



FAMILY HANDBOOK 2026

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Address & Contact Information:

6006 Drum Point Road Deale, MD 20751
www.tenderyearscenter.com
443-203-6325

Director / Operator:

Faith Wilkerson
faith@tenderyearscenter.com

Hours of Operation

Monday - Friday

| | |
|-----------------|---|
| 7:00am - 4:00pm | 8 weeks-23 months |
| 7:00am - 4:30pm | 2 year -Preschool (extended care option until 5:30pm) |
| 7:00am -5:30pm | Kindergarten + (Deale bus arrives at 2:30pm) |

Our Mission

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.

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 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 Licensing

Lic #261623

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

Our Religious Affiliation

Tender Years of Deale, LLC is operated by Reverend Faith Wilkerson, an ordained elder in the Global Methodist Church. Together, we partner in ministry events, camps, service projects and worship services.

Our Families

Families are the foundation of children’s development. We view ourselves in partnership with our parents to ensure children 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 shaping of our policies.

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 our selves as created in His image and celebrate God’s love for us through Jesus Christ. (Genesis 1:26, Ephesians 2:4-9)

Our Curriculum:

“Experience Early Learning” is a research based early learning curriculum that supports children’s social-emotional, physical, cognitive and creative development through hands-on projects, activities and the creative arts. Following a monthly theme, the lessons are integrated into our Brightwheel program. In addition, the “Experience God” curriculum invites children to start the day with a playful devotional. Our goal is that children come to know God, understand the love He has for them, and develop a personal relationship with Jesus.

Staff Certification and Training

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

Tuition Rates and Fees

Upon enrollment, your tuition cost and activities fees are presented to you for acceptance. Tuition is paid weekly through the Brightwheel ap. Activity fees are paid monthly. All are payable via credit card in Brightwheel. Arrangements can be made to split costs between parents/guardians as needed. Acceptable forms of payment also include check, Venmo, Zelle or cash.

An end of year statement is provided for all families as per guidelines provided by the IRS. If you need a statement at anytime, contact our Director, Pastor Faith.

INFANTS & TODDLERS

6 weeks - 17 months (approximate)

Teacher/Child Ration 1:3

Hours of care for children in this age group: 7:00am - 4:00pm

Rate \$475/ week

18-24 months (approximate) Teacher/Child Ratio 1;3

Hours of care for children in this age group: 7:00am - 4:00pm

Rate \$425 / week

TWO YEAR OLDS

24 - 36 months approximate Teacher/Child Ratio 1:6

Please note that Our 2 year old program operates 7:00am - 4:30pm with option to extend.

An option of extended care until 5:30pm for an additional \$40 per week is offered.
Rate \$ 310 per week or \$350 per week with extended day

THREES - FOURS - FIVES (Preschool Program)

Teacher/Child Ratio - 1:10

Please note that Our 3-4-5 year old program operates 7:00am - 4:30pm with option to extend.

An option of extended care until 5:30pm for an additional \$40 per week is offered.
Rate \$ 300 per week or \$340 per week with extended day

SCHOOL AGE CARE

Teacher/Child Ratio - 1:15

\$175 per week during the school year or \$50 per day

Summer programs are priced differently.

Deposit

At the time of enrollment, each child's placement requires a deposit of \$175. This is non-refundable and non-transferable. The \$15 activity fee is also due upon enrollment.

Activity Fees

At the time of enrollment, the first month Activity Fee is paid. The monthly activity fee of \$15 per month covers the cost of enrichment materials and activities that occur through out the year for your child. These will include special programs brought to the center, planned enrichment materials for additional STEAM activities and field trips.

Weekly Tuition

At the time of enrollment, the first week of care (tuition) is due in advance of starting. 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. The Brightwheel, other words, please remit payment on Friday before the upcoming week of care. Failure to pay can result in unenrollment.

Late Fees

(Updated on 6.2.25)

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

Un-enrolling Your Child

(Updated on 6.2.25)

You may unenroll your child at any time by communicating with the director in writing via email or through the Brightwheel app. Payment for the last week of care is required. Your last day of care does not require a 2 week notice. However, care that ends in the middle of a week cannot be prorated.

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 that the un-enrollment of the child(ren).

