site Learning Experience- Science</b>	<p>One teacher will lead experimentation and ask open ended questions.</p> <p>2<sup>nd</sup> teacher will be behind the first teacher and will clean up experimentation</p>	Children will actively participate in large group or small group science experiment that is teacher directed
3:30—3:35	<p><b>Transition to Outside from Lizards</b></p> <p><b>Transition to outside Gross Motor/small/large or individual skill development of children</b></p> <p><b>This outdoor play period will be on the toddler side</b></p>	<p>First teacher will line students up to walk outside.</p> <p>Second teacher will be at the back of the line.</p> <p>Children will transition and walk outside to the "where's my line" song</p>	
3:35--4:00	<b>Outside</b>	<p>(Plan activities to support skill development.)</p> <p>Give 5 and 1 minute warnings to return inside.</p>	<p>The following outdoor centers will be planned for:</p> <p>Art Music Story time in the gazebo Gardening Large muscle game</p> <p>Children will participate in planned and unplanned activities at their discretion</p>

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4:00—4:05	<b>Toileting Handwashing (as needed)</b>  <b>Prepare for Learning Centers</b>	One Teacher Aides students in handwashing as they are done the second teacher aides in the use of the center monitoring sheet to track childrens choice areas and uses the center management sign to limit number of children permitted. Assign staff to monitor each learning center	Child choice centers
4:05—4:35	<b>Learning Centers-</b>  <b>This time can be used for individual work and small group work.</b>	Use center monitoring sheet to track children's choice area, display planning board, use center management signs to limit number of children permitted, assign staff to monitor each learning center.	Choice center: Math, science/discovery, reading, dramatic (social studies) play, writing, computer, listening, blocks (social studies), art, manipulatives, and sensory table. Children will use their social and emotional skills to regulate their behaviors and interact with their peers.  Hands-on skill development
4:35—4:45	<b>Large Group Music and Movement</b>	Whole group and small group participate in a teacher directed music and movement activity preplanned by teacher.  Teacher- transitions into next portion of the day with a song-preplanned in lesson plan to go along with theme.	Children use their social and emotional skills to sing and dance in a large group around the room.  I-pad may be used as long as children are actively engaged

4:45—5:00	<b>Table Toys/Busy Bags/ Puzzles</b>  <b>Can be teacher directed or child directed.</b>  <b>Can be small or large group activity</b>	Assist children in transitioning to Table toys/busy bags and puzzles:  Teacher sets up busy bags, table toys and puzzles for students	Children choose which table they would like to participate in or choose to play in centers.
5:00—5:15	<b>Afternoon Circle and Daily Review Prepare to Pack up</b>  <b>Large group discussion</b>	Assist children in transitioning to circle time: Sing welcome song; Remind children to sit on carpet squares.  Review main topics/concepts of the day.	Actively involved children in the discussion of the day.
5:15—5:30	<b>Pack-up/Clean up</b>	This 15 minute will be transitioned to with singing songs clean up line up.  Teacher will make sure that everyone is cleaned up and ready to transition to aftercare while leading the songs.	Children will exhibit self-help skills in arranging all of their personal items into their cubby.
5:30—6	<b>Transition to Zoo crew room for late pick up</b>	Transition and walk students- using the song "Where's my line"  Teacher gives aftercare teacher all pertinent information regarding the students for aftercare.  Teacher will direct students to which stations are open.	Children will integrate into the mixed age group and choose a from the following:  Learning Games: Teacher Directed  Stem activity or Tech Academy games.



## **Parent Orientation**

Please initial each line stating you have been given the information and informed of the following

**(PLEASE NOTE THAT ALL TIMES ARE BASED ON CELLULAR TIME)**

\_\_\_\_ **Hours of Operation at Berlin Education Station are 7:30am-5:30pm. Extended Care Hours** are offered from 6:45-7:00; 7:00-7:30am and 5:30-6:00pm M-F for an **additional \$10 per a.m. segment & p.m. segment.** BES reserves the right to charge your account fees if in the building outside of these hours.

\_\_\_\_ **Late Pick up Fee** after 6:00 pm is **\$5 per minute** that you are in the building- our doors lock promptly at 6:00 p.m. Late pick up fees are due that day.

\_\_\_\_ **Tuition Payment Policy** - Tuition must be **paid every Monday by 5:00 pm** or your credit card on file will be charged. If declined see tuition payment policy. **\$15 late fee per day** will be added to your weekly tuition. **If tuition is not paid by Wednesday, your child is not permitted to attend. Late fees continue to accrue weekly until all tuition is paid in full.**

\_\_\_\_ **All tuition add ons such as: extended care and extra classes require two weeks written notice to drop. Notice only accepted on Mondays by 5:00 p.m..**

**\$10/Week- Summer Activities Fee for All Children between the ages of Two- and Five-Years-Old between the dates of Memorial Day and Labor Day.**

\_\_\_\_ **Withdrawal Procedure** WRITTEN notice must be given two full weeks in advance **by Monday at 5:00 p.m.** You are responsible for paying tuition for the TWO weeks following the week of notification. Verbal notices are not an accepted. Tuition, additional fees, and late fees will apply for all weeks (attended or unattended). Payment parameters are the same.

