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# Burrier CDC Handbook 2016-2017

## I. GENERAL INFORMATION

### **Name of Early Childhood Program**

The name of this early childhood program is the Burrier Child Development Center.

### **Program Options**

Two program options are available:

- 1) The morning program operating Monday through Thursday, 8:30 a.m. to 11:30 a.m. and
- 2) The afternoon program operating Monday and Wednesday, 1:15 p.m. to 4:15 p.m.

### **Mission**

- Provide High Quality Programming for young children that is intellectually stimulating and engaging and an educational foundation that fosters development in all areas
- To serve as a laboratory school for ECU students participating in teacher education programs and students engaged in the study of children and their development.

### **Program Goals**

The learning opportunities emerging within the Burrier Child Development Center community are designed to emphasize the development of the whole child; socially, emotionally, physically, intellectually, linguistically, and creatively. Specifically, consideration is given to:

1. Establishing a positive family-school partnership which will contribute to a mutual understanding of the child and promote unconditional positive regard.
2. Assisting the child and family in becoming comfortable in the school setting with new peers, adults, environment, and routines.
3. Fostering the development of each child's unique personality, learning styles, and modalities for self-expression.
4. Supporting children in developing a respect for self and others.
5. Enhancing children's self-esteem as positive self-esteem is the foundation for realization of individual potential.
6. Guiding children in becoming aware of similarities and differences that characterize individuals; encouraging non-judgmental acceptance as well as appreciation for individual capabilities.
7. Supporting children in understanding, accepting, and expressing feelings in constructive and safe ways (acknowledge emotional state, talk about expression, and demonstrate constructive ways to express feelings).
8. Providing children with positive strategies for resolving conflict, based on age and stage of development.
9. Arranging learning opportunities which reflect the interests and experiences of each

child and family incorporating their immediate environment and culture as well as ethnic heritage.

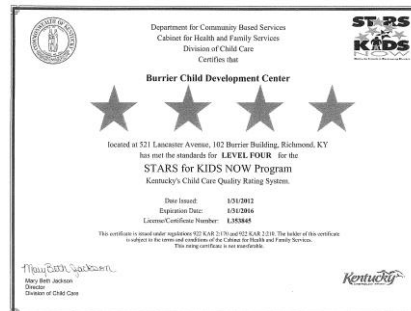
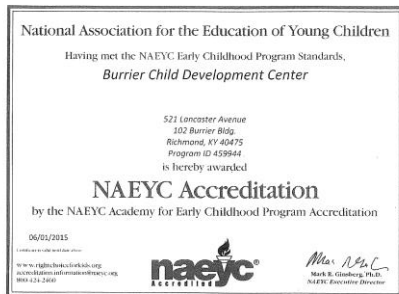
10. Planning many indoor and outdoor experiences which enhance children's body awareness, spatial orientation, sensory integration, and motor planning using large and small muscles.
11. Fostering children's language development and communication skills through many opportunities rich in print, listening, speaking, reading signs and symbols, and experimenting with writing tools. Consideration is given to family and community perspectives.
12. Providing creative experiences and material for children to express themselves through art, dramatic play, block building and construction, as well as music and movement.
13. Stimulating critical thinking and problem solving skills through discovery experiences and investigations
14. Guiding and supporting children in the development of social skills that help them learn to initiate play with others, use words to express "wants and needs" and maintain interaction with others during play
15. Planning curriculum goals and objectives that appropriately assess children's progress
16. Fostering appreciation of beauty in the natural environment and respect for animal and plant life in the immediate community.

### **Sponsorship**

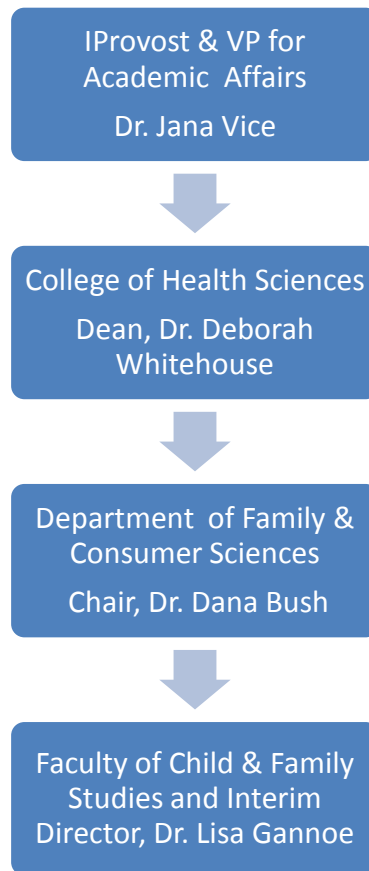
This program is a nonprofit early childhood program sponsored by Eastern Kentucky University. It is administered through the Department of Family and Consumer Sciences within the College of Health Sciences.

## Licensure and Accreditation

The Burrier Child Development Center is a state licensed Type I Child Care Center, is a Four STAR rated center from the state of Kentucky's Quality Rating System, and is an accredited early childhood program through the National Academy, National Association for the Education of Young Children. The Kentucky state license, the STARS for KIDS NOW certificate, and the accreditation certificate are framed and displayed inside the classroom (to the left of the door leading to the hallway). Kentucky is in the process of moving from a four STAR program to a five STAR program this year. Currently, we are still under the four STAR program.



## ORGANIZATIONAL STRUCTURE



## **II. Program Philosophy**

### **Theoretical Framework**

Teachers trust young children to engage in learning because they are motivated by their natural curiosity about people, materials, places, and events that make up their immediate environment. In keeping with the tenets of Piaget’s theory of intellectual development and Montessori’s philosophy about the development and learning of young children, we believe that young children learn through their play with real/concrete materials and sensorimotor experiences. They construct their own conceptual framework of knowledge. Therefore, the teacher facilitates and supports children’s learning opportunities by planning a classroom environment with designated centers equipped with many concrete and interactive materials such as unit blocks, sensorial materials, puzzles, real tools for woodworking, musical instruments, loose parts (leaves, rocks, shells, tubing, funnels, tape measure, egg cartons, boxes, etc.), puppets, flannel board stories, miniature objects, sound discrimination cylinders, pink tower, etc.

