# Tender Years of Deale Family Handbook

November 2026

## Welcome and Center Information

**Tender Years of Deale**

6006 Drum Point Road, Deale, MD 20751

www.tenderyearscenter.com | 443-203-6325

Director / Operator: Rev. Faith Wilkerson, faith@tenderyearscenter.com

> "Let my teaching fall like rain and my words descend like dew, like showers on new grass, like abundant rain on tender plants." Deuteronomy 32:2

### Hours of Operation

Monday through Friday.

| Age group | Hours |
|---|---|
| Under age 2 (Rooms F, I and G/H) | 7:00am - 4:00pm (no extended care option) |
| Age 2 and older (Rooms G/H and J/K) | 7:00am - 4:30pm (extended care option until 5:30pm) |
| Kindergarten and school age | • School year: 7:00am until bus arrival at 7:20am, and 2:30pm - 5:30pm<br>• Summer: 7:00am - 4:30pm, with no extended care in summer |

### Our Mission

At Tender Years of Deale, we recognize that from infancy to adolescence, children are in a tender season of growth. Our mission is to provide a safe, nurturing Christian environment where "God's word descends like dew" and our teaching "falls like gentle rain" (Deuteronomy 32:2) so that children grow healthy and strong.

## Our Motto

A Christian child care center where we love the Lord our God with all our heart, soul and mind, for the joy of the Lord is our strength. (Deuteronomy 6:4-9, Luke 10:27, Nehemiah 8:10)

## Our Approach

We provide a nurturing, safe child care environment that lays a strong foundation of the Christian faith for children during their "tender years" of childhood through literacy-rich, play-based learning opportunities. We believe that a literacy-rich, play-based, gospel-based learning environment helps children of every age reach important developmental milestones, foster friendships and build Christian character.

## Our Philosophy: A Gospel-Based Center

As a gospel-based center, our staff seek to model Christian values for all children of all abilities and special health care needs (see our Total Inclusion Approach). We seek to live in peace with God and one another (Romans 12:18) and glorify God through our words and actions (Colossians 3:17).

Through Bible lessons, prayer and praise, we lay the foundation for a "biblical worldview" that encourages children to marvel at God's creation, recognize His hand in the complexities of nature, know ourselves as created in His image and celebrate God's love for us through Jesus Christ. (Genesis 1:26, Ephesians 2:4-9)

**Honoring Each Child's Interests, Languages and Cultures.** Every child comes to us with a family, a home language and a cultural background that we welcome and build on. Families tell us about their child's interests, language and traditions on the About My Child Worksheet at enrollment, in everyday conversations and at family conferences, and teachers use what they learn when planning. We understand that not every family shares the same religious practices. Families who are not Christian, who practice another faith, or who are agnostic are welcomed to our community. Bible lessons and faith-based activities are woven into our daily classroom routine, and children participate together with their class. We do not expect a child or family to adopt our beliefs or sign a statement of faith to participate.

In our classrooms this looks like:

- **Home language in the classroom.** We invite you to share with us common words and greetings your child may use, especially as they transition into the class. Teachers use the language of the child's home to name common objects and activities in the

classroom. Greetings in the home language are added child by child, as each family shares them.

- **Books and read-alouds.** Our classroom libraries include books that reflect children's interests, primary languages and cultural backgrounds, along with books that introduce cultures, customs and languages that are new to them. In Room J/K, read-alouds feature families, cultures and community helpers.
- **Interest-led learning.** Teachers follow what children care about. A group's interest in ants led to a class ant farm, and an interest in butterflies can send butterflies into the math manipulatives and the book nook.
- **Music.** Children sing songs from around the world and counting songs throughout the day. Musical guests have helped us widen our curriculum to share songs and instruments from other countries and time periods.
- **Family and community guests.** Parents volunteer to read to the class or help with a project, and community helpers visit as part of our unit on Community Helpers.
- **Holidays and traditions.** We learn about many holidays, both religious and civic, and we invite families to share the traditions that matter to them.

## Our Religious Affiliation

Tender Years of Deale, LLC is operated by Reverend Faith Wilkerson, an ordained elder in the Global Methodist Church and the Pastor of Family and Youth Ministries at Cedar Grove Methodist Church. Together, we partner with Cedar Grove in ministry events, camps, service projects and worship services. We also partner with and promote ministries at other local churches, such as Messy Church at Centenary United Methodist Church and area Vacation Bible Schools.

## Our Licensing

License #261623. Tender Years of Deale, LLC is a child care center regulated by the Maryland State Department of Education under COMAR 13A.16 and licensed by the MSDE Office of Child Care Region 1.

## Staff Certification and Training

A listing of all staff members and teachers is posted at the front desk, showing their playgroup assignment or area of work. All of our teachers and staff have met the screening and certification requirements regulated by the Maryland State Department of Education (MSDE) and the Office of Child Care (OCC).

### Our Families

Families are the foundation of children's development. We view ourselves in partnership with our parents to ensure the health and safety of every child. We welcome parent participation, and feedback is valued because family input contributes to the planning and implementation of our program and the shaping of our policies. Families are invited to join us for family events throughout the year, and to meet with their child's teacher at family conferences each Spring or at any time upon request. Details on both are in the Family Engagement, Events and Communication section of this handbook.

## Our Curriculum: Experience Early Learning

### Our Approach to Teaching and Learning

We believe children learn best through relationships, play and everyday experiences, in a place where they feel safe and loved. Our teaching rests on five commitments:

- **Relationships come first.** Children learn from adults they trust. Teachers get to know each child and family, starting with the About My Child Worksheet, which families complete so the classroom teacher can get acquainted with their child. Our Open Door Policy welcomes parents and legal guardians to visit, check in or speak with staff during operating hours. Families meet with teachers at the end-of-year conferences each Spring and may request a formal conference at any time of year. Teachers respond to each child's cues, and stay calm and warm, including when behavior is hard.
- **Play is how children learn.** Our Experience Curriculum is play-based: children develop skills through STEAM stations, interactive games and creative art projects rather than traditional worksheets. Our classrooms are literacy-rich, with areas for blocks, dramatic play, science, art and reading. Children choose where to play and what materials to use.
- **Teaching follows the child.** Teachers adapt and expand the monthly themes of our curriculum around the children's interests and developmental levels. They use observation, developmental assessments and family input to plan lessons, and they adapt the room, the activity or the schedule to fit the child.
- **Every child belongs.** Our Total Inclusion Approach, and our respect for each child's home language and culture, shape how we plan and teach.
- **Faith shapes the whole day.** Bible lessons, prayer and praise are part of the daily rhythm and of how we treat one another.

Teachers see behavior as communication and use conflicts as chances to teach skills. They guide children through reflection and problem-solving (see Reflection and Problem-Solving under Reinforcing Positive Behavior).

## Experience Early Learning

We offer literacy-rich, play-based learning experiences to assist infants, toddlers and preschoolers in reaching developmental milestones. We use the nationally recognized "Experience Curriculum," which is founded on a cross-disciplinary model that supports a child's ongoing social-emotional, physical, language and cognitive development. There are three levels: Experience Baby, Experience Toddler and Experience Preschool. Lessons follow a monthly theme and are aligned with Maryland and national standards for education.

Lesson plans and activities are integrated into the Brightwheel app so that parents can see the lessons and activities planned for each day.

In addition, we use the Experience God curriculum, which offers a biblical lesson and theme for each month, a morning prayer, a scripture lesson, a hands-on craft and music that the whole center follows. Our goal is that children come to know God, understand the love He has for them, and develop a personal relationship with Jesus.

Our curriculum lets us build lessons around children's interests. For instance, an interest in butterflies is a springboard for staff to add butterflies to the math manipulatives or seek out additional books to highlight in the book nook.

## Planning for Developmentally Appropriate Practices in Your Child's Classroom

Teachers develop weekly lesson plans using classroom observations, developmental assessments, children's interests, family input, and individual learning needs. Lesson plans support the whole child through hands-on, play-based learning experiences that are developmentally appropriate and engaging.

Teachers ensure activities reflect children's interests and skills by observing how children play, interact, and explore their environment. Classroom experiences are adapted to build on children's natural curiosity and current abilities. For example, if children become interested in bugs or gardening, teachers may add related books, art, sensory activities, or outdoor exploration to the lesson plans. One spring, the children's interest in ants led to a class ant farm to accompany the lesson.

## How We Plan

Children's interests are reflected across all developmental domains, in ways that fit each age. When a group becomes interested in bugs, infants may explore bug-themed books and textures while teachers name what they see and hear (language, cognitive and sensory development). Toddlers and two-year-olds may crawl, hop and wiggle like bugs (physical development), sort and match toy bugs (cognitive development), and take turns looking at a bug together (personal and social development). Preschoolers may use magnifying glasses to observe and count the bugs they find (science and math), draw and label what they see (language, literacy and the arts), and practice caring for living things (personal and social development). School-age children may research a topic that interests them, write about it, and share what they learn with the group.

Teachers address each child's developmental needs by planning activities that support social-emotional, physical, language, cognitive, and self-help development. Activities may be adjusted to match a child's individual skill level or learning style. For example, a child developing fine motor skills may be offered larger manipulatives or adapted art materials, such as larger crayons in a variety of easy-to-grip shapes.

When families provide an IFSP or IEP, teachers incorporate recommended goals, accommodations, and strategies into classroom routines and activities. Teachers work with families and specialists to help support each child's successful participation in the classroom.