Our Curriculum - Experience Early Learning (Updated on 9.20.25)

We offer literacy-rich, play-based learning experiences to assist infants, toddlers and preschoolers reach developmental milestones. Beginning in Fall 2025, we will use the nationally recognized “Experience Curriculum” which is founded on a cross-disciplinary model that supports a child’s on-going social-emotional, physical, language and cognitive development. There are three levels, Experience Baby, Experience Toddler and Experience Preschool. Lessons are aligned with Maryland and national standards for education. Lesson plans and activities are integrated into the Brightwheel app so that parents can see with lessons and activities planned for each day.

In addition, we utilize the Experience God curriculum that offers a theme for each month, a morning prayer and a scripture lesson, hands-on craft and music that all our center will be following.

We also value the importance of hands-on experiences through field trips and special guests to our school.

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 benefits children to understand both the content of their learning and how to show empathy and care of 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 the needs but we are prepared to make physical space accommodations to a classroom, activity modifications to 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 believe that a creative, discovery-rich environment helps children of every age reach learn and reach important developmental milestones for future health and well-being.

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

Special Guest and Volunteers

Children love to have special guests to the classroom to enhance an activity or subject area they are exploring. We will invite families to consider volunteering for opportunities to read a book to the class or help with a project. Special guests such as fire fighters or police officers may be invited to the center during our unit on Community Helpers. All special guests and volunteers shall be under the close supervision of a staff member at all times.

Admission and Enrollment Policies & Procedures **(updated 4.14.2026)**

Admission

Admission to Tender Years of Deale is ongoing and non-discriminatory. No child will be excluded from admission 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
- 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 will be communicated via email and center postings.

Enrollment Process

The enrollment process begins with the submission of an **Inquiry of Interest Form** through the center's website. This allows the program to assess availability and family needs.

Enrollment Requirements

A child may not begin care until a parent or guardian has:

- Received the full Enrollment Packet
- Submitted all required forms, completed in full and signed
- Signed the Enrollment Agreement and Fee Agreement
- Submitted all required payments

Enrollment Steps

Step 1 — Submit an Inquiry / Learn About the Program

Complete the Inquiry Request Form. The Director will follow up to schedule a tour or conversation. Families review program information, including mission, philosophy, and approach.

Step 2 — Receive Enrollment Packet

If space is available, families will receive an Enrollment Packet, which includes:

- Enrollment Agreement
- Health Inventory Forms (Parts 1 & 2)
- Emergency Contact Form
- Annual Acknowledgment
- Family Handbook
- Permission Forms (as applicable)

Step 3 – Submit Documentation and Payment

Enrollment is finalized only after all required documentation and payments are received and approved, including:

- First week's tuition
- First month's activity fee
- Required deposit

Enrollment Agreement & Contracts for Care

The Enrollment Agreement must be signed prior to start of care and serves as a contract for care and outlines:

- Program placement
- Tuition rates and fees
- Terms and conditions of enrollment

When a child transitions to a new age group, a new Enrollment Agreement and updated Tuition & Fee Agreement will be completed. Each June, all families are required to complete annual re-enrollment documentation, including updated Health Inventory forms signed by the child's pediatrician. Families are asked to provide 30 days' notice when planning to withdraw or transition their child.

Payment Policies: Start and End of Care

- 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)

Withdrawal and Un-enrollment

Families may withdraw a child at any time by providing written notice. Payment for the final week of care is required.

The center reserves the right to unenroll a child due to:

- Non-payment
- Failure to maintain required documentation
- Violation of program policies

Schedule and Calendar

Daily Schedule

Each classroom follows a daily schedule that is posted in the room. Children ages 2 and older must arrive to the center by 8:45am to begin their day. See the Daily Schedule in Full at the back of this handbook.

Check-In & Check Out

(Added 6.2.25)

All families will check students in and out using the Brightwheel app. The kiosk at the front door will accept your unique code or you may scan the QR code and use your phone. See Pick-up for details on who is permitted to pick up.

Drop-off

(Added 4.21.26)

We ask that children arrive by 8:45am to begin the day and experience the fullness of our learning activities and daily schedule. All families will walk children into the center through the appropriate classroom. Children in Room F (ages 0-12 months approximately) enter through F Room Door only between the hours of 7am-9am or 3pm-4pm. Persons entering Room F (infant room) must remove shoes or wear shoe covers.