According to Loris Malaguzzi (Reggio approach to early childhood education), young children are “co-creators” of the classroom curriculum and are avid “investigators” who speculate as well as compose hypotheses about their observations of people, objects, and events. They are capable of expressing their ideas, questions, and hypotheses through various artistic media such as clay, drawings, paintings, collage work, shadow play, puppetry and dramatizations, construction projects, photography, and writing. We incorporate project work, adapted from the early childhood programs in Reggio Emilia, Italy, to provide opportunities for young children to investigate or explore their own questions, to implement problem solving, to evaluate their ideas and plans with other children, and to increase their modes of creative process as they express their mental pictures and ideas about how things work or how things occur. Adults in the environment provide guided instruction (scaffold) of children’s experiences with materials and interactions with others.

Perpetuating the view of Lev Vygotsky, we believe that young children’s construction of knowledge is a socially-mediated process. We provide small group experiences, circle time, and project work as opportunities for young children to practice communication skills in conversing with others, negotiating, perspective-taking, problem-solving, using questions to provoke thinking, and expressing feelings as well as conveying ideas.

Recognizing the work of Howard Gardner who focuses on “multiple intelligences”, we provide a variety of materials and experiences for young children to express individual learning styles and to utilize different modalities of learning. We offer diverse avenues for individuals to express

their native intelligence – naturalistic, linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, interpersonal, and intrapersonal. We concur with Gardner’s belief that “just as we have our own personalities, we each possess our own gifts or ways of solving problems within our worlds”. Assessment is integrated with curriculum goals to support individualized learning.

Utilizing Erikson’s theory of psychosocial development, we believe the period of early childhood is a time for the child to develop a sense of trust, acquire a sense of independence, and demonstrate initiative. We create an atmosphere within the classroom that reflects caring for all children and acceptance of individual capabilities. We provide a sense of security and trust by defining and maintaining a predictable schedule of activities with daily routines for optimal health as well as psychological and physical safety. We support family members in their role as parents and in fulfillment of responsibilities to meet the social-emotional needs of their young children.

### **Family Involvement within the Curriculum & Program**

Within the family are young children’s first and most important teachers. We believe that our center staff and family members work together to create a program that truly reflects the lives of our children, families, staff, and community. In order to operationalize our belief, we make every effort to be culturally responsive by affirming human differences and by respecting the rights of participants to make choices about their own lifestyle. We seek to recognize, appreciate, and respect the uniqueness of each child and, in doing so, ensure that the child’s positive regard for self and others is observed. We implement curriculum plans that reflect the uniqueness of families. They home values, beliefs, experiences, and language.

### **The Environment**

We believe that the environment is an auxiliary teacher or as proponents of the Reggio approach to early education state “the third teacher”. In preparing the classroom, the teacher and staff utilize a design that invites young children to become engaged in learning activities, to sustain focus or attention to activity, to demonstrate independence in decision making, and to initiate as well as maintain social interaction. They arrange the centers and accessories (culturally meaningful and reflective of children’s background) with aesthetic appeal. Centers commonly available are block and construction, discovery, dramatic play, games and puzzles, books, computer, communication, art, sensory, snack, music and movement, and large motor. Child-sized tables, chairs, shelves, water fountain, and bathroom facilities promote independent behaviors. Real materials and concrete objects help children form mental images necessary for cognitive development and participate in active learning. A well-organized environment with clearly defined learning centers, appropriately stocked with materials and tools for varying abilities, helps young children practice independence and self-control. Displays of children’s paintings, pictures, dictated stories and messages, block construction, and other creative project work reflect the value of a child-centered environment.



## The Value of Play

*Play is a need of every child. Children virtually overflow with all the prerequisites for play. . . a vast reservoir of energy and curiosity, exceedingly new experiences, ripe ideas, and a rich supply of imagination that pours forth freely as a constant stream of activity. . . play is an important childhood activity that helps children master all developmental needs (p. 261).*

Maxim, G. (1989). The very young: Guiding children from infancy through the early years (3<sup>rd</sup> Ed.). Columbus, OH: Merrill.

We believe that play is essential for young children’s healthy growth and development. Therefore, large blocks of time are defined to facilitate children’s engagement in play. Many learning centers with plenteous materials and equipment are available to support children’s initiative in the selection of play activity. Through these learning opportunities, children play to make sense of their world, develop social skills and interactional savvy, symbolize their thoughts and feelings, solve real problems with materials and people, and develop language and literacy skills, and exercise motor skills, both small and large. Ultimately, play in the lives of young children enhances self-esteem and promotes competence. **Play is young children’s most powerful vehicle for positive growth, development, and learning!**

## The Curriculum

**Creative, emergent, and collaborative** are key words associated with the process of developing and experiencing curriculum in our center. **Creative** reflects the inventive and imaginative nature of young children; it offers numerous avenues by which young children can express their ideas and investigate their questions. Creative signifies that the process of learning is open-ended, divergent (not everyone learns the same thing at the same time in one group, facts are not “transmitted” from an adult, the range of information is not confined to “academics”, and the expression of achievement is not the “right answer”). **Emergent** focuses on the current interests and learning opportunities available from children, families, staff and community events. Emergent means that planning “what” happens in the classroom evolves from the life of the participants. It conveys flexibility and genuine interest in children’s ability to think and contribute to relevant learning, eliminating trivia and cutesy stuff. **Collaborative** emphasizes that all participants (teachers, children and families) share responsibility in planning, organizing, and implementing meaningful opportunities for young children to learn. It suggests that ample time is required for reflection on children’s exploration and expression of ideas or thoughts by children and teaching staff. Review and discussion of children’s participation provides clues about the direction of involvement, the kinds of materials needed for symbolizing ideas, and the type of adult or peer support needed to extended participation. We work together to create interesting and worthwhile learning experiences with young children and their families. **Webbing** is a process we use with staff and children to learn “what” participants currently know

about topics, questions, or themes. It is helpful in providing opportunities for us to see the relationships or interconnectedness of our ideas and thoughts. Webbing promotes flexibility and originality in learning to think; it sets the stage for linking past experiences with current ideas and materials for exploration. In addition, webbing is a way to record the development of concepts. It is a tool for documenting “ways” children use to show how their ideas, plans, or thoughts go together. It is an expedient process for assessing the learning opportunities available to young children; and, to acquire a picture of how plans contribute to the development of the whole child. Examples of children’s growth of knowledge via webbing. Teachers are **intentional** and act with specific outcomes or goals in mind for all domains of children’s development and learning. Teachers plan, are thoughtful, and purposeful.