## Equipment and Materials to Support Learning

The materials in our classrooms and outdoor play areas support learning, discovery, and exploration for children of all abilities and backgrounds. All child-accessible materials are age appropriate, clean, and in good repair. Materials such as manipulatives, rattles, books, games, dramatic play items, and sensory materials are selected to support classroom learning themes and times of year, and are rotated across classrooms when possible.

Materials are stored on low, open shelves and in accessible bins, labeled with pictures of the items where helpful, to encourage children's independence, choice-making, and responsibility for cleanup. Our classrooms include materials that support children of varying abilities and developmental levels, including chunky crayons, knobbed puzzles, sensory items, textured materials, and hands-on manipulatives. Teachers guide children in returning materials to their proper places at cleanup time.

Each preschool and two-year-old classroom includes areas for blocks, dramatic play, science, art, and reading, along with a rotating shelf library of age-appropriate books. Infants and toddlers have art materials brought out for specific projects and then put away. Rattles, books, dramatic play items and building materials are available to infants in the room but are not set up as centers.

Teacher-supported interaction with books happens at every age level. Reading with an infant or toddler in the rocking chair has a significant impact on emergent literacy and vocabulary skills. A cozy book space is also offered outdoors for children who want to explore reading independently. Books reflect children's interests, cultures, primary languages, and experiences, and introduce cultures, customs and languages that may be new to them.

## Total Inclusion Approach

We welcome children of all abilities and special health care needs. Tender Years of Deale admits children of any religion, race, color, disability, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the child care center.

We believe that each child is a gift from God, and we value the uniqueness of every child. Our center embraces the Christian faith but does not discriminate based on religion, creed or denomination.

We believe that an inclusive classroom celebrates the diversity of learning styles and communication, which helps children understand both the content of their learning and how to show empathy and care for peers. Our staff anticipate that changes or adaptations may need to be made to a lesson, the classroom space and the schedule when working with children of varied physical and cognitive abilities. We cannot always anticipate a child's needs, but we are prepared to make physical space accommodations to a classroom, modify activities in a lesson, and have conversations with children about how each of us is different and loved by God. We are prepared to partner as needed with a child's therapist (speech, occupational, or behavioral therapist, for example) and allow inclusion of professionals into our classroom setting as needed.

We request that if your child has a special health care need, you allow us to partner with you to meet your child's needs and help them thrive in our program. We value family-professional partnerships so that we can educate our staff and teachers on how best to educate and care for your child. Please provide any documents for your child's IEP/IFSP to the director.

### Special Guests and Volunteers

Children love to have special guests in the classroom to enhance an activity or subject area they are exploring. We regularly post sign-up opportunities on the bulletin board, in the email newsletter and in Brightwheel for parents to volunteer, whether to read a book to the class or help with a project. Special guests such as firefighters or police officers may be invited to the center during our unit on Community Helpers. All special guests and volunteers are under the close supervision of a staff member at all times.

### Enrichment Programs

Effective November 1, 2026, Tender Years of Deale coordinates all community enrichment programs as on-site learning opportunities at our center. For instance, guests from the Deale Public Library and meet-and-greets with community helpers occur in the classrooms or on the playground. Children are not taken on off-site excursions, so walking field trip permission forms are no longer needed. This applies to all age levels, including the school-age children in Mighty Cedars (SAC).

## Tuition, Fees and Payment

Upon enrollment, your tuition cost and activity fees are presented to you for acceptance.

### Tuition Rates by Age Group

| Group | Ages | Teacher/child ratio | Hours of care | Weekly rate |
|---|---|---|---|---|
| The Acorns | 6 weeks - 18 months (approximate) | 1:3 | 7:00am - 4:00pm | $475 |
| The Pine Cones | 18 - 24 months (approximate) | 1:3 | 7:00am - 4:00pm | $425 |
| The Sprouts | 24 - 36 months (approximate) | 1:6 | 7:00am - 4:30pm, extended care option until 5:30pm | $310, or $350 with the extended care option |

| Group | Ages | Teacher/child ratio | Hours of care | Weekly rate |
|---|---|---|---|---|
| Mighty Oaks | Ages 3 and older (preschool) | 1:10 | 7:00am - 4:30pm, extended care option until 5:30pm | $300, or $340 with the extended care option |
| Mighty Cedars (School Age Care) | Kindergarten - 5th grade | 1:15 | School year: 7:00am until bus arrival at 7:20am, and 2:30pm - 5:30pm. Summer: 7:00am - 4:30pm, with no extended care | $175 per week during the school year, or $50 per day. Summer Bible Adventure rates TBD |

The extended care option until 5:30pm is an additional $40 per week for The Sprouts and Mighty Oaks. Summer programs for school-age children are priced differently.

## Deposit

At the time of enrollment, families pay the first week of tuition plus $190 ($175 deposit and the first month's $15 activity fee), along with the signed Enrollment Agreement, to hold a child's spot. The deposit is non-refundable and non-transferable. The first week of tuition is also non-refundable and will be applied to the first week of care.

## Activity Fees

At the time of enrollment, the first month's activity fee is paid. The monthly activity fee of $15 covers the cost of enrichment materials and activities that occur throughout the year for your child, including special programs brought to the center and planned enrichment materials for additional STEAM activities. Activity fees are paid monthly.

## Weekly Tuition

At the time of enrollment, the first week of care (tuition) is due, along with the signed Enrollment Agreement. Invoices are sent weekly through Brightwheel. All parents must enroll and download the Brightwheel app. All weekly tuition must be paid the week before the care is provided. In other words, please remit payment on Friday before the upcoming week of care. Failure to pay can result in un-enrollment.

Tuition is paid weekly through the Brightwheel app and can be paid by credit card there. Arrangements can be made to split costs between parents or guardians as needed. Payment can also be made by check, cash, Venmo, Zelle, or by setting up auto-billing through Brightwheel.

An end-of-year statement is provided for all families as per guidelines provided by the IRS. If you need a statement at any time, contact the Director, Rev. Faith Wilkerson.

## Payment Policies

- A one-time, non-refundable deposit is made to hold placement for initial enrollment.
- The first week's tuition must be paid prior to the child's start date.
- Tuition must remain current to maintain enrollment.
- Care may be suspended or terminated if payment becomes more than 14 days overdue.
- If care ends midweek, families are responsible for payment for the full week (no prorating).

Automatic un-enrollment can occur if the center does not receive payment by 7am Wednesday of the billing week. A written notice will be sent on the morning of the third day to state the un-enrollment of the child(ren).

## Late Fees

Payments not received by the due date (the Friday before care starts, see the invoice from Brightwheel) are considered late and will be charged an additional $50 per child overdue.

## Extended Care and Late Pick-Ups

Each age grouping has a standard pick-up time. The extended care option is available upon request when pre-arranged. Please see the enrollment agreement for the cost and times. When you have a delay in picking up, please contact the center promptly. If you pick up after your child's classroom closes, there is a charge of $30 for every 5 minutes of overtime. Rooms F and I close at 4:00pm, and children under age 2 in Room G/H leave by 4:00pm. The extended care option is not available for children under age 2. The center closes at 5:30pm.

# Admission, Enrollment and Withdrawal

## Non-Discriminatory Admission

Admission to Tender Years of Deale is ongoing and non-discriminatory. No child will be excluded based on religion, race, color, disability, sex, or national origin. Preference may be given to siblings of currently enrolled children.

All child records are maintained in a confidential manner in accordance with state regulations. Families are responsible for keeping all information current, including address and contact information, pediatrician and medical updates, and emergency contact information. Health records are reviewed annually. Families are required to update the Emergency Form and Health Inventory, including current health and vaccination information. Deadlines for required updates are communicated via email and center postings.

## Enrollment Process

**Step 1: Connect and learn about the program.** Complete the online Inquiry Request Form at www.tenderyearscenter.com. The Director will follow up within one business day to schedule a tour or conversation. Prospective families are encouraged to review our mission, philosophy, and program approach before enrolling.

**Step 2: Receive your enrollment packet.** When space is available, families receive a complete Enrollment Packet. All items are required for enrollment:

- Contract for Care (Enrollment Agreement)
- Health Inventory Forms (Parts 1 and 2)
- Emergency Contact Form
- Guide to Regulated Child Care (Maryland State Department of Education)
- Maryland Infants and Toddlers Program brochure (Maryland State Department of Education)
- Current Family Handbook
- Permission Forms: Sleep Sack, Crib, Sunscreen, and Water Play (all required for enrollment)
- Annual Acknowledgment Form (initialed)

**Step 3: Submit documents and secure your spot.** Enrollment is finalized once all of the following are received and approved:

- Signed Enrollment Agreement and all required forms, completed in full
- First week's tuition, first month's activity fee, and the required deposit

A child may not begin care until all documentation and payments have been received and approved.

## Enrollment Agreement and Contract for Care

Enrollment in the program is confirmed through a signed Enrollment Agreement, which serves as the family's Contract for Care. It must be signed prior to the start of care. This agreement outlines the child's program selection and placement, schedule, tuition rates and fees, and other terms and conditions of enrollment. The contract for care and the annual acknowledgment form are signed annually and are updated whenever a child transitions to a new age group or classroom placement.

## Annual Re-Enrollment

Each Spring, all currently enrolled families complete re-enrollment for the upcoming school year, which begins the Monday after Labor Day. Families review and sign updated enrollment documents and submit all required forms, including current Health Inventory Forms completed and signed by the child's pediatrician.

## Moving Up to a New Age Grouping

When a child transitions to a new age grouping, families receive updated enrollment materials, including a revised Contract for Care (Enrollment Agreement) that reflects new tuition and fees.