Pick-up

Children must be picked up on time (see Late Pick Up/Overtime Charge) and can be released only to those listed on the Emergency Form. Permission to pick up a child by an adult other than listed person can be arranged by adding the person's name to the approved pick up list. Please inform us in advance for a change in pick up. If an adult other than those verified by the pick-up list, needs to pick up a child, please provide written permission from the parent/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.

Late Pick Up / Overtime Charge

Our infant room closes at 4pm and the child care center closes at 5:30pm, if you pick up after your child's classroom closes, there will be charge of \$30 for every 5 minutes overtime. Please contact the center if you are having a delay in picking up.

Weekly Schedule

Tender Years of Deale will be open Monday - Friday from 7:00am - 5:30pm.

Children under age 2 are in groupings from 7am - 4pm.

Extended care can be arranged when needed for additional cost in advance.

Children ages 24 months and older operates from 7am - 4:30pm with extended care available until 5:30pm.

Children ages 18 months and older must arrive at the center no later than 8:45am.

Daily Schedule

Each playgroup has a daily schedule (see Schedule) that includes time for rest (see “Nap Times.”)

Infant schedules up to 12 months of age are individualized.

Calendar

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

"Our Daily Bread" - Meals, Snacks and Feeding Plans

Bottles and Feeding - Children under age 2

Children using bottles must bring in all bottles needed for the day, clearly labeled (name of child and marked in breast milk. Bottles must be pre-prepared bottles each day.

No glass bottles.

Label each bottle with name and note if it the milk is breast milk.

As they transition away from bottles, please bring sippy cups with water or milk or both. We recommend spill proof Trainer Sippy Cup with handles such as Munchkin Miracle 360.

Two bento boxes are provided for each child for AM and 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. This occurs through the use of a transitional table where children begin eating in child-sized, safety chairs at child-sized tables.

Snack and mealtimes serve as wonderful experiences where children develop their language and social emotional skills. Modified diets and allergies can be accommodated. Please complete Health Forms with your pediatrician.

Meals & Food - Children ages 2+

(Added 3.2026)

Breakfast - if children arrive before 8:30am, parents may bring a breakfast for their child to eat during the arrival window of 7am- 9am.

Lunch- Parents/guardians of children in the 2's classroom and older will 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 sippy cup (labeled with name) is used in the 2 year old age grouping. Please bring daily. No juice in sippy cups. We recommend spill proof Trainer Sippy Cup without handles such as Munchkin Miracle 360.

Water bottle: Three year old and older children must have a water bottle to be used throughout the day. These must have their name labeled on it. Children have access to water throughout the day.

Snack: AM snack and PM snack 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 parent preference to not have child drink milk. Otherwise, snacks are served with water. The 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 on the front desk.

“To Lie Down in Green Pastures” - Nap Policy

Nap Time / Rest Time

(Added 3.2026)

Naps for children under age 2 will eat, sleep, and play on demand. We will not wake a sleeping child under age 2.

It is required by law that children are given a minimum of two hours opportunity for rest. Nap time is part of this daily routine. Each child is provided with a crib (up until 12 months) or a cot with a fitted sheet. If child is under age 2, they will be provided with a sleep sack. After age 2, they are provided with a blanket. No blankets, sleep sacks or sheets are needed from home. We launder these items weekly at Tender Years.

Children who are growing out of a daily nap may read books on their cot if they do not nap.

Special Events / Holidays / Birthdays

We celebrate and learn about many holidays both religious and civic. We will not celebrate Halloween with the children. The church hosts an annual Trunk-or-Treat on Saturday with hayrides and games. We encourage families to participate. We encourage children to attend evangelistic activities hosted by Cedar Grove Methodist Church such as Vacation Bible School, Easter Egg Hunt, Family Christmas Service, Shrove Tuesday Pancake Supper, Ash Wednesday and Lenten Vespers.

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 agers, we may combine learning themes across the age levels. In Summer 2025, we kick off our first Summer Bible Adventure.

Birthday Celebration

For your child's birthday, each classroom teacher makes the day special. We can arrange for parents to bring a store bough food item, such as a cupcake or popsicle for birthdays as part of this occasion. If you wish to bring in something for your child's class, we encourage families to consider a goodie bag for each classmate that can 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, but it is not required.