**Project Work** is a significant aspect of programming with young children. All projects involve the process of investigation or exploration of questions, topics, or ideas (may include use of library, Internet, field trips or resource people, and experimentation with materials as well as designs). It includes forms of symbolizing ideas through creative expression such as art techniques, creative movement and dramatic play, music, block building and construction. Project work acquaints children with many techniques for documentation of the questions or hypotheses and investigation from beginning to end (taking pictures, using the computer, videotaping, audio recording, drawing, etc.). Project work is scheduled during independent choice time so children will have access to many materials located in the numerous learning centers and so they will have ample time to explore. Examples of questions or topics include – “Do grasshoppers hop or fly?”, “How do fish float?”, “How does your elbow bend or “Feathers, wings and flight,” “Bread, bread, bread,” “Places we live”, etc. Not all children work on the same project; children who have interest in similar topics or questions become involved in project work. Some children will participate in the learning centers exploring and creating with the materials available for them. Keep in mind that young children will gradually become familiar with project work. Over time they will develop the appropriate techniques for sustained involvement. They will experience various forms for expressing and symbolizing their ideas.

**Documentation** is the use of various techniques (photos, drawings, video and audio recording, computer descriptions, etc.) to record children’s participation with materials, events, and people during learning center time, indoor and outdoor, or during project work. Documentation boards will be created to show children’s experiences from the beginning of a project to the culmination of their efforts to investigate, collect information, test their hypotheses, and symbolize their thoughts and ideas. Hopefully, documentation will tell a story about the developing stages of children’s thinking, recognizing or reinventing, and problem solving during the investigation of a topic or interest. Importantly, documentation will provide a stimulus for children and adults to revisit experiences for clarification, further investigation from a different perspective, and examination of processes utilized to explore the topic.

### **III. Application and Enrollment Process**

#### **Application Process**

1. Obtain an application card and information booklet from the center staff G-2 (Parent Resource Center) or administrative assistants in the main office of the department, Burrier 102, by phone 622.3445, or via web address [www.fcs.eku.edu](http://www.fcs.eku.edu).
2. Read the information booklet to determine the eligibility of your child or children. Your child must be three (3) years of age on or before January fifteenth (15). Independent toileting skills are desirable. Children whose birthday's fall after October 1<sup>st</sup> will be assigned the afternoon program with the possibility of returning for a second year in the morning program.
3. Application can be made anytime, from the birth of your child to **March 1** of the year in which your child is eligible to participate. Return the completed card by mail or hand deliver to Burrier 102. Place date of application of your card (it is significant as one criterion for enrollment).
4. You will receive an email notification when the application card is received (if email address is provided).

#### **Enrollment Process**

1. First priority given to children of full-time students, faculty and staff, and community families, respectively.
2. Each separate category is prioritized based on the earliest date of application.
3. The number of children selected from the current and eligible applicants is affected by children who are currently enrolled. Staff members may reserve the right to provide children a second year of nursery school experience based on individual needs of children in collaboration with families currently enrolled. Sixteen (16) children will be enrolled in each session, morning and afternoon. When CDF 450 Practicum enrollment is too low to maintain the adult-child ratio specified by our accrediting body, National Academy of Early Childhood Programs (National Association for the Education of Young Children, Washington, D.C.), or the based on the needs of the children, fewer than sixteen children will be enrolled.
4. A waiting list will be established after the initial enrollment is determined for the current school year. If the current year's waiting list is exhausted, staff members may select children from the list of younger applicants based on date of application, date of birth, and developmental level.
5. Applicants for the upcoming school year will receive a letter announcing the status of participation by **April 1** of that year.
6. Those who receive an acceptance form must return it by the deadline with a **\$50 non-refundable fee**.

### Mid-Semester Enrollment

At times the program may have an opening mid-semester (January). The standard enrollment procedures will be followed. Tuition will be for the spring semester only.

### Tuition

Tuition is set by the Eastern Kentucky University Board of Regents annually.

2016-2017 Tuition		
	<b>Morning Session Monday ----Thursday 8:30-11:30 (Four Day)</b>	<b>Afternoon Session Monday &amp; Wednesday 1:15-4:15 (Two Day)</b>
<b>Annually</b>	\$2,000	\$1,000
<b>Semester</b>	\$1,000	\$500.00
<b>Monthly</b>	\$250.00	\$125.00

Student Accounting Services is responsible for collecting the tuition and you will receive a statement in September. You can divide the annual tuition into eight installments as long as half is paid by November 15 and the remaining half is paid by April 15.

The person responsible for payment of tuition must sign a tuition agreement and provide their social security number before full participation begins. This form will be provided to you by the Center Director. An outstanding balance for your Burrier Child Development Center Account at the end of the year may make your family ineligible for enrollment in the future. The Student Billing office will eventually stop sending bills and turn the information over to an outside collection agency. It is best to contact us or the billing office if a situation should arise.

### Calendar

The center's annual calendar follows the ECU schedule. Therefore, the center is closed on holidays observed by the university, during student vacations and semester breaks. Calendars will be distributed at the beginning of each semester. ECU's master calendar can be found at [www.eku.edu/calendars/](http://www.eku.edu/calendars/)

## **IV. CHILD PARTICIPATION POLICIES**

### Daily Schedule

The daily schedule is located on the last page. BCDC is cognizant of providing for the transitioning needs of young children and for allowing large blocks of time for them to investigate the environment.

### **Arrival and Departure**

Arrival for the morning session is 8:30 AM. Arrival for the afternoon session is 1:15 PM. An adult (e.g. parents, sitter, family member) will walk the child into the building and to the classroom door. A teacher will be posted during these times to greet families and children individually. The routine for arrival includes SIGNING-IN, placing outer garment on coat hook, washing hands, and locating nametag on the board next to the center entrance.

The dismissal time for the morning group is 11:30 AM. Dismissal for the afternoon session is 4:15 PM. When the closing circle time ends, the entrance door will be opened to signal time to pick up children. Children will remain in the room until designated persons enter to assist with collecting clothes and special creations. Upon departure, SIGNING-OUT is required to document “who” picked up children and “when” children were picked up.

Prompt arrival helps children establish a predictable routine and ensures full participation in the program. Prompt departure gives the teaching staff time to debrief and prepare for the next session. **NOTE: BCDC does not offer transportation.**

### **Articles from Home**

We invite families to share artwork, music, books, or other items representing specific cultures, folk arts, and traditions. **NO TOYS FROM HOME**. Three year olds are learning how to take turns and conflicts arise when sharing valued possessions is difficult.