Your child's enrollment, classroom placement, and continuation of services depend on available space, licensed capacity, staffing ratios, developmental readiness, and the program's ability to safely meet the needs of all enrolled children. Advancement to the next classroom is not automatic upon reaching a certain age and may be delayed until space and staffing become available.

## Withdrawal and Un-enrollment

Families may withdraw a child from the program at any time by providing written notice by email to faith@tenderyearscenter.com or through the Brightwheel app. A two-week notice is not required. Payment for the final week of care is required, and care that ends in the middle of a week cannot be prorated.

The center reserves the right to un-enroll a child at any time due to:

- Non-payment of tuition or fees
- Failure to maintain required enrollment forms, including health documentation
- Violation of program policies
- Inability to safely meet the needs of the child within the group care setting
- Staffing, licensing, or classroom capacity limitations

# Daily Operations

## Schedule and Calendar

**Weekly schedule.** Tender Years of Deale is open Monday through Friday from 7:00am to 5:30pm. The schedule for each age level varies according to your Contract for Care. Children under age 2, in Rooms F, I and G/H, are in care from 7:00am to 4:00pm, with no extended care option. Children age 2 and older, in Rooms G/H and J/K, are in care from 7:00am to 4:30pm, with an extended care option until 5:30pm. The extended care option can be arranged in advance when needed for an additional $40 per week. Kindergarten and school age children are in care during the school year from 7:00am until bus arrival at 7:20am and from 2:30pm to 5:30pm. In summer, they are in care from 7:00am to 4:30pm, with no extended care days.

**Daily schedule.** Each playgroup has a daily schedule that includes time for rest. The schedule is posted in each classroom, and the full schedules are in the back of this handbook. Children ages 18 months and older must arrive at the center by 8:45am to begin their day. Infant schedules up to 12 months of age are individualized.

**Monthly schedule.** A calendar of monthly events is available on the website and is posted in the reception area.

## Check-In and Check-Out

All families check children in and out using the Brightwheel app. The kiosk at the front door accepts your unique code, or you may scan the QR code and use your phone.

## Open Door Policy

Our center maintains an Open Door Policy, which means parents and legal guardians are welcome to visit the program during operating hours to observe their child, check in, or speak with staff, provided that visits do not disrupt classroom routines, rest time, or the

safety and supervision of children. For the security of all children, all visitors must check in at the front desk upon arrival and be accompanied by the director on duty.

## Drop-Off

Children must arrive by 8:45am to begin the day and experience the fullness of our learning activities and daily schedule. All families walk children into the center through the appropriate classroom.

The Acorns may be in Room F or Room I depending on their gross motor readiness. Children in Room F enter through the Room F door only, between 7:00am-9:00am or 3:00pm-4:00pm. Persons entering Room F must remove shoes or wear shoe covers.

We encourage parents to say goodbye in the cubby area and allow the child to walk independently into the classroom with water bottle and lunch. This helps build independence and keeps the classroom doorway clear. If you need a brief conversation with your child's teacher at drop-off, please let the front desk know so that the teacher can step out or arrange to meet at another time.

## Pick-Up

Children must be picked up on time (see Extended Care and Late Pick-Ups under Tuition, Fees and Payment) and can be released only to those listed on the Emergency Form. An adult can be added to the approved pick-up list at any time, and we ask that you inform us in advance of any change in pick-up. If an adult who is not on the pick-up list needs to pick up a child, please provide written permission from the parent or guardian by email or on paper. Notes can be sent at drop-off or emailed to faith@tenderyearscenter.com.

## Parking Lot Safety

Please do not leave children in vehicles unattended. Vehicles should not be allowed to idle in the facility's designated parking areas at any time, including during drop-off and pick-up.

## Planned or Emergency Closings

While every effort is made to maintain regular operations, there may be occasions when staff illness, emergency circumstances, severe weather, public health concerns, or other unforeseen events affect classroom staffing or center operations. In order to remain in compliance with Maryland licensing regulations and maintain safe supervision ratios,

Tender Years reserves the right to adjust classroom schedules, combine groups as permitted, shorten operating hours, or temporarily close classrooms or the center when necessary. Families will be notified as soon as possible in these situations.

Because tuition supports ongoing staffing and operational expenses, payments remain due during temporary emergency closures or interruptions in service.

### Emergencies and Inclement Weather

Tender Years of Deale follows the Federal Government guidelines for emergency and inclement weather. If local weather presents an emergency issue, a community-wide text will be sent out promptly. It is our goal to remain open and provide care as long as it does not jeopardize the health or safety of our staff or families. We encourage families to have a backup plan for care in the case of emergency closures.

### Busing and Transportation to Tender Years

Families whose children will be riding the Anne Arundel County Public Schools (AACPS) bus to or from Tender Years of Deale must complete the AACPS Exceptional Transportation Request form before busing can begin. This form must be submitted to your child's school principal (or designee) at least five school days before the requested start date. Busing to a child care provider is one of the approved reasons under AACPS policy, but the request still requires principal approval and, in most cases, final approval from the Transportation Division, so please do not wait until the last minute.

You will need to include our center's information on the form: Tender Years of Deale, LLC, 6006 Drum Point Road, Deale, MD 20751, 443-203-6325. AACPS only approves consistent daily schedules (the same days each week). Requests for occasional or alternating days will be denied. Once your request is approved, please share a copy with us so we have it on file and can confirm bus pick-up and drop-off times with your child's classroom. If you have questions about completing the form, reach out to your child's school first, since they process and forward these requests to the Transportation Division.

## Meals, Snacks and Rest

### Bottles and Feeding: Children Under Age 2

- Children using bottles must bring all bottles needed for the day, pre-prepared and clearly labeled with the child's name and marked if the milk is breast milk or formula.
- No glass bottles, please.

- As children transition away from bottles, please bring sippy cups with water or milk or both, labeled with the child's name. We recommend a spill-proof trainer sippy cup with handles, such as the Munchkin Miracle 360.
- Two bento boxes are provided for each child, one for AM and one for PM meals.
- All bottles, sippy cups and bento boxes are sent home daily for cleaning and sanitizing.

Once children are able to sit upright, they begin partaking of meals with others at a transitional table, where children eat in child-sized safety chairs at child-sized tables. Snack and mealtimes are wonderful experiences where children develop their language and social-emotional skills. Modified diets and allergies can be accommodated. Please complete the Health Forms with your pediatrician.

## Meals and Food: Children Ages 2 and Older

- **Breakfast:** If children arrive before 8:30am, parents may bring a breakfast for their child to eat during the arrival window of 7:00am-9:00am.
- **Lunch:** Parents and guardians of children in the two-year-old classroom and older provide lunch in the bento box that is provided by the center. Bento boxes are stored in the classroom refrigerator. We prefer that items not need to be warmed up.
- **Sippy cup:** A labeled sippy cup is used in the two-year-old age grouping. Please bring it daily. No juice in sippy cups. We recommend a spill-proof trainer sippy cup without handles, such as the Munchkin Miracle 360.
- **Water bottle:** Children age three and older must have a labeled water bottle to use throughout the day. Children have access to water throughout the day.
- **Snack:** AM and PM snacks are provided by the center for children ages 2 and older. One percent milk is served with the morning snack, unless a note is provided regarding an allergy or a parent preference to not have the child drink milk. Otherwise, snacks are served with water. Morning milk is served from an open cup to begin to introduce using a cup with no lid or straw.

The weekly menu is posted at the front desk. See also the infant checklists at the back of this handbook for items needed daily for children under 2.

## Rest Policy

It is required by law that children are given an opportunity for rest appropriate to the age, needs, and activities of the child. Nap time is part of our daily routine.

Each child is provided with a cot with a fitted sheet and a blanket. We do not offer pillows, so parents may wish to provide a sleeping mat with a pillow (can be ordered through Amazon). These will be sent home for cleaning. Children over age two may bring a sleeping mat instead of using the blanket provided. Special items for sleeping remain in the child's cubby area until rest time. During rest time, children who are growing out of a daily nap may read books on their cot.

Bedding (fitted sheets and blankets) is provided and laundered weekly by Tender Years of Deale. No blankets, sleep sacks or sheets are needed from home.

### Rest Policy for Children Under Age 2

Infants under 12 months are provided with a crib and fitted sheet. After 12 months, they transition to a cot with a fitted sheet. All children under age 2 are provided with a sleep sack that is laundered at Tender Years. Children under age two eat, sleep, and play on demand. We do not wake a sleeping child under age 2.

## Family Engagement, Events and Communication

### Holidays

We learn about many holidays, both religious and civic. We encourage children to attend evangelistic activities hosted by Cedar Grove Methodist Church such as Preschool Graduation, Vacation Bible School, the Easter Egg Hunt, Family Christmas Services, the Shrove Tuesday Pancake Supper, Ash Wednesday and Lenten Vespers. As a gospel-based center, we do not celebrate Halloween, but we encourage attending the annual Trunk-or-Treat at Cedar Grove, which features a hayride in Deale.

### Biblical Themed Camps and Holiday Programs

Our center leads biblical themed summer camps and school-days-off camps for all ages. When we are doing a summer camp for school-age children, we may combine learning themes across the age levels. See Calendar, Closures and Special Camps for the 2026-2027 camps.

### Birthday Celebrations

For your child's birthday, each classroom teacher makes the day special. We can arrange for parents to bring a store-bought food item, such as a cupcake or popsicle. If you wish to bring something for your child's class, we encourage families to consider a goodie bag for

each classmate that can be given out and opened at home by the parent and child.

## Operation Christmas Child (October / November)

We participate in a project for giving to kids around the world through Samaritan's Purse. Parents may provide donated items toward this, and volunteers are welcome, but participation is not required.