\_\_\_\_ **Changes in Enrollment** All changes in enrollment reducing or increasing the amount of services must be in writing by Monday at 5:00 p.m. as well and go into effect 2 full weeks after notified. This applies to all extra- curricular activities as well. Adding enrollment may be allowed if an immediate opening is available, if not your child will be placed on a waiting list for the activity or day and you will be notified in writing as soon as an opening arises.

\_\_\_\_ **Child's Health and Absence Policy** Center must be notified (in person, in writing, or by phone) if your child is absent. Your child must be picked up if fever (100.5 or higher), vomiting, or diarrhea, signs of head lice, or other signs of potential illness occurs at any time during our care. Center must be notified if you take your child to the doctor and they have any **communicable disease or illness.** Tuition rates apply during absenteeism and school closing. Children must be picked up within 1-hour time frame of us contacting you if vomiting, diarrhea, fever and/or suspected symptoms.

\_\_\_\_ **Diapering and Potty Training Policy** If your child is actively being potty trained please let us know in writing and we will help with the potty training here at the center, please provide pull-ups to be used at the centers discretion.

\_\_\_\_ **Purchase of Care Policy-** parents must pay full price until funds are received by center. Parents are responsible for all tuition in the event that purchase of care does not pay for any reason. Parents are responsible to recertify their vouchers as needed. Lapse in state subsidy will result in parent paying the full balance. All parent copayments are due as outlined above.

\_\_\_\_ **Consumer Information-** Consumer information regarding childcare can be found at <http://marylandpublicschools.org/>.

\_\_\_\_ **Children's Belongings and Items from home:** 1. All items labeled for your child. (An i.e. diaper, extra clothes, wipes, lunchbox, 3 Sippy cups, bottles, food.) 2. Center is not responsible for lost or stolen items.

3. Children should not bring toys from home- It distracts the educational surroundings.

\_\_\_ **Classroom Pets** - Some of our classrooms have classroom pets. Pets are cared for and handled in accordance with MD State Licensing Regulations.

\_\_\_ **Topical application medicine** (i.e. sunscreen, diaper ointment-non prescribed, powder) must have signed permission slip from parent.

\_\_\_ **Paperwork- Preregistration and annual-** All must be updated in a timely manner. To continue enrollment and to enroll your child in childcare you must have all paperwork filled out completely. When receiving notification of annual paperwork Berlin Education Station must receive it in a timely manner. Berlin Education Station reserves the right to reject any child from care that is not current with paperwork, without relief on tuition.

\_\_\_ **24 hr. return policy for sickness-** Documentation from the child's pediatrician must be submitted to the director before readmittance to care after a contagious or potentially contagious illness. Children who have a temperature of 100.5 degrees or higher, vomiting or have diarrhea, show symptoms of ringworm, lice, pink eye, or another other communicable disease will not be allowed at the center. If your child develops a symptom we will notify you, and you will be responsible for picking your child up immediately. If your child has one of the above symptoms, then he/she may return to the center (24) hours after all symptoms are gone. Also, for communicable diseases we require a doctor note stating your child has been seen and treated for the illness. Your child will not be allowed to attend until (24) hours after all symptoms are gone. Health Dept. must be notified of communicable disease.

\_\_\_ **Medication Administration:** Any (prescribed or over the counter) medicine must have a signed physicians form giving our staff permission to administer the medication. The form must be filled out, and in line with the original prescription label that must be on the container. The medications first dose must be given at home. The medication and form must be turned into the front desk. Medications will not be given without the proper documentation. Medications not intended to be given at the center, but in a carrying tote for the child will be turned into the front desk for the safety of the children in care.

\_\_\_ **Means of Communication:** It is the parents responsibility to sign up for our Remind 101 text message reminder. Collect calendars and know what the center is offering and what is going on at the center. Parent's must also download the Life Cubby App to receive daily child information.

\_\_\_ **Children's Hours of Attendance located on the Enrollment Agreement:** Hours of care are restricted to the times originally provided by the parent/guardian in the Enrollment Agreement. Written notice to request extended hours must be submitted two weeks in advance for scheduling purposes.

\_\_\_ **Auto Debit:** Auto debits are a convenient way to ensure that tuition is not late. Any changes in auto debit requires a full two-week written notice to alter. If auto debits are declined, a late payment fee of \$15.00 and a \$35.00 decline fee will be charged. All students are required to have a credit card on file or pay a \$15.00 per month administrative fee. On file cards will only be charged if payment isn't made by another form of payment by Monday at 5:00 p.m..

\_\_\_ **Access Code:** Each family will be given an access code to enter the building. Please be cautious about who you give your family code to. We prefer if someone new is picking up and will not be a regular pick up person please do not give them your code. Instead, please have them stop at the front desk for identification.

Berlin Education Station Yearly Closings
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New Year's Eve
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New Year's Day
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Good Friday
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Memorial Day
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Independence Day
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Labor Day
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Thanksgiving Day
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Black Friday
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Christmas Eve
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Christmas Day
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New Year's Eve
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New Year's Day
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<b>One In Service Day Per Year To Be Announced</b>
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**In the event of the holiday presiding on the weekend, The Monday or Friday may be taken as a holiday.**

I have been given a copy of the parent handbook, and I agree to follow all procedures and rules listed throughout the handbook as stated. These policies have been gone over with me at my orientation. Berlin Education Station has the right to change and modify any/these procedures as we see fit.

Director/Asst. Director Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Witness: \_\_\_\_\_ Date: \_\_\_\_\_