Trunk-R-Treat (October)

We invite families to celebrate a fall festival community event held in the parking lot of Cedar Grove Methodist Church. Usually held the Saturday before Halloween, this free event includes 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. Usually held the Saturday before Easter, this free event includes an egg hunt, games, free raffle prizes and an opportunity to visit with friends.

Communications**Family + Center + Teacher Communication**

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 daily, weekly, monthly and emergency communication protocols. Upon enrollment, please complete the following:

- Emergency Contact Form is completed annually and identifies points of contact for each child enrolled in the center. If your child has a medical condition which 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 classroom teacher to get acquainted with your child.
- Photo Consent must be given to opt-in or out of photos for marketing and publication. See more on Photography & Video Permission Policy.

Phone

Our phone number is (443) 203-6325 and we welcome parents to call at anytime. 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 during their class time, as they are not able to take calls while teaching or supervising children.

Email

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

Text Messaging

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

Website and Social Media

Our website www.tenderyearscenter.com and Facebook page will not post photos of children without the signed the permission form. See Photography & Video Permission

Family Conferences

(Added 6.2025)

Families will be informed in May to sign up for the “end of year” family conferences. Sign up opportunities are announced by email and in the electronic newsletter (available in BrightWheel App) and in print format on the bulletin board at front desk. The Brightwheel Messaging App allows you to sign up for your 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 May, we invite you to arrange to pick up your portfolio and meet with the teacher and discuss your child's achievements.

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

See *Developmental Screenings and Observation Practices* for how on occasion we may request to meet with a family to make a referral for a child to get . Children with an IFSP or IEP will 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.

Communication about Your Child's Development

Developmental Screenings and Observation Practices

(Edited 4.14.2026)

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.

Our program utilizes regular observation practices to better understand each child's development. 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.

In addition, we encourage families to also use a web-based, interactive monthly developmental tracker called Milestone Tracker. This go-to interactive checklist is available online. Our teachers often refer to this when making observations of how each

child plays, learns, speaks, acts, and moves. Link to Milestone Tracker <https://www.cdc.gov/act-early/milestones/index.html>

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
- Requesting a formal developmental screening

Our center is committed to partnering with our 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

Communication of Concerns or Conflicts

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

Emergencies & 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.

Equipment and Materials to Support Learning Updated 3.30.2025

The "things" that we include in our classrooms and outdoor play areas set the stage for children to engage in learning, discovery and wonder. All child accessible materials are age appropriate, clean, and in good repair. Material such as manipulative, rattles, toys, games, books, dramatic play materials are chosen for the classroom and aligned with with themes of our learning unit or times of year. They are then rotated across classrooms when possible. For example, our sensory table may begin the pre-k classroom with the theme of St. Patricks Day and then when shared with the younger two's, the smaller items in the table may be pulled out for safety.

Teachers help children at every age level put the materials back where they belong when it is time to clean up. Labeling shelves with pictures of the items helps the children (and other adults) in the room maintain an orderly environment.

Each preschool and two year old classroom has a building area, a dramatic play area, a science area, art area, and a "reading cozy space" along with a shelf library of books, that are rotated and age-appropriate and available for children. Infants and Toddler will have art materials brought out for specific projects and them put away. Access to rattles, books, dramatic play and building is available to infants in the room but not set up as "centers" Teacher supported interactions with books is across all age

levels. Reading with an infant or toddler in the rocking chair, has 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 the interests of the children, their primary languages, their cultural backgrounds as well as introduction to cultures, customs and languages that may be new to them.

Lending Library

(Updated 4.22.2026)

Children are welcome to borrow books from either of our lending libraries. One is located in 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.

Field Trips

A walking field trip may be arranged for a visit to the fire house, library, Cedar Grove church or park. Infants and toddlers may take a stroller ride to the park when weather is permitting. We ask that parents sign an annual permission slip for children to participate in any off-site programs. Staff to child ratios are maintained during all off-site programs.

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 and 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.

Photography & Video Permission

Tender Years of Deale uses photography and video to document children's learning process & experiences as well as highlight our programs in marketing materials, the website or other media outlets. By accepting admission to TYD, parents/guardians acknowledge this policy and determine if 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 given to the parent throughout the child's day, as this is shared within our community to reflect the learning process & experiences.