## Trunk-R-Treat (October)

We invite families to celebrate at a fall festival community event, held at Cedar Grove Methodist Church or at the Deale Fire Department with the Elks Lodge. At Cedar Grove, the event is usually held in the church parking lot on the Saturday before Halloween and is free, with a cake walk, games, free raffle prizes and an opportunity to decorate your car or visit with friends.

## Easter Egg Hunt

We invite families to celebrate the meaning of Easter at our community event held in the parking lot of Cedar Grove Methodist Church. It is usually held the Saturday before Easter and is free, with an egg hunt, games, free raffle prizes and an opportunity to visit with friends.

## Communication: Family, Center and Teacher

Upon enrollment, we seek to establish communication preferences for families and introduce our patterns for keeping lines of communication clear and predictable. Please familiarize yourself with the daily, weekly, monthly and emergency communication protocols. Upon enrollment, please complete the following:

- **Emergency Contact Form**, completed annually, which identifies points of contact for each child enrolled in the center. If your child has a medical condition that might require emergency medical care, complete the back side of the form. If necessary, have your child's health practitioner review that information.
- **Center-wide communication** through the Brightwheel app.
- **About My Child Worksheet** for the classroom teacher to get acquainted with your child.
- **Photo consent** to opt in or out of photos for marketing and publication (see Photography and Video Permission).

**Phone.** Our phone number is (443) 203-6325 and we welcome parents to call at any time. Please inform us via Brightwheel messaging (or you may call the center) when your child is ill or absent. Teachers may be reached through this phone. We ask that parents do not text or call teachers directly, as teachers are not able to take calls while teaching or supervising children. When contacting teachers during class time, use the Brightwheel app. Questions and comments for teachers after hours may also be posted in the Brightwheel app or, if urgent, directed to the director after hours.

**Email.** Center-wide messages, such as weekly reminders or newsletters, are sent out via email. It is the responsibility of each family to provide us with the most up-to-date email address that you would like us to use. We ask that you check your email for updates. Emails can be updated through the front desk at any time. We keep our internal communications private through our email service, Constant Contact, which does not sell personal information.

**Community bulletin board.** Our community bulletin board has information posted as it becomes available. Our receptionist is responsible for keeping this board up to date each month. Please contact the director for any confidential referrals. We have also partnered with a non-profit called My Wonder Play Learning that offers events and classes to help parents and any adult caregivers nurture curiosity, spark creativity, and inspire a desire to learn for a lifetime.

**Text messaging.** Text messaging directly from the director's cell phone is used to distribute timely information, such as an alert that may point you to an important email or an update on a change of operation (such as inclement weather). Please remember that cell phone carrier rates may apply.

**Website and social media.** Our website www.tenderyearscenter.com and Facebook page do not post photos of children without a signed permission form. Upon enrollment, families elect to opt in or opt out of photos used for external communication by signing the Annual Acknowledgment form (see Photography and Video Permission).

## Communication of Concerns or Conflicts

We believe that concerns and conflicts should be resolved at the lowest level possible. Our teachers are trained and supported in resolving conflicts. Parents and guardians should contact the center and schedule a time to discuss any concerns with their child's teacher. Conversations about conflicts or concerns should not take place within earshot of the children. Please contact the center director to reach the teacher to request a time to talk.

### Family Conferences

Families are informed in May to sign up for the end-of-year family conferences. Sign-up opportunities are announced by email, in the electronic newsletter (available in the Brightwheel app) and in print on the bulletin board at the front desk. The Brightwheel messaging app allows you to sign up for a time slot directly with your child's teacher.

The teacher keeps a portfolio collection of your child's artwork, lessons, and achievements in the classroom. Each Spring, teachers prepare for the family conferences, and we invite you to meet with the teacher to discuss your child's achievements and pick up your portfolio.

We welcome you to request a formal conference at any time of year, through a message in the Brightwheel app, an email to the Director (faith@tenderyearscenter.com), or a call to the center, to schedule a time with your child's teacher to discuss your child's growth, milestones, engagement with peers, or any questions or concerns you may have.

Children with an IFSP or IEP have team meetings on a regularly scheduled basis with all team members. Please provide any existing or ongoing documents for your child's IEP/IFSP. See Developmental Screenings and Observation Practices for how we may, on occasion, request to meet with a family to make a referral.

## Child Development and Community Support

### Developmental Screenings and Observation Practices

Milestones matter for children from birth to age five. At Tender Years of Deale, we are committed to supporting each child's growth through ongoing observation and developmental awareness. Lead teachers and/or the Center Director conduct weekly observations during free play and instructional time, documenting children's skills and behaviors through anecdotal notes. These observations help inform our teaching strategies and ensure that each child's learning experience is responsive and supportive.

We encourage families to also use the Milestone Tracker, a web-based interactive checklist from the Centers for Disease Control and Prevention (https://www.cdc.gov/act-early/milestones/index.html). Our teachers often refer to it when making observations of how each child plays, learns, speaks, acts, and moves.

We recognize that families know their children best. If a child is not meeting one or more developmental milestones, has lost previously acquired skills, or if there are any concerns, we encourage families to act early. This may include speaking with the child's pediatrician

or requesting a formal developmental screening.

Our center is committed to partnering with families by:

- Sharing observations and documentation when appropriate
- Making referrals to outside professionals or services when needed
- Offering opportunities for teachers and families to meet and discuss a child's development, coordinated through the Center Director

## Supporting Healthy Child Development

At Tender Years of Deale, we seek to lay a strong foundation for your child to reach developmental milestones and support healthy brain development. We understand that while your child is in our care, we become one of your child's earliest teachers. With that great responsibility, we strive to do all that we can to support and encourage children along the continuum of learning.

Holding, cuddling and talking to your infant are also important for her brain. Our teachers' physical and emotional contact with your baby is essential. For example, eye contact, warm and soothing voices, and responding to your baby's vocalizations foster social connection and promote language development. The development of strong attachment relationships lays a foundation for children's sense of personal identity and self-esteem, as proposed by researcher J. Ronald Lally, who called for a focus on identity development in the context of infancy. (Lally 1995, 58-59; Zero to Three 2009)

## Community Resources for Reaching Developmental Milestones

Helping babies, toddlers and young children develop to their maximum potential is a team effort. As we engage in activities to help promote skill development, there may be times we recommend a free assessment by the Maryland Infants and Toddlers Program. By initialing the Annual Acknowledgment Form, you acknowledge that free, family-centered support is available to any child under age three who lives in Maryland. Printed information is also available at the front desk.

## Resources for Community Support

Tender Years of Deale is committed to supporting the whole family while nurturing each child's growth, development, health, and well-being. We provide families and staff with access to community resources related to child development, disabilities, special health care needs, mental health services, developmental screenings, food assistance, housing and utility support, crisis or emergency services, mentoring, and parent education.

Children who may benefit from additional support services may be identified through teacher observations, developmental screenings, classroom assessments, or family inquiries and concerns. Resources may be identified through the MSDE website and shared with staff and families. When appropriate, agencies and programs such as the Maryland Infants and Toddlers Program, Child Find, Abilities Network, The Resource Center, South County Assistance Network, and Anne Arundel County Systems of Care may be shared with staff and families. Many of these services are available at little or no cost to Anne Arundel County residents.

Community resource information is reviewed and updated monthly by the Director and front office staff to ensure families and staff have access to current information and referrals. Resources are made available through the parent information board in the reception area (under the title "Community Resources"), printed materials at the front desk, family newsletters, enrollment materials, staff training resources, and confidential conversations with the Director. If you would like help connecting with local resources, inquire with a teacher or the director.

Tender Years also partners with Cedar Grove Methodist Church and My Wonder Play Learning to provide events, classes, and family support opportunities that encourage caregivers to nurture faith, foster curiosity, and inspire a lifelong love of learning in young children.

### Lending Library

Children are welcome to borrow books from either of our lending libraries. One is located in the main reception area, featuring books on parenting as well as books for children under 5. An older lending library is located in the School Age Care room. You may borrow at any time. Have books to share? Bring donations to the director for review.

## What to Bring

### Clothing and Outdoor Gear

Each child should come to school dressed appropriately for the weather and ready to play. Children over 18 months should arrive in shoes. Comfortable, durable play clothes are suggested, and sturdy sneakers are recommended. Sandals, crocs and flip-flops are NOT PERMITTED, as they are unsafe for much of our daily indoor and outdoor play activities. In late spring or summer, we may request water shoes for special water days.

The following items should be clearly labeled with the child's first and last name and always kept at the center:

- Change of clothes (appropriate to the season) kept in a ziplock bag in the classroom
- Rain boots (fall, spring, summer) kept in the cubby area
- Rain coat (we value outdoor time, rain or shine)
- Snow boots (winter) kept in the cubby area
- Snow pants (winter) kept in the cubby area
- Winter coat (winter) kept in the cubby area
- Mittens and gloves (winter)

A change of seasonal clothing (including underwear, socks, and shoes) is important so that your child can be changed as needed during the day.

## Infant and Toddler Clothing and Supplies

These items are stored in your child's personalized, marked container on a shelf in the diapering area. Please also refer to the single-page sheet of instructions provided by the teacher for ages 0-2, and the infant checklists at the back of this handbook.

- Socks and shoes must be worn daily
- Change of clothing (labeled with name)
- Weather-appropriate coat (labeled with name)
- Bottles (labeled with name and marked if breast milk or formula)
- Disposable diapers or pull-ups (pull-ups must have re-fastenable sides)
- Pop-up wipes
- Diaper creme

Please do NOT include:

- Blankets or toys from home, unless the teacher makes a specific request
- Any type of medication (including over-the-counter fever reducer) without a pediatrician-signed medical administration form. Teachers cannot administer over-the-counter or prescription medications without approval from the doctor and the center director.
- Sandals, crocs or flip-flops. We understand that these are easy to "put on and go," but they are NOT PERMITTED.