If your child is experiencing a stressful situation and needs the comfort of a “lovey”, security blanket or favorite toy, it should be discussed with the teacher.

### **Attendance**

Regular attendance is important for your child to benefit fully from the program; regular attendance provides continuity in your child’s daily routine.

If your child’s attendance is interrupted by illness, vacation, or delay, please notify Deb Jones or Jennifer Duty(622-1173) prior to the school day beginning. **There are no tuition credits for absences!**

### **Clothing**

Dress your children in comfortable, washable play clothes. Children need to wear rubber-soled or non-skid soled shoes to prevent slides and falls. **Please, no Croc’s, flip flops, or open backed sandals.** Children need to dress for the weather conditions daily, including wearing raincoat, hat and boots for rainy days. We do go outside in **ALL** kinds of weather given the conditions do not place children at risk for injury or harm to health. Children should have clothing that is dry

and layered for warmth in cold weather. If families would like for their child to wear sunscreen it should be applied before coming to school.

Extra clothes are requested for each child. On the first day of Phase-In, bring a complete change of clothing in a plastic bag and label each item with child's name. The extra clothes will be kept in a plastic "shoe box" container inside each child's cubby. **LABEL ALL CLOTHING YOUR CHILD/CHILDREN WEAR OR BRING TO SCHOOL.** Occasionally, two children will wear identical items of clothing. It is important to label all items to prevent confusion and disturbance about ownership.

### **Phase-In**

Phase-In is an important part of beginning the preschool experience at Burrier. Several opportunities can be taken to introduce children to the facility and routine. Parents and children can drive by the building to acquaint themselves with the physical location and appearance of the facility. This may include a walking tour of the building and grounds as an introduction to the physical site.

A more formal or organized plan is implemented by the teacher to help make a smooth transition from home to school. A brief period of time is set aside at the beginning of the year or point of entry to the program to introduce children and parents gradually to the facility, routine, and schedule of activities available during the school session. Family members are encouraged to support children during this time by observing or participating directly with children in the classroom. Direct participation with children provides reassurance in the separation process and diminishes anxiety children may have as a result of a new experience with unfamiliar people and surroundings.

### **Toilet Training**

It is desirable that children have acquired independent toileting skills prior to enrolling in the BCDC program. If children are not toilet trained the teaching staff will work with families on this issue. Families must provide only commercially disposable diapers or pull-ups unless the child has a medical reason that does not permit their use. Documentation must be provided. Teaching staff will check at least every 2 hours for signs that diapers or pull-ups are wet or soiled. Children will be changed when they are wet or soiled in the designated changing area ONLY.

### **Children in Transitions or Special Circumstances**

When family members are knowledgeable of special situations (divorce, hospitalization, illness, death, absence of member due to travel, etc.) or changes in child's development, they should request a conference with the Head Teacher. Young children may not have the words to express their feelings; however, they are affected by these changes and require specific attention to the situation.

### **Participation in Programs other than the BCDC**

The Burrier CDC Director and staff discourage participation in more than one program at a time. Please contact the director if a child is participating in more than one program. The staff will survey the situation and may enroll the child for a trial period. If the child has difficulty with the transition between the multiple programs the family will be asked to conference with the center director and staff. Decisions regarding the child's placement in BCDC will be made at that time.

### **Special Occasions**

Birthdays. Children and family members are invited to share birthday celebrations. Contact a teacher at least two weeks before your child's birthday to make arrangements for your child's celebration. Families of children who have birthdays when school is not in session may choose to have an "unbirthday" celebration. Again, collaborate with a teacher to plan appropriate arrangements. **Food allergies need to be considered in planning and preparing snack.** Simplicity in planning contributes to a more enjoyable time for all the children.

Community Celebrations. Families, children, and staff will work together to plan and to implement the community events. Families and children will be instrumental in planning and preparing mutually agreed upon celebrations throughout the school year. The center staff supports the active involvement of families and their children in determining inclusive celebrations and events. Developmentally appropriate practice encourages the creation of community-relevant ways to celebrate real events as opposed to the celebration of more traditional holidays and special occasions rooted in Euro-American culture. Our diverse school population will provide many interesting ways to celebrate as a unique community.

### **Walking Excursions and Site Visits**

Written permission will be required before your child can participate in a walking excursion or site visit. Advance notice will be given to parents regarding the purpose for the walking excursion or site visit, time scheduled for the event, and potential follow-up learning opportunities. A general permission form will be completed at the beginning of the school year. Individual forms will be filled out as visits or excursions occur. The forms will be filed in each child's folder. Family members are invited to participate in designated visits or excursions.

## **V. Data Collection, Assessment, Portfolios and Conferences**

### **Philosophy**

Assessment is a vital part of the Burrier Child Development Center program. Appropriate assessment methods are developmentally appropriate, culturally and linguistically responsive, tied to children's daily activities, supported by professional development, inclusive of families,

and connected to specific, beneficial purposes: (1) making sound decisions about teaching and learning, (2) identifying significant concerns that may require focused intervention for individual children, and (3) helping us improve our educational and developmental interventions.

We support and follow the NAEYC position statement on assessment and adhere to the following indicators of effective assessment practices:

- Ethical principles guide our assessment practices
- Assessment instruments are used for their intended purposes
- Assessment are appropriate for ages and other characteristics of children being assessed
- Assessment instruments are in compliance with professional criteria for quality
- What is assessed is developmentally and educationally significant
- Assessment evidence is used to understand and improve learning
- Assessment evidence is gathered from realistic settings and situations that reflect children's actual performance
- Assessments use multiple sources of evidence gathered over time
- Screening is always linked to follow-up
- Use of individually administered, norm-referenced tests is limited
- Staff and families are knowledgeable about assessment

### **Methods**

We believe in authentic, ongoing assessment of young children. To that end, we use the Teaching Strategies GOLD in addition to compilation of portfolio items. The Teaching Strategies GOLD assessment tool has been evaluated for reliability and validity and meets the NAEYC assessment standards.