Resources for Community Support

(Updated 4.22.2026)

Sometimes, families, children and parents need extra support. Our center can provide you with information to access local agencies that offer helpful service. Child Find, The Resource Center, South County Assistance Network and Anne Arundel County Systems of Care all provide services at little to no cost for Anne Arundel County residents. See our bulletin board in the reception area for information and updates. Resources are identified on the cork board under the title "Community Resources."

Have a child with a learning difference or special health care need? We offer referral resources for children with disabilities and children with special health care needs. Inquire from a teacher or director if you would like help connecting with the many local

resources that are available to assist with locating mental health services, food assistance, housing, utilities, crisis or emergency services, mentoring, parent training and education.

Our community bulletin board also has information posted as it become available. Our receptionist is responsible for keeping this board up to date each month. Please contact the director for any confidential referrals.

We also have partnered with a non-profit called My Wonder Play Learning that offers events and classes to help parents and any adult caregivers to nurture curiosity, spark creativity, & inspire a desire to learn for a lifetime.

What to Bring

Clothing and Outdoor Gear

(Updated 9.20.25)

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 inappropriate and unsafe for much of our daily outdoor play activities and walking field trips. Families will be asked to provide rain boots (that will remain at the center) for outdoor play on wet days. Snow gear for winter will also remain in children's cubbies. In late spring or summer, we may request water shoes for special water days. The following clothing items should be clearly labeled with the child's first & last name and always at the center for use:

- Change of clothes (appropriate to the season) kept in ziplock bag in classroom
- Rain boots (fall, spring summer) kept in cubby area
- Rain coat (we value outdoor time rain or shine)
- Snow boots (winter) kept in cubby area
- Snow pants (winter) kept in cubby area
- Winter coat (winter) kept in cubby area
- Mittens / Gloves (winter)
- A change of seasonal clothing (including underwear, socks, & shoes) is important so that your child can be changed as needed during the day.

Infant & Toddler Clothing and Supplies

(Updated 1.26.26)

These will be stored in your child's personalized marked container on a shelf in the diapering area.

- 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 UP MUST HAVE RE-FASTENABLE SIDES.
- Pop-up Wipes
- Diaper creme

PLEASE DO NOT INCLUDE

- Blanket or toys from home unless teacher makes a specific request.

- Any type of medications (including over the counter fever-reducer) without a pediatrician signed medical administration form. Teachers cannot administer OTC or RX 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 these are NOT PERMITTED. They are unsafe for much of our daily indoor and outdoor play activities.

Personal Items from Home

Please limit the personal items that your child brings from home to lunch box, water bottle, clothing, special items for sleeping, books, or unit 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. Special items for sleeping will remain in student’s cubby area until rest time.

Water Bottle or Sippy Cup

Please see 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.

Cell Phones, Tablets or Electronic Devices

Children are not to bring cell phones, tablets, iPods or any electronic devices to the center.

Reinforcing Positive Behavior

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

Tender Years of Deale will abide 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 & 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 following three basic expectations:

We respect self and others.

We respect and care for our school and personal property.

We observe personal and school boundaries (e.g. playground, classroom, etc.)

Proactive Behavior Support Strategies

(ADDED 3.17.25)

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. Choose of where to play, what materials to use are just some examples of how children may make choices for themselves.

Redirecting a child's focus or direction away from a negative behavior/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.

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 on an Incident Report, which is filed with administration and shared with families.

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 towards another child can result in immediate suspension or expulsion from the center.

Biting/Pushing Policy

Biting and pushing is unfortunately not unexpected behavior for infants/toddlers. Some children and many toddlers communicate through this behavior. However, biting/pushing can be harmful to other children and to staff. This biting/pushing policy has been developed with both of these ideas in mind.

Our goal is to help identify what is causing the biting/pushing and resolve these issues. If the issue cannot be resolved, this policy serves to protect the children that are bitten/pushed. If a biting/pushing incident occurs, regulations require that the parent of the child biting/pushing and the parent of the child who was bitten/pushed be contacted. Names of the children are not shared with either parent.

When Biting/Pushing Does Occur

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

For the child that was bitten/pushed:

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

For the child that bit/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. The "Incident Report" is filled out documenting the incident.