### Tender Years Closet

We keep a selection of clothing on hand for those occasions when a child needs a change of clothes. These are labeled TYD. We welcome donations of clothing from families.

### Toys and Personal Items from Home

Please no toys or personal items from home. Limit items to a lunch box, water bottle, clothing, special items for sleeping, books, or requested materials for sharing during circle time or for projects. Label everything with your child's name. All bedding (fitted sheet for cot or crib mattress and napping blanket) is provided and laundered by Tender Years of Deale.

### Water Bottle or Sippy Cup

Please see the sheet on the recommended sippy cup and water bottle for each age level. Families must provide a labeled water bottle or sippy cup that is taken home daily.

### Sleeping Mat with Removable Pillow

Children over age two may bring a sleeping mat instead of using the blanket provided.

### Cell Phones, Tablets or Electronic Devices

Children are not to bring cell phones, tablets, iPods or any electronic devices (including electronic games) to the center or classrooms. For families who send devices to school with school-age children, please note that devices will not be accessible to children during their time at the center. All devices must be kept in the backpack during before- and after-care. Devices found being used by children will be held by the Director until returned to the parent at the end of the day. Repeated use of a device by a child may result in the device being kept regularly in a locked area for parent retrieval.

## Reinforcing Positive Behavior

### Disciplinary Policy (COMAR 13A.17.07.03c Child Discipline)

Tender Years of Deale abides by the above COMAR regulation. There will never be physical punishment of any kind.

## Behavior Management

Behavior is a form of communication. Children must learn the social and soft skills related to the appropriate behaviors needed to be successful in life. At Tender Years of Deale, we use both proactive and reactive approaches to behavior management. In our programs, children participate in explicit experiences designed to help them build their understanding and ability to meet acceptable behavior expectations.

Appropriate behavior at Tender Years of Deale is defined by three basic expectations:

- We respect self and others.
- We respect and care for our school and personal property.
- We observe personal and school boundaries (for example, playground and classroom boundaries).

## Proactive Behavior Support Strategies

By providing choices and redirecting children toward more positive behaviors, our staff help children gain a sense of empowerment and control in their environment. Throughout the day, children are offered choices to make decisions for themselves and to develop independence. Choosing where to play and what materials to use are just some examples of how children may make choices for themselves.

Redirecting a child's focus away from a negative behavior or experience and toward a positive one is another technique used by our staff. Ultimately, the journey of redirecting child behavior is about creating a collaborative and nurturing atmosphere where children can learn, grow, and thrive.

## Reflection and Problem-Solving

We guide children toward positive behavior by helping them think about what happened and work out what to do next. Teachers stay calm, get down to the child's level, and treat a conflict as a chance to teach a skill. There is never physical punishment of any kind.

With children who are able to talk, teachers follow these steps and adjust their words to the child's age:

1. **Calm first.** The teacher helps the child settle with deep breaths, a hug if the child wants one, or a quiet moment.
2. **Name the feeling.** "You look frustrated. You wanted the truck, and Sam had it."
3. **Reflect.** The teacher asks open questions: "What happened?" "How did your body feel right before you grabbed the toy?" "What words could you say to ask him to share?"

4. **Problem-solve together.** The teacher says, "All our friends can have a turn," then asks, "What can we do so you both get a turn?" The child offers ideas, and the teacher adds ideas if the child needs help, such as trading or setting a timer to take turns.
5. **Try the solution and follow up.** The child tries the plan, and the teacher notices and praises it. The teacher circles back later in the day and says, "It feels good in my heart when I see my friends take turns."

Examples by age:

- **Infants and young toddlers:** The teacher observes to find the cause, such as teething, tiredness or frustration, and responds to the need. For example, she offers a teether or a quiet space and says, "Gentle hands. Touch softly." She gives positive attention when the child uses gentle hands.
- **Two-year-olds:** One child grabs for a toy another child is playing with. The teacher says, "Sam is playing with the red truck. Let's ask him if he will share it. Ask him, 'Please may I have the truck?'" The child uses his words. If Sam says no, the teacher says, "Sam says no. Let's see if you can find another truck." Later, as Sam plays, the teacher revisits and asks, "Sam, would you share the truck with your friend now?"
- **Preschoolers (Room J/K):** This is where we introduce more reflecting. After a disagreement during block play, the teacher sits with both children and asks each one to say what happened, how they felt and how the other child might have felt. The children then decide how to fix it, such as rebuilding together or sharing the blocks.
- **School-age children (SAC):** After a conflict, the teacher talks with the children involved. Each says what happened, and together they agree on a fair solution.

Teachers work with families on the same strategies, and we welcome your questions and ideas.

## Intolerable Behaviors

Aggressive, reckless, harassing or bullying behavior which jeopardizes the health, safety, or welfare of the child, other children, the greater community, or staff members is immediately recorded in Brightwheel. A conference with the parents may be requested, and a student may be suspended, expelled, or the parents may be asked to withdraw their child from the center.

When a child has been significantly injured, the parent is also notified by phone promptly and the incident is documented on the Incident Report Form. All copies of Incident Reports are placed in a child's file, one copy each in the file of anyone involved.

Incidents of harm resulting from intolerable behavior toward another child can result in immediate suspension or expulsion from the center.

## Biting and Pushing Policy

Biting and pushing is unfortunately not unexpected behavior for infants and toddlers. Some children, and many toddlers, communicate through this behavior. However, biting and pushing can be harmful to other children and to staff. Our goal is to help identify what is causing the biting or pushing and resolve these issues. If the issue cannot be resolved, this policy serves to protect the children who are bitten or pushed. If a biting or pushing incident occurs, regulations require that the parent of the child who bit or pushed and the parent of the child who was bitten or pushed be contacted. Names of the children are not shared with either parent.

Our staff strongly disapprove of biting and pushing. The staff's job is to keep the children safe and help a child who bites learn different, more appropriate behavior. We do not use techniques to alarm, hurt, or frighten children.

**When biting or pushing does occur**

For the child who was bitten or pushed:

1. First aid is given. The area is cleaned with soap and water. If the skin is broken, it is covered with a bandage.
2. Parents are notified.
3. The incident is documented in Brightwheel, recording the time of the incident. A photo may be provided.

For the child who bit or pushed:

1. The teacher will firmly tell the child, "We do not bite/push," and ask them to check in with the child who was hurt.
2. The child will discuss with a teacher how the other child may feel and what other ways there are to deal with their frustration.
3. The parents are notified and an Incident Report is filled out.

**Moving forward.** The child will be shadowed to help prevent further incidents and observed by staff to determine the cause (teething, communication, frustration, etc.). The child will be given positive attention and approval for positive behavior.

**When biting or pushing continues**

1. If a child inflicts 2 bites or pushes in a one-week period (5 days of school attendance) in which the skin of another child or staff member is broken or bruised, or the bite leaves a significant mark, a conference will be held with the parents to discuss the child's behavior and how it may be modified.
2. If the child again inflicts 2 bites or pushes in a one-week period in which the skin is broken or bruised or the bite leaves a significant mark, the child will be asked to take a one-week break from the school.
3. If the child again inflicts 2 bites or pushes in a one-week period in which the skin is broken or bruised or the bite leaves a significant mark, the parents may be asked to make other child care arrangements.

If a child who has been through steps 1 and 2 then goes 3 weeks (15 days of school attendance) without biting or pushing, we will go back to step 1 if the child bites or pushes again.

If a child bites or pushes twice in a one-hour period, the child will be required to be picked up for the remainder of the day.

### Referring to Outside Services

We may recommend outside evaluation or support services through appropriate early childhood specialists, pediatricians, behavioral consultants, or early intervention programs. The purpose of a referral is to better understand the child's needs and identify supportive strategies that promote success in the classroom and at home. If, despite interventions and collaborative efforts, the program is unable to safely meet the needs of the child or maintain a safe environment for others, we reserve the right to determine whether continued enrollment is an appropriate fit.

## Health and Safety

### Healthy Center Standards

Infants and young children who attend early care and education programs are at high risk for catching and spreading infections. We encourage families to have a backup plan for child care when their child cannot attend the program due to illness.

Three main reasons to keep children at home:

1. The child does not feel well enough to comfortably take part in usual activities (for example, overtired, fussy, will not stop crying).

2. The child needs more care than teachers and staff can give while still caring for the other children.
3. The illness has a risk of spreading to others.

## Preventing the Spread of Disease

Hand washing is the single most important line of defense in preventing the transmission of disease-causing organisms. Children and staff wash hands upon arrival at the child care center. Hand washing procedures are posted at each sink used for washing hands.

**Children will wash hands:**

- Upon arrival at Tender Years of Deale
- After each diaper change or visit to the toilet
- Immediately before eating meals or snacks
- Before and after water activity
- After playing on the playground
- Whenever hands are visibly soiled

**Staff will wash hands:**

- Upon arrival at the child care center
- Immediately before and after handling food, preparing bottles, or feeding children
- Before handling clean utensils or equipment
- After using the toilet, assisting a child in using the toilet, or changing diapers
- After handling body fluids (for example, saliva, nasal secretions, vomit, feces, urine, blood, secretions from sores, pustulant discharge)
- After handling soiled items such as garbage, mops, cloths, and clothing
- Whenever hands are visibly soiled
- After removing disposable gloves

## Sick Child Policy for Acute Illnesses

Limiting the spread of disease is important for keeping children and staff healthy and safe. We cannot admit a child to care or allow a child to remain in care when the child is exhibiting symptoms of acute illness. See Healthy Center Standards above for guidance on determining when to keep your child home.