At the beginning of the academic year, we use the Speed Dial 4 to help identify the children in need of further diagnostic assessment. The assessment is conducted in the child's home during a home visit. The tool covers motor, conceptual, and language development. The Speed DIAL 4 is used statewide and has been extensively tested. The Speed Dial is designed for children beginning at 2 yrs. 6 mos. old through 5 yrs. 11 mos. We ask that if screenings have been conduct within past 12 months they be shared with us. It maybe decided that further screening not be performed.

In addition to the GOLD Developmental Checklist, samples of children's creative interaction with materials, events, and people will be organized in a portfolio. The portfolio will provide evidence of individual growth, development, and learning. During the school year staff members will collect photographs, observations, art work, constructions, stories, documentation of project work, etc. The collection of concrete materials will be utilized to



show the capabilities and accomplishments of each child. Collaboration with families will give staff members opportunities to make contributions about activities in which your child participates at home, information about how your child interacts with others, and individual differences unique to your child's temperament and personality.

Upon completion of the fall semester, data collected for the portfolio will be shared during individual family conferences. Staff will assess the evidence collected, determine the growth, development, and learning observed in all areas of development (physical-motor, language, emerging literacy, cognitive, creative, and social-emotional). At the end of the school year staff will compile a typed report from the analysis of information collected. The information will be organized in **a notebook provided by teachers** and presented to families during the final conference at the end of the school year.

### **Conferences**

Two family conferences are scheduled during the school year, one at the end of the fall semester and one at the end of the spring semester. However, a family member or teacher can request a conference as necessary to support positive child development and learning. We strive for communication with families regarding a child's assessment to be sensitive to family values, culture, identity, and home language.

### **Children in need of further assessment**

If behaviors are observed and recorded that alert staff to discontinuity in development, we will request a meeting with the family for their input and observation. The teaching staff will make additional observations and documentations and another conference will be scheduled to determine the next step. Strategies and resources will be identified to address the needs of the child, family, and school program. A team approach will be utilized to seek appropriate services with written permission from the family. It is the intent of the program that a collaborative effort will be made that supports the child's development and learning in the Burrier environment. **It is imperative that a team approach is taken when serving children with special needs. All information remains confidential. "We shall treat child assessment information confidentially and share this information only when there is a legitimate need for it" (NAEYC Code of Ethical Conduct).**

Families are encouraged to make the primary decisions about services for their children and to be advocates for needed services. The administration and teaching staff will support families during this process.

If a child has been receiving support services (E.G. First Steps, PT, OT, speech, etc.) It is helpful, in planning for the child, for the center staff to have access to any assessments that have been performed. This would remain confidential. Only the Director, Head Teacher and Assistant Teacher would have access to them.

## **VI. Social and Emotional Development and Appropriate Guidance Practices**

### **Philosophy**

The social and emotional development of young children during the preschool years is a critical area of learning. Social and emotional development includes helping young children **LEARN TO:**

1. Develop self-control,
2. Acquire vocabulary to label positive and negative emotional states,
3. Explore ways to resolve conflict without harming others, self or property,
4. Negotiate in turn taking,
5. Discover appropriate outlets for stress, anger, and frustration, and
6. Develop positive regard for self and others.

The child development literature clearly documents that following developmental tasks associated with early childhood:

**\*To rehearse socially acceptable behavior - acquiring skills to work and to participate in a group; learning words to express feelings, wants, needs, and ideas; modeling respect for self, others, and property.**

**\*To learn that words and actions have consequences - working on cause and effect, determining influence on others and discovering how to use power through words as well as actions to influence relationships.**

Young children do not know how to “be nice” or “be a good boy or girl” automatically. They do not pick up what they need to know socially and emotionally through modeling and imitation alone. Young children need guidance from loving and caring adults as well as opportunities with their peers to learn constructive social skills and emotional expression.

Helping young children develop self-control enables them to monitor themselves and to learn how to make choices for themselves appropriate to various situations in the absence of authority figures. The process of helping young children in the development of self-control does not occur instantaneously (external measures such as spanking, yelling, or threatening may stop the inappropriate behavior immediately due to the element of fear and the presence of power observed in the adult).

**Young children gradually acquire self-control and gradually become competent in social situations! This is their biggest and most monumental job during early childhood. The successful accomplishment of this task builds the foundation for social adeptness in later life experiences**

## **Guidance Policies**

Helping young children acquire appropriate social skills, constructive ways to express feelings, and strategies to develop self-control are critical parts of an ongoing process in the early childhood classroom. Children need support and structure appropriate to the age and stage of development in order to gain control over actions and use of words while interacting with others. Children benefit from a well-organized environment with interesting materials and challenging equipment. They play more appropriately when given opportunities to make choices and engage in activities during large blocks of time. Children participating in the Burrier CDC experience a predictable routine and daily schedule that contributes to a sense of security. They learn to monitor and to engage themselves in purposeful activity.

Regarding **direct guidance** of young children, teachers in the Burrier CDC demonstrate a respectful attitude toward children as they talk with them and model appropriate ways to communicate with others. They show warmth and caring. Other techniques teachers use include redirecting children as needed, affirming appropriate behaviors and using consequences that “fit the action”. Taking responsibility for one’s actions is emphasized through discussions about problem solving, limit setting, and how to resolve conflicts.

When **inappropriate behavior** occurs the following actions can be taken:

1. Intervene promptly if the action is hurtful or harmful to self, others, or property.
2. Support the child to achieve a calm state so you can talk about the situation.
3. Acknowledge feelings shown during the incident
4. Engage in problem solving or restate the limit;
5. Provide a tension releasing activity (such as water play, shredding an old newspaper, manipulating play dough or clay, rocking, using puppets to act out situations, read a comforting or calming book, etc);
6. Discuss ways your child can be responsible for his or her actions; and
7. Talk about “why” it is important to use appropriate actions and words.

Other steps will be taken by the teaching staff to examine the “cause” of the inappropriate actions or words. Checking the environment regarding design of space, type and quantity of materials, schedule, transition techniques, status of child’s health or stress level, etc. Implementing keen observational skills can help staff be proactive in monitoring children’s interactions with others as well as materials.