Moving forward

The child will be shadowed to help prevent any biting/pushing incidents. The child will be observed by staff to determine what is causing the child to bite (teething, communication, frustration, etc.) The child will be given positive attention and approval for positive behavior.

When Biting/Pushing continues

If a child inflicts 2 bites/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 the behavior may be modified.

If the child again inflicts 2 bites/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, the child will be asked to take a one week break from the school.

If the child again inflicts 2 bites/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, the parents may be asked to make other day care arrangements.

If a child, who has been through step 1 and 2 and then goes 3 weeks (15 days of school attendance) without biting/pushes, we will go back to step one if the child bites/pushes again. If a child bites/pushes twice in a 1 hour period, the child will be required to be picked up for the remainder of the day.

Healthy Center Standards

(ADDED 3.17.25)

Infants and young children who attend early care and education programs are at a 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 (i.e., overtired, fussy, will not stop crying).
2. A 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.

A Healthy Center Begins with Each of Us - 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 shall 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 of body fluids (e.g., saliva, nasal secretions, vomitus, 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

(added 3/25/2026)

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.

Read through our Healthy Center Standards section of the handbook for guidance on how we handle illness that arises when your child is at the center as well as and guidance for determining when to keep your child home. We follow the Maryland State Department

Please keep your child home....

- After your child has received a vaccine, please keep child home after appointment.
- has a fever of 100 degrees or higher (or if fever has to be kept down by use of fever reducer)
- has a cold for more than 4 days
- has nasal discharge
- is diagnosed with an illness
- Use of antibiotic or other medication within first 24 hours, including pediatric administered vaccine.
- has a constant cough

If your child becomes sick at the center:

(updated 3/25/2026)

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

We will call you (or if you cannot be reached we will call your emergency contacts) if your child shows signs of one of the following:

- a fever of 100 degrees or higher
- two episodes of diarrhea within 2 hours or if they experience 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.

Readmittance

(updated 10/13/2025)

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 to returning or participation. If the illness causes the child to be absent for three days or longer, written permission from a parent or health practitioner is required for a child to return to a program. The permission must state 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 and Practices

General medication, whether prescription or nonprescription, may not be administered to a child with out parental permission that is document as follows:

- Parental permission is documented on a medication authorization form.
- A licensed health practitioner has approved the administration of the medication and the medication dosage.

Prescription medication may not be administered to a child unless at least one dose of the medication has been given to the child at home. If medication is by prescription, it shall be labeled by the pharmacy or physician with:

The child's name

The date of the prescription

The name of the medication

The medication dosage

The administration schedule

The administration route

The duration of the prescription

An expiration date that states when the medication is no longer useable.

How Infant Toddlers Grow and Develop: Supporting Healthy Brain 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 as well as responding to your baby's vocalizations will 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 of identity development in the context of infancy. (Lally 1995, 58–59; Zero to Three 2009).

Screen Time/Electronic Media Policy

(edited 4.14.2026)

(COMAR13A.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. Our program is 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, will not be 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 does a kangaroo jump, then watching a kangaroo jump in a brief clip and then 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

- 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

(added 4.14.2026)

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 (e.g., 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

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

Smoking/Vaping

Obviously, this is for the adults. But just a reminder that the use of any tobacco/marijuana product or nicotine/marijuana vapor product is prohibited on our property or at any TYD sponsored activity. If a staff member suspects an adult is under the influence of alcohol or drugs, they will not relinquish a child to said adult if they are operating a vehicle.

Suspected Child Abuse

(Updated 4.22.2026)

See also *Child Abuse and Sexual Molestation Prevention Policy*

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. If a staff member suspects an adult is under the influence of alcohol or drugs, they will not relinquish a child to said adult if they are operating a vehicle.

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 may recommend a free assessment by the Maryland Infants & Toddlers Program. By initializing here, you acknowledge that free, family-centered support is available to any child under age three who lives in Maryland. Printed information is available at the front desk.

Child Abuse and Sexual Molestation Prevention Policy (added 4.21.2026)

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

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 bekidsafe.org.

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 bekidsafe.org.

Prevention Measures

- All staff and volunteers must complete Basic Health and Safety or an equivalent sexual abuse prevention training.
- Mandatory background checks (including fingerprinting) is required for all employees and volunteers.
- Screening of applicants for criminal history through FBI and 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.