Please keep your child home if they:

- Have received a vaccine (keep your child home after the appointment)
- Have a fever of 100 degrees or higher (or a fever that has to be kept down by use of a fever reducer)
- Have a cold for more than 4 days
- Have nasal discharge
- Are diagnosed with an illness
- Are within the first 24 hours of antibiotic or other medication use
- Have a constant cough

## If Your Child Becomes Sick at the Center

All child care staff monitor children for signs and symptoms of acute illness. The center director will notify a child's parent (or another designated person on the emergency contact list) upon observing a sign or symptom of acute illness. Until the parent or authorized person picks up your child, we provide temporary isolation for the affected child in a separate area within sight and hearing of an adult.

We will call you (or, if you cannot be reached, your emergency contacts) if your child shows signs of:

- A fever of 100 degrees or higher
- Two episodes of diarrhea within 2 hours, or diarrhea that soils clothing and extends beyond the diaper, requiring a full-body cleaning that cannot be appropriately managed in the classroom setting
- Vomiting
- Ongoing signs or symptoms of illness (falling asleep, irritability, fatigue) that prohibit the child from participating in the day's activities

## Doctor's Visits and Readmittance

We ask that parents plan annual check-ups at the end of the day, keeping in mind that children cannot return to the center following an appointment.

If a child goes to the doctor for an illness or suspected illness, please provide a note from the doctor stating permission to return to care and any limits on returning or participation. If your child is prescribed antibiotics, the child must be on the antibiotics for 24 hours before returning to the center. Any time a child receives vaccinations, the child needs to remain home following the appointment for observation.

A child may not be readmitted to care after an absence of 3 days or more due to illness without a written statement from the parent or health practitioner that the child is well enough to return to a regular schedule. It is important to follow the advice of the child's primary care provider.

## Medical Administration Policies

General medication, whether prescription or nonprescription, may only be administered by the Director or by staff members who have completed their Medical Administration certification. A medication authorization form must accompany any medication that is to be administered during the time of care, with the following documented:

- Parental permission, documented on a medication authorization form
- A licensed health practitioner has approved the administration of the medication and the dosage
- Prescription medication may not be administered unless at least one dose has been given at home

Prescription medication must be labeled by the pharmacy or physician with: the child's name, the date of the prescription, the name of the medication, the dosage, the administration schedule, the administration route, the duration of the prescription, and an expiration date stating when the medication is no longer usable.

## Safety Reminders

The use of any tobacco or marijuana product, or nicotine or marijuana vapor product, is prohibited on our property and at any Tender Years of Deale sponsored activity. If a staff member suspects an adult is under the influence of alcohol or drugs, the staff member will not relinquish a child to that adult if the adult is operating a vehicle.

## Suspected Child Abuse

All of our staff are mandated reporters and will report EVERY suspected instance of child abuse or neglect directly to the protective services unit of Anne Arundel County. Professional behavior is of the utmost importance in such matters: these suspicions and reports will only be discussed with necessary center staff and leadership, in addition to protective services. See also the Child Abuse and Sexual Molestation Prevention Policy below.

# Photography, Screen Time and Pet Policies

## Photography and Video Permission

Tender Years of Deale uses photography and video to document children's learning process and experiences, and to highlight our programs in marketing materials, on the website or in other media outlets. By accepting admission to Tender Years of Deale, parents and guardians acknowledge this policy and determine whether they would like to allow their child's picture to be shared. Upon enrollment, families elect to opt in or opt out of photos used for external communication by signing the Annual Acknowledgment form.

There is no opting out of internal use of photography and video documentation that is shared within our community, and given to the parent throughout the child's day, to reflect the learning process and experiences.

## Screen Time and Electronic Media Policy (COMAR 13A.17.09.01.E6 Program Requirements)

Tender Years of Deale adheres to all applicable COMAR regulations regarding the use of technology in early childhood settings. We are committed to ensuring that technology use supports, rather than replaces, active learning, creative play, and meaningful social interaction.

For children under the age of two, passive technology, including videos and screen media, is not used during program hours.

For children ages two and older, the use of technology is limited, intentional, and developmentally appropriate. Passive viewing (such as short video clips) may be incorporated only by the lead teacher and solely for the purpose of enhancing or extending a specific lesson or project topic. For instance, a lesson on animals from Australia could include asking how a kangaroo jumps, then watching a kangaroo jump in a brief clip and having the children imitate the action.

When technology is used:

- It will be teacher-directed and interactive, not used for entertainment or convenience.
- Staff will actively engage with children by introducing the purpose of the clip and connecting it to the current lesson; asking questions before, during, and after viewing to promote thinking and comprehension; and encouraging discussion, reflection, and follow-up activities related to the content.

- Technology will not replace hands-on learning, play-based experiences, or peer interaction.

All video content must be:

- Pre-approved by the Center Director
- Age-appropriate and aligned with the objectives in our curriculum
- Limited to a maximum of 30 minutes per week, except for occasional special events or activities, for which families will receive advance notice

**Interactive technology use.** In addition to limited passive viewing, Tender Years of Deale may incorporate interactive video and technology as a teaching tool for children ages two and older. Interactive technology is defined as staff-guided media that requires active participation, engagement, and response from children.

Interactive video will be used to:

- Reinforce concepts introduced through hands-on learning and play
- Encourage movement, participation, and verbal responses (for example, singing, repeating, answering questions)
- Support different learning styles through visual and auditory engagement

When using interactive video, staff will:

- Remain actively involved throughout the experience, guiding children's participation
- Pause or stop content to ask questions, clarify ideas, and extend learning
- Encourage children to respond physically (movement, gestures) and verbally
- Connect the content directly to classroom activities before and after viewing

Interactive technology will:

- Be brief, purposeful, and developmentally appropriate
- Not replace creative play, exploration, or social interaction
- Be used as a supplement to instruction, not as a primary method of teaching

See also Cell Phones, Tablets or Electronic Devices under What to Bring.

## Pet Policy

Maryland state law allows service animals to accompany individual students, guests or staff in schools under the criteria provided by the Individuals with Disabilities Education Act. During the school year, animals may be invited to the classroom for special events or

as a class pet. Tender Years of Deale will notify parents in advance of any animals taking part in a school-sponsored activity.

# Child Abuse and Sexual Molestation Prevention Policy

The purpose of this policy is to protect children, staff, and volunteers from abuse and sexual molestation, to establish clear reporting procedures, and to ensure compliance with all applicable state and federal laws (bekidsafe.org).

## Zero Tolerance Statement

Tender Years of Deale (TYD) prohibits and has ZERO TOLERANCE for any form of child sexual abuse, molestation, or sexual misconduct. This includes acts committed by staff, volunteers, contractors, or third parties during work hours, activities, or at any time when they have access to children.

**Definitions**

- **Child sexual abuse:** Any sexual act involving a child, including touching of the breast, genitals, or buttocks, penetration, exploitation, or coercion.
- **Sexual misconduct:** Any inappropriate sexual behavior or advances toward a child, regardless of the relationship or setting.

## Prevention Measures

- All staff and volunteers must complete Basic Health and Safety or an equivalent sexual abuse prevention training.
- Mandatory background checks (including fingerprinting) are required for all employees and volunteers.
- Applicants are screened for criminal history through the FBI and the State of Maryland.
- All staff understand clear boundaries and supervision protocols for all children.

## Reporting Procedures

**Who must report.** All staff, volunteers, board members, and anyone with knowledge of suspected abuse must report immediately. All of our staff are mandated reporters and will report EVERY suspected instance of child abuse or neglect directly to the protective services unit of Anne Arundel County.

**Where to report.** In emergencies or if a child is in immediate danger, call 911 and child protective services at 410-974-8700. Reports can also be made to local law enforcement or to the county child protective services at 410-974-8700.

**How to report.** Make an oral report to the Director. If the Director is unavailable, report to the next available supervisor. If no supervisor is available, contact Child Protective Services at 410-974-8700 or law enforcement immediately.

**Confidentiality.** Reports will be handled confidentially in accordance with state law.

### Investigation and Action

Any person found to have violated this policy will be immediately terminated, reported to authorities, and prosecuted to the fullest extent of the law. Tender Years of Deale will cooperate fully with investigations and provide necessary information to law enforcement or child protective services.

### Training and Review

This policy will be reviewed annually and updated as needed. All staff and volunteers will be trained on this policy and procedures at hire and annually.

### Acknowledgement

All staff and volunteers must acknowledge receipt and understanding of this policy by signing the staff handbook or a separate acknowledgment form.

## Our Calendar

### Open When Schools Are Closed

At Tender Years, we know that a school holiday is rarely a holiday for working parents. That is why our calendar is built around your work week, not the school system's. On most days when Anne Arundel County Public Schools close their doors, ours stay open, with the same loving teachers and the same full day of care.