**Please Note: At no time will children be subjected to physical punishment, such as shaking or hitting, or psychological abuse or coercion. Staff will never direct threats or derogatory remarks at children. Food will never be withheld from children. Also, time out is not an appropriate method of guidance and will not be utilized in the program.**

### **Recurring Unacceptable Behavior**

When a child continues to show unacceptable or disabling behavior, the following procedures will be implemented:

1. The child's behavior will be recorded, dated, and initialed by staff members involved.
2. Staff will meet to discuss the behavior and to develop an ACTION PLAN to address the goals and needs of the child.
3. A family conference will be initiated to discuss the issues relevant to the situation. An INDIVIDUALIZED PLAN will be shared and revised, with family input, to assist the child in acquiring positive behaviors to use and to maintain consistent implementation of the PLAN.
4. When necessary, relevant resources and professional services will be recommended. If referrals are needed, the head teacher will request written permission from the family to contact therapeutic and support services.
5. The PLAN will be monitored by center staff and the child's family in a timely manner to respond effectively to the situation. Staff and family will confer one week (as often as needed) after the PLAN is implemented to discuss the results. Modifications in the PLAN will be made as needed with family and staff collaboration.
6. If problematic behavior cannot be modified or if the intent and severity of the behavior is believed to be disabling to child or group of children, removal of the child from the program may be necessary until a PLAN is developed by relevant professionals. When the family, professionals and center staff collaborate in the implementation of a well-defined plan, then the child may be phased into the program to resume participation.
7. If the child's participation interferes with the welfare of the whole group and no resolution to the situation occurs, disenrollment will be recommended.

### **VII. Confidentiality**

Every effort will be made to maintain the confidential nature of the family-school partnership. The Privacy Act (PL93-579) safeguards privacy. No information will be shared with unauthorized persons without written permission from parents or legal guardians. Children's files will be kept securely locked to prevent unauthorized perusal. Only program administration, teaching staff, and students enrolled in CDF 450 are permitted access to student records.

BCDC adheres to the NAEYC Code of Ethics. "We shall maintain confidentiality and shall respect the family's right to privacy, refraining from disclosure of confidential information and intrusion into family life. However, when we have reason to believe that a child's welfare is at risk, it is permissible to share confidential information with agencies, as well as with individuals who have legal responsibility for intervening in the child's interest."

The Burrier CDC is a laboratory facility for the professional preparation of students from Child and Family Studies. Students enrolled and faculty at ECU utilizes the facility for observation and research. Notification of project and research activities is made available to families in writing and is provided the opportunity to determine participation or non-participation in such activities. If families participate, they are entitled to be informed of the project or assignment design, implementation, and results.

### **Protecting Privacy of Children and Families**

In accordance with the privacy rights of children and families, the Burrier Child Development Center does not permit picture taking, videotaping, or audio recording of any kind from the observation booth. This restriction applies to caregivers, legal guardians, family members, students, and any other visitor or observer.

Only parents/legal guardians may take photographs, video, or audio recordings of their own child when visiting in the classroom or on any field trips. However, no image or recording of any other child may be taken and/or posted on any social media site.

## **VIII. Health and Safety Policies and Procedures**

### **HEALTH ISSUES**

#### **General Information**

Children's files are kept current and updated weekly. All health and safety information is collected at the beginning of the academic year or upon enrollment.

#### **Immunizations and Physicals**

The center must have a current immunization for signed by the physician or health department nurse to show that your child's immunizations are up-to-date (immunizations must include the Hib vaccine). A completed physical form is required as well. The child's information sheet containing allergies and another other health related information must also be completed. All health documents need to be on file by the first day of school. All information will remain confidential and in a locked box. See statement of confidentiality above.

#### **Children under-immunized or unimmunized**

The program must have appropriate documentation regarding why a child has not received the recommended and state required vaccinations. The child will be promptly removed from the program if a vaccine-preventable disease to which children are susceptible occurs in the program.

#### **Illnesses Causing Children to Miss School**

If fever, vomiting, diarrhea, rash, or signs of illness appear, your child should remain at home until the condition is no longer present. Notify the director or a teacher when your child has or

you suspect your child has an illness. **IF YOUR CHILD DEVELOPS A CONTAGIOUS DISEASE OR CONDITION, YOU MUST NOTIFY THE CENTER! WE ARE REQUIRED BY THE STATE TO POST (names withheld) ANY CONTAGIOUS CONDITIONS AND INFORMATION ABOUT THE CONTAGIOUS PERIOD AS WELL AS SIGNS OR SYMPTOMS OF THE DISEASE OR CONDITION!**

Some of the most common illnesses are:

- **Chicken Pox** - Itchy, red rash of spots that appear on the face, chest, arms, and legs. General discomfort, slight to high fever, headache and loss of appetite. Typical lesions are teardrop shape surrounded by reddened area. Spots quickly fill with a clear fluid, rupture, and turn crusty.
- **Pink Eye** - A redness and itchiness of the eye accompanied by a discharge, a gritty feeling in the eye, swelling of lids, and a build up of a sticky fluid which dries and accumulates at the corners of the eyes.
- **Respiratory Infection** - Difficult or rapid breathing or severe coughing. Child makes high-pitched croupy or whooping sound after cough, and is unable to lie comfortably due to continuous cough.
- **Sore Throat** - Scratchy feeling in throat which makes it uncomfortable to swallow and can cause swollen glands.
- **Vomiting** - Two or more episodes of vomiting within 24 hours.
- **Fifth Disease** (slapped cheek appearance) - Rash begins as a solid red area on cheeks spreading to upper arms and legs, trunk, hand, and feet
- **Ear Infection** - Ear pain in one or both ears, discharge from the ear, tugging or rubbing at the ear, low grade fever, irritability, sometimes nausea or vomiting, sudden loss of appetite, and muffled hearing.
- **Hand-Foot-Mouth Disease** - Fever, loss of appetite, lesions in the mouth, on feet, buttocks, arms, and legs which usually blister.
- **Mollusum Contagiosum**- Molluscum contagiosum is caused by a virus of the same name that is part of the pox virus family. The virus is contagious through direct contact and is more common in children. Papules that are painless but itchy, small in diameter, dimpled in the center, dome-shaped, and have a central core of white, waxy material
- **Impetigo** - An acute contagious staphylococcal or streptococcal skin disease characterized by vesicles, pustules, and yellow crusts.
- **Lice** - Head lice are flat, wingless “bugs” that feed on human blood. Bites from lice cause intense itching and red spots on the skin that look like mosquito bites. Adult lice are rarely seen. Female lice lay as many as six eggs a day. The eggs hatch in eight to ten days, after which time the biting begins. This is the most visible type of lice. They form “nits” or clusters of lice eggs on hair strands. Commonly they resemble tiny pussy willow buds that are often mistaken for dandruff. Over-the-counter medications are available for treatment such as RID or NIX. Follow the manufacturer’s instructions very carefully. Comb the hair well with a fine-toothed comb after treatment to remove all

eggs. Comb hair daily and retreat in 7-10 days. Wash all clothing worn in the last week and bedding and towels in **HOT** water and dry them in a hot dryer. Iron things that cannot be washed. Vacuum furniture, mattresses, rugs, stuffed animals and car seats.