Where to report:

To Child Protective Service: In emergencies or if a child is in immediate danger, call 911 and child protective services 410-974-8700. Reports can also be made to local law enforcement or the county child protective services 410-974-8700.

How to report:

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 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.

Daily Schedules

Infant Room - Classroom I - Schedule
12 months +

| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|------------------------|---|---------|-----------|----------|--------|
| 7:00 AM – 8:30 AM | Welcome Wash hands upon arrival, free play, greeting of the parents, some may arrive ready to eat breakfast. (A variety of developmentally appropriate play materials available). | | | | |
| 8:30 AM – 8:50 AM | Music Circle Time Morning Praise Songs with puppets, rattles, motions, props, etc. | | | | |
| 9:00 AM - 9:45 AM | Breakfast & Diapering Parents bring breakfast in a bento box. Self-feeding is encouraged. Manners are praised. | | | | |
| 9:45 AM – 10:00 AM | Music and Movement Songs from around the world, songs with movement, dance and joyful songs are emphasized. | | | | |
| 10:15 AM - 10:30 AM | Outdoor Play or Indoor Gross Motor Play balls to kick and throw, swings, push toys, ride-on toys | | | | |
| 10:30 AM – 11:00 AM | Art / Hands-On Activity - Individualized mess-free painting, stamping with doobers, chunky crayons, | | | | |
| 11:00 AM – 11:40 AM | Indoor Playtime Indoor activities include indoor slide, play kitchen, books, puzzles, cars and dress up . | | | | |
| 11:40 AM– 12:15 PM | Lunch & Diapering Lunch is from home. | | | | |
| 12:25 PM– 2:25 PM | Nap/Rest Time | | | | |
| 2:25 PM – 2:35 PM | Wake-up, Changing | | | | |
| 2:35 PM – 2:50 PM | Afternoon Snack | | | | |
| 3:00 PM – 4:00 PM | Outdoor Free Play - Individualized | | | | |

Two Year Old Room - Rooms G and H - Schedule

| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|------------------------|--|---------|-----------|----------|--------|
| 7:00 – 9:00 AM | <p>Welcome Wash hands upon arrival, free play, greeting of the parents. (A variety of developmentally appropriate play materials available). Diapering and breakfast snack.</p> <p>Center Play - individualized Play across the centers of blocks, housekeeping, puzzles and books, art, musical</p> | | | | |
| 9:00 – 9:20 AM | <p>Morning Snack & Diapering Cleaning before and after diapering, some may be toilet learning, snack is provided. Prayer before snack. Communication and manors are emphasized.</p> | | | | |
| 9:20 - 10:40 AM | <p>WEATHER PERMITTING Outdoor Play Time with Sensory Option - Individualized Outdoor play includes sandbox, outdoor mud kitchen with water and sand, creative easel art area, quiet area for books, swings. Emphasis on sharing, taking turns, etc. Indoor Center Time with Sensory Option - Individualized Table Toys and play across the centers of blocks, housekeeping, puzzles and books, art, musical instruments. Gross Motor play indoors includes tumbling mats and indoor</p> | | | | |
| 10:40 - 11:00 AM | <p>Morning Circle Time Morning Prayer, Praise songs with puppets, rattles, motions, props. Rhyming songs with movement such as wheels on the bus. Flash cards to name color or object.</p> | | | | |
| 11:00 – 11:40 | <p>Hands On Art Project Art, blocks, puzzles, practical life, gross motor, dramatic play</p> | | | | |
| 11:40 AM - Noon | <p>WEATHER PERMITTING - Outdoor Play Time before Washing Up, Bathroom/Changing getting ready for lunch</p> | | | | |
| 12:00 – 12:25 PM | <p>Lunch During lunch, children eat at table from bento box and have table conversations led by teacher. This promotes the important skills of communication, taking turns, and self-regulation.</p> | | | | |
| 12:25 – 2:25 PM | <p>Nap/Rest Time</p> | | | | |
| 2:25 – 2:50 PM | <p>Wake-up, Bathroom/Changing</p> | | | | |
| 2:50 - 3:15 PM | <p>Afternoon Snack Snack is provided by the center and is enjoyed at table in classroom.</p> | | | | |
| 3:15 – 4:20 PM | <p>Free Play / Indoor or Outdoor At 4pm, the children under age 2 are picked up during this time.</p> | | | | |
| 4:20 – 4:30 PM | <p>Closing Story Time Circle - with all age groups 2 years & older Afternoon story is read. Book may be about another era of history,, part of the world, culture or biblical story. Prayer requests and sharing.</p> | | | | |
| 4:30 – 5:30 PM | <p>Outdoor / Indoor Free Play For For those children staying in extended care only.</p> | | | | |