## Tender Years Closure Dates 2026-2027

| Date | Closure |
|---|---|
| Friday, July 3, 2026 | Independence Day (observed) |
| Monday, August 3 - Friday, August 7, 2026 | Summer Break (no tuition due) |
| Monday, September 7, 2026 | Labor Day |
| Thursday, November 26 - Friday, November 27, 2026 | Thanksgiving |
| Thursday, December 24 - Friday, December 25, 2026 | Christmas Eve and Christmas Day |
| Thursday, December 31, 2026 - Friday, January 1, 2027 | New Year's Eve and New Year's Day (we close to ring in the new year with our families) |
| Monday, January 18, 2027 | Martin Luther King Jr. Day |
| Monday, February 15, 2027 | Presidents Day |
| Friday, March 26 and Monday, March 29, 2027 | Good Friday and Easter Monday (we close only for these two days so your family can worship and rest together) |
| Monday, May 31, 2027 | Memorial Day |
| Friday, July 2, 2027 | Independence Day (observed) |
| Monday, August 2 - Friday, August 6, 2027 | Summer Break |
| Monday, September 6, 2027 | Labor Day |

## Special School Age Camps in 2026-2027

**Turkey Camp: November 23 and 24, 2026.** While AACPS takes the whole week off for Thanksgiving, Cedar Grove Methodist Church will host Turkey Camp on Monday and Tuesday. Two full days of harvest crafts, gratitude activities, Bible stories, and plenty of fun for our school-age friends. Spots fill quickly, so reserve your child's place early.

**Christmas Club: December 28 through 30, 2026.** Christmas does not end on December 25. That is when it begins. While AACPS is closed for winter break, Tender Years keeps the celebration going with Christmas Club: three full days of carols, Christmas story time, nativity crafts, and joyful play during the true season of Christmastide.

**He Is Risen Camp: March 30 through April 2, 2027.** Spring break is a wonderful week for children and a hard week for working parents. Tender Years bridges the gap with He Is Risen Camp: four full days celebrating the greatest news the world has ever heard through Scripture stories, resurrection crafts, springtime games, and outdoor play. While AACPS is closed the entire week, your child is safe, loved, and learning the true meaning of the season.

**Summer Bible Adventure 2027.** Mark your calendars, families. Summer Bible Adventure, in partnership with Cedar Grove Methodist Church, is already in the works for 2027. Each week brings a brand-new theme, hands-on activities, and Bible lessons that help our children grow in faith while having the time of their lives. Stay tuned for weekly themes, registration dates, and all the summer fun details.

## Infant Checklists and Daily Schedules

### Checklist for Room F (6 Weeks to 13 Months)

| Item | Details |
|---|---|
| Drop-off and pick-up | Enter the door from the parking lot (Room F) |
| Nap time | Babies are not put on schedules; their needs for rest and feedings are met on demand |
| Pick-up time | 4:00pm |

**Items needed daily (please label every item):**

- Bottles, pre-filled and labeled with name and breast milk or formula
- Wipes and diapers
- Extra clothes (4 sets)
- Diaper creme (labeled)
- Snacks such as teether biscuits
- Sippy cup (labeled with name, pre-filled with water)

- Sippy cup (labeled with name, pre-filled with milk)

Bento boxes are provided for AM and PM meals.

**Bottles**

- No glass bottles, please.
- Label each bottle with the child's name and note if it is breast milk.
- Food containers labeled with the child's name will remain at the center in the child's cubby. Note if it is lunch, breakfast, or to be eaten first or second.
- All bottles, sippy cups and bento boxes are sent home daily for cleaning and sanitizing.

Children who can sit upright will eat from the bento box at the transitional table, gain skills with spoon and fork as needed, and develop their language and social-emotional skills with classmates. Modified diets and allergies can be accommodated. Please complete Health Forms with your pediatrician. No lanyards are permitted for pacifiers.

| Items we provide | Items you may provide |
| --- | --- |
| Crib sheet, sleep sack, bibs, bento boxes | Burp cloths, pacifiers |

## Checklist for Room I (11 to 23 Months)

| Item | Details |
|---|---|
| Drop-off time | Between 7:00am and 9:00am (please, no arrivals after 9:00am) |
| Breakfast | Provided by parents in a separate bento box marked "breakfast"; served on arrival, before 8:00am |
| AM and PM snack | AM snack between 9:00am and 10:00am based on your child's needs; PM snack per your classroom's schedule (both provided by parent) |
| Lunch time | Served after 11:30am |
| Nap time | Naps begin after lunch is served |
| Pick-up time | 4:00pm, unless pre-arranged for an additional fee |

**Items needed daily (please label every item):**

- Wipes, diapers and diaper creme
- Sunscreen
- Spare clothing
- Snacks for AM and PM, labeled
- Bottles, pre-filled (name, and note if breast milk)
- Sippy cups, pre-filled with water or milk

**Items we provide:** Two bento boxes (one for AM and one for PM), crib sheet, bibs, and sleep sack.

Children in this age grouping will transition from crib to cot and from bottle to sippy cup over the next 6-10 months. We can provide recommendations on sippy cups for your child. At meal times, children gain skills serving themselves with finger foods, and we transition them to use a spoon and fork. Modified diets and allergies can be accommodated under the direction of a doctor.

# Daily Schedules

Each classroom's schedule is posted in the room. Infant schedules up to 12 months of age are individualized. For Rooms I and G/H (children under age 3), each activity lists the Maryland State Department of Education developmental domains it supports: Personal and Social Development, Language Development, Cognitive Development, and Physical Development.

### Infant Room (Room I), 11 Months to 23 Months

| Time | Activity | Domains |
|---|---|---|
| **7:00am** | Welcome and breakfast: wash hands upon arrival, breakfast served on arrival (before 8:00am), free play, greeting of the parents | Personal and Social Development |
| **8:30am** | Music Circle Time: morning praise songs with puppets, rattles, motions | Language Development<br>Personal and Social Development |
| **9:00am** | Morning snack and diapering: snack is served between 9:00am and 10:00am based on each child's needs. Self-feeding is encouraged. Manners are praised. | Personal and Social Development<br>Physical Development |
| **9:45am** | Music and Movement: songs from around the world | Physical Development<br>Language Development |
| **10:15am** | Outdoor play or indoor gross motor play | Physical Development |
| **10:30am** | Art / hands-on activity, individualized | Cognitive Development<br>Physical Development |
| **11:00am** | Indoor playtime: indoor slide, play kitchen | Physical Development<br>Personal and Social Development |
| **11:40am** | Lunch and diapering: lunch is from home | Physical Development<br>Personal and Social Development |
| **12:10pm** | Story time / read-aloud: board books and picture walks before rest | Language Development<br>Cognitive Development |
| **12:25pm** | Nap / rest time | Physical Development |
| **2:25pm** | Wake-up and changing | Physical Development<br>Personal and Social Development |
| **2:35pm** | Afternoon snack | Physical Development<br>Personal and Social Development |
| **3:00pm** | Individualized learning: 1:1 developmental activities per child's goals | **All four domains** |
| **3:30pm** | Outdoor free play, individualized | Physical Development<br>Personal and Social Development |

**Domain key:** Personal and Social Development · Language Development · Cognitive Development · Physical Development

All children's individual needs are met throughout the day.

## Room G/H, Ages 18 Months to 3 Years (7:00am - 4:30pm; extended care option until 5:30pm)

| Time | Type | Activity | Domains |
|---|---|---|---|
| **7:00am** | Arrival | Arrival / Breakfast: greeting routines, diaper checks, settling in | Personal and Social Development |
| **7:30am** | Independent | Free Play: sensory bins, soft toys, tummy time (individual) | Cognitive Development<br>Physical Development |
| **8:15am** | Whole Group | Morning Circle: greetings, songs, feelings check-in | Personal and Social Development<br>Language Development |
| **8:45am** | Individualized | Feeding / Bottle Time: individual schedules honored (1:1) | Personal and Social Development<br>Physical Development |
| **9:15am** | Meal | Morning Snack: individual feeding schedules, self-feeding encouraged | Physical Development<br>Personal and Social Development |
| **9:30am** | Literacy | Story Time: board books, picture walks, language exploration (whole group) | Language Development<br>Cognitive Development |
| **9:45am** | Individualized | Individualized Learning: 1:1 developmental activities per child's goals | **All four domains** |
| **10:15am** | Transition | Diaper / Hand Washing: transition with songs and narration | Physical Development<br>Language Development |
| **10:30am** | Small Group | Sensory and Art Exploration: finger paint, play dough, texture trays | Cognitive Development<br>Physical Development |
| **11:00am** | Outdoor | Outdoor Play: stroller walks, blanket time, supervised movement (weather permitting) | Physical Development<br>Personal and Social Development |
| **11:30am** | Transition | Diaper / Hand Washing: counting songs transition routine | Cognitive Development<br>Language Development |
| **11:45am** | Meal | Lunch: individual feeding schedules, self-feeding encouraged | Physical Development<br>Personal and Social Development |
| **12:15pm** | Literacy | Quiet Story Time: read-aloud before rest (whole group) | Language Development<br>Cognitive Development |
| **12:30pm** | Rest | Rest / Nap Time: individual sleep schedules honored | Physical Development |
| **2:30pm** | Transition | Wake Up / Diaper / Hand Washing: gradual wake-up routine | Physical Development<br>Personal and Social Development |
| **2:45pm** | Meal | Afternoon Snack: individual schedules; bottle and cup feeding | Physical Development<br>Personal and Social Development |
| **3:15pm** | Small Group | Music and Movement: songs, shakers, scarves, puppet play | Physical Development<br>Language Development |
| **3:45pm** | Independent | Free Play / Centers: exploratory play, caregiver-supported | Cognitive Development<br>Personal and Social Development |
| **4:15pm** | Transition | Clean-Up / Diaper / Pack Up: closing songs and routines | Personal and Social Development<br>Physical Development |
| **4:30pm** | Dismissal | Dismissal for the standard day; extended care option until 5:30pm (children under age 2 leave by 4:00pm) | Personal and Social Development |

**Domain key:** Personal and Social Development | Language Development | Cognitive Development | Physical Development

All children's individual needs are met throughout the day. The standard day ends at 4:30pm, with an extended care option until 5:30pm. Children under age 2 leave by 4:00pm and are not eligible for the extended care option. Children move into Mighty Oaks (Room J/K) when they turn 3.