**Immediately notify center director!!! Your child can return to school when he or she is completely free of nits and has obtained a certificate from the local Health Department.**

### **If a Child Becomes Ill during School Hours**

Parents will be notified and are expected to make every effort to pick up their child when notified. If we are unable to reach you, your emergency contact will be called (make sure the individuals identified on your emergency card understand and accept this responsibility). Please be sure to update all numbers on the emergency card as changes occur. (The child will be isolated in the Parent Resource Center and observed by the director or staff member until the responsible adult arrives.) IF a child is sent home from school with an illness, he/she must be free of fever or vomiting for 24 hours before returning to the center. If a child is prescribed an antibiotic, he/she must have had at least 3 doses within 24 hours (otherwise the wait before returning is 48 hours)

### **Notification of Contagious Disease**

If a child develops a contagious disease, parents must report that information to a teacher or the director within 24 hours or the onset of symptoms. We will notify all parents in writing when children enrolled in the Burrier CDC have been exposed to a contagious disease. We will post the notification on the bulletin board above the sign-in desk.

### **Hand washing**

All persons are required to wash hands to reduce the risk of transmission of infectious diseases and when a) on arrival for the day, b) after diapering or using the toilet, c) after handling body fluids, d) before meals and snack, before preparing or serving food, or after handling any raw food that requires cooking, e) after playing in water that is shared by 2 or more people, f) after handling pets and other animals or any materials such as sand, dirt, or surfaces that might be contaminated by contact with animals, and g) when moving from one group to another that involves contact with infants and toddlers. Children are assisted as needed to successfully wash hands.

Adults also wash their hands a) before and after feeding a child, b) before and after administering medications, c) after assisting a child with toileting, and d) after handling garbage or cleaning.

Gloves are not a substitute for hand washing, but are **required** when a substance is contaminated with blood.

All persons must follow the following procedures...

- 1) Use liquid soap and running water
- 2) Rub hands vigorously for at least 10 seconds, including back of hands, wrists, between fingers, under and around any jewelry, and under fingernails;
- 3) Rinse well
- 4) Dry hands with a paper towel and,
- 5) Avoid turning off faucet with clean hands. Use paper towel.

Teaching staff is expected to instruct children in these procedures.

### **Allergies**

Families are to notify the administration and teaching staff of any known allergies including animals. Children will not be exposed to any allergens within the power of the administration and teaching staff (i.e. food, animals).

### **Medications**

Due to the 3 hours schedule of the program the center will not be responsible for giving medications to a child. Families are to speak with the director about specific situations. When a child has severe allergies that require an epi-pen or other special medical procedures, families must provide the program with a doctor's note or written prescription with instructions including the emergency procedure.

### **Snacks**

A daily nutritious snack is planned in accordance with guidelines set forth by our nutrition consultant Erin Eliassen, R.D. Group service is implemented to provide opportunities for positive interactions with small groups of children and with a responsive adult. All precautions will be taken to plan, prepare, and serve safe appropriate foods for snack selections. Food is not to be brought from home unless it is for a birthday celebration or due to extreme food allergies. Families must inform the teaching staff of their wishes and adhere to the policy regarding food allergies. **It is critical that staff receive written notification of any food allergies or food restrictions a child has. Please have the physician's office be as specific as possible in the documentation regarding the steps to be taken for allergies and restrictions.**

### **SAFETY ISSUES**

#### **Accident Reports**

Accident reports must be completed on any injury that breaks the skin or causes bruising or any injury to the head. Parents will be asked to read and sign accident reports to insure that they have been notified of the accident. The report will be kept in the child's file and a copy will be given to the parents. When an accident has occurred that requires hospitalization the director will inform the state licensing body.

#### **Incident Log**

Behavioral or physical incidents will be noted in a log. If the incident needs to be reported to a



family member, a yellow slip of paper will be placed in the child's cubby. Staff will discuss the incident in a confidential manner with individuals involved. If staff cannot talk with you privately, the note will indicate the need for phone conversation or conference. **WE DO NOT DISCUSS INDIVIDUAL SITUATIONS IN THE PRESENCE OF THE CHILDREN OR OTHER FAMILIES!!**

### **Child Abuse Reporting Policy**

Kentucky law requires that anyone who suspects abuse or neglect of a child, report it immediately to their local Department for Social Services office, licensing law enforcement agency, or to the reporting hotline at 1-800-752-6200.

If a child care provider is suspected of abusing/neglecting children in the center. A report will be made to the Office of Inspector General Division of Licensing and Regulation and the employee will be removed from the care of children.

### **Child Release/Emergency Contact Form**

This form will be filled out at the beginning of the school year and whenever necessary to make the information current. It is the parent's responsibility to provide updated information when needed. Inform those adults whose names you have submitted on the form that a picture identification may be required of them. In emergency situations it is appropriate for a legal guardian to call the Director or teachers and add a pickup person to the list and then add the name in writing.

### **Pollution, Lead, and Asbestos**

If the outside air becomes hazardous due to high levels of air pollution from smog or heavy traffic for participation of outdoor play the teaching staff will take the children to the gross motor room for large muscle play indoors.

The program will follow public health guidelines and requirements regarding lead and asbestos. The administration makes every effort to protect children and adults from these substances. The Universities Facility Services are instrumental in assuring that appropriate practices and procedures are followed.

### **Emergency Procedures**

In the event of an accident or emergency 911 will be called first and then every effort will be made to notify family immediately. If family cannot be reached, the center will call the emergency contacts listed on the emergency card. Be sure your contacts realize their responsibility. If an adult cannot be reached the child will be taken for emergency treatment to the facility designated on the Emergency Treatment Release form. Staff are required to fill out an accident report for any injury requiring treatment. Parents will be asked to read and sign the accident report. The accident report will be filed in each child's folder and one will be provided for the family.

### **Chemical Spill**

In the event of a chemical spill at the Bluegrass Army Depot, faculty, staff and students of the Burrier building will remain in lock down at the Center. A plan is on file with the University and County regarding the procedures, and an emergency kit is in place in the classroom.