Threes through Five Rooms J and K
Schedule

| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|------------------|---|---------|-----------|----------|--|
| 7:00 – 8:20 AM | Welcome Wash hands upon arrival, Quiet Basket Routines, Breakfast Snack, & Toilet | | | | |
| 8:20 – 8:30 | Clean-up | | | | |
| 8:30 – 8:45 AM | Soft Launch - Individualized This time provides a predictable routine where students can comfortably transition into the learning environment. Individualized chores can be selected or assigned at this time | | | | |
| 8:45 – 9:00 AM | Morning Circle Children join in a welcoming circle designed to build a sense of safety and community before launching into self-directed learning experiences. Morning prayer and time for celebrating children’s birthdays. Each meeting ends with a shared reading, story, or song/poem setting the stage for literacy and language learning in the next block. | | | | |
| 9:00 - 9:10AM | Breakfast Snack | | | | |
| 9:10 – 9:50 AM | Language & Literacy - Individualized Students move into literacy- & language & Geography, Science- play-based learning. Dramatic play & storytelling environments are emphasized; this may be indoors or outdoors depending on the weather and focus areas. The teacher and aide works with individuals & small groups presenting developmentally appropriate lessons based on readiness. Mid-morning snack center available. | | | | Who’s My Neighbor? Visits with our neighbors (e.g., community helpers in and around Deale as well as in center visits) |
| 9:50 – 10:30 AM | Project Work Time Children participate in projects of interests with teacher support (indoors or outdoors). Projects are inspired by children’s interest and change over time. | | | | |
| 10:30 – 11:00 AM | Movement & Music | | | | Chapel with Pastor Faith |
| 11:00 – 11:30 AM | Lunch - packed lunch brought from home During lunch, children eat with friends and teachers at their lunch table with Bento box meal from home. This promotes the important skills of communication, taking turns, and self-regulation. | | | | |
| 11:30 – 12:00 PM | Outdoor Free Play - Individualized Children participating in our half-day program are picked up at the end of this free play block. Areas outdoor include quiet space, swing, mud kitchen, art area, gross motor play with balls, slide and running. | | | | |
| 12:30 – 2:30 PM | Nap Time | | | | |
| 2:30 – 2:45 PM | Afternoon Snack | | | | |
| 2:30 – 3:30 PM | Sensory and Messy Art | | | | |
| 3:30-4:20 PM | Outdoor Play | | | | |
| 4:20- 4:30 PM | Closing Story Time Circle - with all age groups 2 years & older Afternoon story is read. Book may be about another era of history,, part of the world, culture or biblical story. Prayer requests and sharing. | | | | |
| 4:30 – 5:30 PM | Outdoor Play | | | | |

Schedule - School Age Care - "SAC"

| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------------|--|---------|-----------|----------|--------|
| 2:30 PM | Arrival from Bus place backpacks in cubbies, wash hands, prepare for snack | | | | |
| 2:50 PM | Snack Time at tables, students enjoy a snack together. Manners and sharing about the day are praised. | | | | |
| 3:00 PM | Free Choice Time - 4 Individualized Options outdoor play, indoor library, homework lab or STEAM lab/maker-space. Library books are rotated, borrowed from Deale library or donated to the center. These include fiction and non-fiction from a variety of cultural backgrounds. STEAM lab is rotated with materials and themes but is a maker space for creative projects. | | | | |
| 4:20 PM | Closing Story Time Circle - with all age groups 2 years & older Afternoon story is read. Book may be about another era of history,, part of the world, culture or biblical story. Prayer requests and sharing. | | | | |
| 4:30 PM- 5:30 PM | Choice Time - Individualized Options outdoor play or indoor homework help, puzzles, books, coloring sheets | | | | |