### Room J/K, Ages 3 and Older (7:00am - 4:30pm; extended care option until 5:30pm)

The Domains column follows the Maryland State Department of Education Domains for Children Three through Five Years of Age: Social and Personal Development, Language and Literacy, Mathematical Thinking, Scientific Thinking, Social Studies, The Arts, and Physical Development and Health.

| Time | Type | Activity | Domains |
|---|---|---|---|
| **7:00am** | Arrival | Arrival / Breakfast: morning greeting, sign-in, breakfast routine | Social and Personal Development |
| **7:30am** | Independent | Free Play: choice centers such as blocks, dramatic play, puzzles (individual) | Social and Personal Development<br>Mathematical Thinking<br>The Arts |
| **8:30am** | Transition | Clean-Up / Bathroom / Hand Washing: 5-3-1 minute warning, clean-up song | Social and Personal Development<br>Physical Development and Health |
| **8:45am** | Whole Group | Morning Circle: calendar, weather, feelings, days of the week song | Social and Personal Development<br>Mathematical Thinking<br>Social Studies |
| **9:15am** | Whole Group | Music and Movement: songs, dancing, instruments, gross motor warm-up | The Arts<br>Physical Development and Health |
| **9:30am** | Literacy | Story Time: interactive read-aloud featuring books about families, cultures and community helpers; comprehension questions (whole group) | Language and Literacy<br>Social Studies |
| **10:00am** | Transition | Bathroom / Hand Washing: transition activity, walk like animals | Physical Development and Health |
| **10:15am** | Small Group | Small Group Learning: rotating centers in Math, Science, Language and Literacy | Mathematical Thinking<br>Scientific Thinking<br>Language and Literacy |
| **11:00am** | Individualized | Individualized Activities: 1:1 goal work, accommodations, IFSP/IEP support | **All seven domains** |
| **11:30am** | Outdoor | Outdoor Play: gross motor, nature exploration, structured outdoor games | Physical Development and Health<br>Scientific Thinking |
| **12:00pm** | Transition | Bathroom / Hand Washing: transition, tiptoe to the sink | Physical Development and Health |
| **12:15pm** | Meal | Lunch: family-style dining, conversation, self-help skills | Social and Personal Development<br>Language and Literacy<br>Physical Development and Health |
| **12:45pm** | Literacy | Bathroom / Quiet Story Time: wind-down read-aloud before rest | Language and Literacy<br>Social Studies |
| **1:00pm** | Rest | Rest Time: quiet rest on cots; soft music playing | Physical Development and Health |
| **2:30pm** | Transition | Wake Up / Bathroom / Hand Washing: gradual, calm wake-up routine | Physical Development and Health<br>Social and Personal Development |
| **2:45pm** | Meal | Afternoon Snack: healthy snack, conversation time | Social and Personal Development<br>Physical Development and Health |
| **3:15pm** | Small Group | Centers and Fine Arts: art projects, dramatic play, building, sensory | The Arts<br>Scientific Thinking<br>Social Studies |
| **4:00pm** | Outdoor | Outdoor Play: free play, structured movement (weather permitting) | Physical Development and Health<br>Social and Personal Development |
| **4:30pm** | Transition | Bathroom / Hand Washing / Pack Up: prepare for dismissal | Social and Personal Development |
| **4:45pm** | Whole Group | Closing Circle: reflect on the day, tomorrow preview, goodbye song | Social and Personal Development<br>Language and Literacy |
| **5:00pm** | Independent | Free Play: quiet indoor play while awaiting pickup | Social and Personal Development |
| **5:30pm** | Dismissal | Dismissal: center closes at 5:30pm | Social and Personal Development |

**Domain key:** Social and Personal Development · Language and Literacy · Mathematical Thinking · Scientific Thinking · Social Studies · The Arts · Physical Development and Health

All children's individual needs are met throughout the day.

## Room SAC (School Age Care), Kindergarten through 5th Grade (School year: 7:00am until bus arrival at 7:20am and 2:30pm - 5:30pm; summer: 7:00am - 4:30pm)

| Time | Type | Activity | Domains |
|---|---|---|---|
| **7:00am** | Arrival | Arrival / Breakfast: sign-in, morning meal, casual conversation | Social and Personal Development |
| **7:30am** | Independent | Morning Free Choice: reading corner, journaling, puzzles, board games (individual) | Language and Literacy<br>Social and Personal Development<br>The Arts |
| **8:30am** | Transition | Clean-Up / Bathroom: 5-3-1 minute warning; transition activity | Social and Personal Development<br>Physical Development and Health |
| **8:45am** | Whole Group | Morning Meeting: greetings, daily agenda, SEL check-in, sharing | Social and Personal Development<br>Language and Literacy |
| **9:15am** | Literacy | Read-Aloud / Literacy Block: shared reading, vocabulary, discussion (whole group) | Language and Literacy<br>Social Studies |
| **9:45am** | Small Group | Small Group Projects: Science, Math, or Language and Literacy focus activity | Mathematical Thinking<br>Scientific Thinking<br>Language and Literacy |
| **10:30am** | Individualized | Individualized Learning: 1:1 goal work, enrichment, accommodations and support | **All seven domains** |
| **11:00am** | Outdoor | Outdoor Play / Physical Activity: sports, nature walk, gross motor games | Physical Development and Health<br>Social and Personal Development |
| **11:45am** | Transition | Hand Washing / Bathroom: transition with a trivia question on the way in | Physical Development and Health<br>Mathematical Thinking |
| **12:00pm** | Meal | Lunch: social mealtime, table conversation, self-help and cleanup | Social and Personal Development<br>Language and Literacy<br>Physical Development and Health |
| **12:30pm** | Independent | Quiet Time / Independent Reading: books, journaling, drawing (individual) | Language and Literacy<br>The Arts |
| **1:00pm** | Small Group | Fine Arts / STEAM Projects: rotating creative and science challenges | The Arts<br>Scientific Thinking<br>Mathematical Thinking |
| **1:45pm** | Whole Group | Whole Group Activity: cooperative games, drama, presentations, team challenges | Social and Personal Development<br>The Arts<br>Physical Development and Health |
| **2:30pm** | Transition | Bathroom / Hand Washing / Snack Prep: transition with movement activity | Physical Development and Health<br>Social and Personal Development |
| **2:45pm** | Meal | Afternoon Snack: healthy snack, casual peer conversation | Social and Personal Development<br>Physical Development and Health |
| **3:15pm** | Outdoor | Outdoor Play: free choice outdoor time, structured games (weather permitting) | Physical Development and Health<br>Social and Personal Development |
| **4:00pm** | Independent | Homework / Independent Work Time: quiet focus, teacher support available | Language and Literacy<br>Mathematical Thinking |
| **4:30pm** | Small Group | Enrichment Centers: STEM, art, reading, or leadership projects | Scientific Thinking<br>Mathematical Thinking<br>The Arts |
| **5:00pm** | Whole Group | Closing Circle: reflect, celebrate the day, announcements, goodbye | Social and Personal Development<br>Language and Literacy |
| **5:15pm** | Independent | Free Play: quiet indoor play while awaiting pickup | Social and Personal Development |
| **5:30pm** | Dismissal | Dismissal: center closes at 5:30pm | Social and Personal Development |

**Domain key:** Social and Personal Development · Language and Literacy · Mathematical Thinking · Scientific Thinking · Social Studies · The Arts · Physical Development and Health

All children's individual needs are met throughout the day.

## Room SAC School Day Schedule, Kindergarten through 5th Grade (7:00am - 7:30am and 2:30pm - 5:30pm)

| Time | Type | Activity | Domains |
|---|---|---|---|
| **7:00am** | Arrival | Arrival / Breakfast: sign-in, morning meal, casual conversation | Social and Personal Development |
| **7:15am** | Independent | Quiet Choice Time: reading, puzzles, board games while waiting for the bus | Language and Literacy<br>Social and Personal Development |
| **7:30am** | Transition | Departure for School: bathroom, backpacks, children head to school | Social and Personal Development<br>Physical Development and Health |
| *7:30am - 2:30pm* | *At school* | *Children are at school* | |
| **2:30pm** | Arrival | Arrival from School: sign-in, backpacks, hand washing | Social and Personal Development<br>Physical Development and Health |
| **2:45pm** | Meal | Afternoon Snack: healthy snack, casual peer conversation | Social and Personal Development<br>Physical Development and Health |
| **3:15pm** | Literacy | Read-Aloud: shared reading and discussion (whole group) | Language and Literacy<br>Social Studies |
| **3:45pm** | Choice | Choice of Centers: reading, imaginative play, art, science, or games | Language and Literacy<br>Social and Personal Development<br>The Arts<br>Scientific Thinking |
| **4:30pm** | Outdoor / Group | Outdoor Play or Indoor Group Games (weather permitting) | Physical Development and Health<br>Social and Personal Development |
| **5:15pm** | Transition | Clean-Up and Pack Up: quiet play while awaiting pickup | Social and Personal Development |
| **5:30pm** | Dismissal | Dismissal: center closes at 5:30pm | Social and Personal Development |

**Domain key:** Social and Personal Development · Language and Literacy · Mathematical Thinking · Scientific Thinking · Social Studies · The Arts · Physical Development and Health

All children's individual needs are met throughout the day.