### **Emergency Drills**

Fire and tornado drills will be conducted and documented monthly. The center is required to post diagrams showing building evacuation routes for fire. Weather alert plans for evacuation will be practiced and documented.

### **Splinters**

The staff will **NOT REMOVE EMBEDDED SPLINTERS**. The removal of embedded splinters on school premises may cause further injury to the child and create a very painful situation. If the situation is severe, you will be called to pick up your child for emergency medical treatment.

### **Control of Pests**

Techniques such as Integrated Pest Management are used to control pests and unwanted vegetation. When pesticides and herbicides are used it is according to the manufacturer's instructions and when children are not present. These procedures are done on Friday's or during the winter/spring/summer breaks.

### **Orientation Training**

Staff are required by the State of Kentucky to complete a 6 hours of orientation training within the first 90 days of employment. Staff must implement orientation procedures taught during the training in the classroom.

## **X. MISCELLANEOUS POLICIES**

### **Classroom Visits and Volunteers**

We welcome all families to visit our program and volunteer. Please speak to a teaching staff member prior to volunteering with children. We have an open door policy for family visitors. Please make sure your child has adjusted to the school routine before spending much time in the classroom. Our observation booth is always available. See an administrator or teaching staff member for the security code. Also, the classroom is kept locked so knock and show ID for entrance.

### **Multicultural Education**

Our program is committed to multicultural education. This means we share a commitment to human rights, dignity of the individual, and social justice. We strive to create a program that truly reflects the lives of our children, families, staff, and community. By recognizing the impact

culture has on families, we will make every effort to provide culturally responsive care and education by affirming human differences and the right of people to make choices about their own lifestyle. We seek to recognize, appreciate, & respect the uniqueness of each child.

### **Cancellation of School**

Cancellation of school may occur when staff members attend the Annual Conference of the National Association for the Education of Young Children and the Southern Early Childhood Association. The date will be identified in the school calendar and usually occurs in November and January. However, an additional day may be needed for further professional development.

**Winter Weather.** We follow EKU cancellations during the winter months. IF EKU announces a delay, the **morning session will be canceled and the afternoon session will operate as scheduled UNLESS NOTIFIED BY PHONE.** If EKU does not cancel classes, but weather conditions are questionable, Burrier CDC staff will call families about any cancellations. As always we encourage families to use their own judgment in transporting young children in wintery weather. Listen to local radio and television stations for announcements of school closings. **There will be no tuition reimbursement for missed days of school. Also, due to the set academic calendar and scheduling with practicum students, missed school days will not be made-up at the end of the year. It is typical to expect a couple of canceled classes during a winter. In the event of an unusually harsh winter, such as in 2013-2014 and several days are missed, the Director will first conference with the Head Teachers to discuss possible alternative solutions. Then, staff will meet with EKU practicum students to determine which solution will work best for everyone. Keep in mind that several schedules need to be coordinated. After a plan has been agreed upon, a letter will be given to parents outlining the new schedule and an email will be sent from the Director. This will only be utilized in extreme cases.**

**Unusual Circumstances:** If unusual circumstances occur such as no electricity in the building, no water or no hot water, school will be cancelled. Families will be notified by phone as soon as possible.

### **Parking**

The center has four designated parking spaces. Two are located in front of the Burrier Building and two on the side of the building. The spaces are reserved for arrival and pick-up only! All cars **must have a permit visible in the front window on the driver's side.** The loading dock on the side of Burrier may be used for temporary arrival and pick-up, too. Visitor spaces are available for brief parking behind the Jones Building. **IF YOU ARE A STUDENT, DO NOT USE A BURRIER PARKING SPACE AS YOUR PERSONAL SPACE WHILE ATTENDING CLASSES!**

### **Grievances**

If you have concerns about the administration and operation of the Burrier Child Development Center or participation of EKU students, contact Dr. Lisa Gannoe, Director. If your concerns are not addressed to your satisfaction, contact the Department of Family and Consumer Sciences Chair, Dana Bush.

If you have questions about the classroom environment, learning opportunities for the children or children's interaction, contact a classroom teacher. If you cannot bring resolution to your concerns or questions, contact the Burrier CDC Director (Dr. Lisa Gannoe, Burrier 107, 622-1168). If your attempts to resolve your concerns are not met satisfactorily, **after pursuing the previous channels**, discuss your concerns with the Department Chair (Dr. Dana Bush, Burrier 102; phone, 622-3445).

## Tentative Daily Schedule

AM Session	Activities	PM Session
8:30-8:40	<b>Arrival</b> -Families accompany child to Burrier CDC, <b>Sign-in</b> , greet staff, wash hands, hang coat, place items in cubby, and locate name tag	1:15-1:25
8:40-10:00	<b>Indoor Independent Choice</b> - Child selects interest areas: Block & construction, art, dramatic play, discovery, manipulatives & puzzles, books, practical life, communication (listening, print, & computer), woodworking, sensory table, snack & food prep., music & movement, & gross motor. <i>Project Work</i> will be available for children to investigate questions, explore how things work, create with various materials, etc.	1:25-2:45
10:00-10:05	<b>Clean-up and Transition</b> - Bathroom & handwashing; placement of carpet pieces for circle time.	2:45-2:50
10:05-10:20	Group Snack	2:50-3:05
10:20-10:25	Transition to Opening Circle	3:05-3:10
10:25-10:35	<b>Opening Circle</b> -Group games, songs, music movement, fingerplays, cooperative planning, brainstorming, webbing, reflection, reviewing documentation, and implementing conflict resolution	3:10-3:20
10:35-10:40	Transition to Outdoor Time	3:20-3:25
10:40-11:10	<b>Outdoor Independent Choice</b> - Child selects large motor activities, art, woodworking, sand & water play, music, dramatic play, construction, & discovery	3:25-3:55
11:10-11:15	<b>Clean-up and Transition to Literacy Circle</b> -Child uses bathroom, washes hands, and sits on carpet for circle	3:55-4:00
11:15-11:25	<b>Literacy Circle</b> -Music & Movement, fingerplays, songs, story (books & other techniques) & closure for session	4:00-4:10
11:25-11:30	<b>Departure</b> -Adults enter room to help child with personal items, sharing with staff, and view activities, <b>Sign-out</b>	4:10-4:15