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## Our history

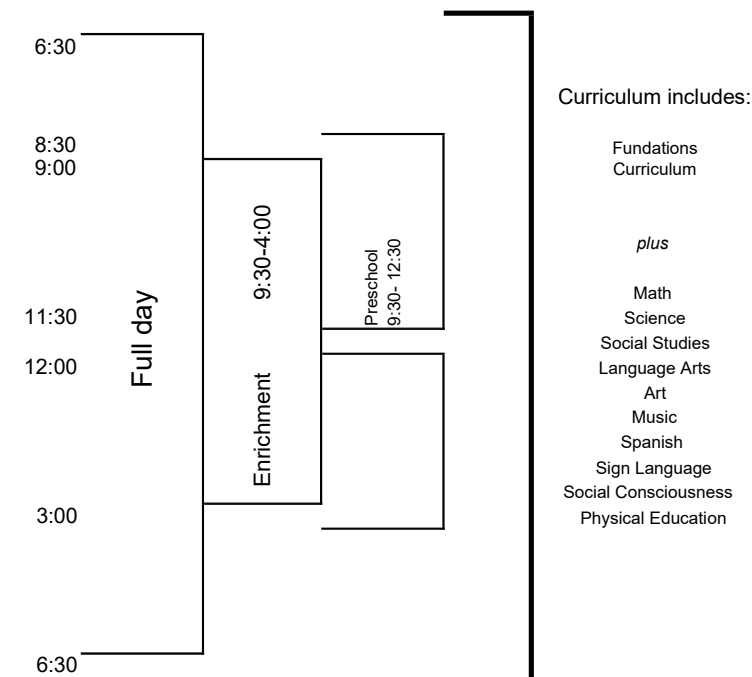
Little People’s Place opened its doors in April 1975 with an enrollment of only six children in Melrose, a small-unincorporated town outside of Manchester, Maryland. We moved to the Maryland Jaycee Service Building in 1982, located at 602 Johahn Drive and then operated with a licensed capacity of 58 children. Over the next thirteen years our enrollment boasted to over one hundred children. In August 1995 we moved once again to our very own school building located at 604 Johahn Drive, Westminster, Maryland. We now occupy both 602 and 604 Johahn Drive, expanding our school age program to accommodate first through fifth grade. In 2006 we created yet another landmark concept in ECE, enrichment classes. In December 2011, we remodeled our play yard to be wheelchair and handicapped accessible. We became active participants in the Maryland Excels program in June 2013. As of July 2018, we achieved our MSDE accreditation. We currently continue to maintain MSDE accreditation and Maryland EXCELS. Our enrollment now supports 400 students annually.

## Schedules

2-, 3-, 4-, and 5-days programs are available for all schedules

1. Full-day class- 6:30 AM to 6:30 PM daily (preschool and snacks are included in the daily schedule) \*
2. Preschool class- 3-year-old children, 9:30am to 12:30pm\*
3. Pre-K- individual classes for 4-year-old children, 9:30am to 12:30pm\*
4. Enrichment class – 6 ½ hour preschool classes for three and four-year olds from 9:30am to 4:00pm\*
5. School-Age Care- fulltime care year-round and transportation to and from school (Elementary schools: Westminster, William Winchester, Cranberry Station, Runnymede, and Friendship Valley), fulltime care when schools are closed and summer camp. Children must pack lunch and drink on days schools are closed.

\* Our preschool is approved by the Maryland State Department of Education as a private school.



## Philosophy of Learning

Little People’s Place Child Development Center is dedicated to the preschooler’s critical period of development from the ages of 18 months to five and children in kindergarten through school age. We invite all families to join our facility regardless of race, color, creed, abilities, or national origin. \* See below

Our early childhood philosophy places the child’s development of high morals and values and the acquisition of a healthy self-concept by providing a balance of child initiated and teacher directed activities. These activities are planned to reflect the interest children’s primary language and cultural background. By providing a safe and nurturing environment, children develop feelings of being loved and self-worth. This allows them to successfully develop their positive self-concept that will foster important values—empathy for others, sharing, caring, coping skills, independence, and interaction with others.

We are committed to the retention and excellence of our staff. We encourage and facilitate credentialing of all staff immediately upon employment under the guidance of our director. We aim to provide a loving, friendly, and sensory-oriented environment that integrates. The child’s self-concept blossoms through our unique, individualized, and creative curriculum.

Discipline is based on reasoning and mutual respect; it is always consistent and fair. The teacher does not direct but guides the children to encourage them to successfully discipline themselves.

Finally, we strive to meet the needs and expectations of our parents. We keep an open line of communication between families and staff to create a happy, healthy environment in which your precious little people can live and learn each day.

## Curriculum

We believe children learn best through play, creative expression, and the arts; participating in first-hand experiences while having fun, and when given the opportunity to make their own choices. Our curriculum, which has been approved by the State of Maryland, has placed us in the status of a private preschool.

Our essential goals are creativity, experimentation, coping skills, critical thinking, and problem solving. The daily curriculum is specifically designed to reflect the community, individual children’s interests and talents, and each student’s individual ethnic, cultural, and religious affiliations, in a concentrated effort to instill good values, attitudes, and morals in our future citizens.

Our original curriculum will be enhanced to align with the Healthy Beginnings curriculum for our toddlers and two-year olds and the InvestiGator Club for our 3-5-year-olds. These curriculum models are implemented to maintain our Maryland Accreditation status. It incorporates the Maryland STEAM model into our traditional curriculum. Our curriculum satisfies the guidelines set by the State of Maryland incorporating language arts, science, math, social studies, art, music, dramatics, fine and gross motor development, and many enrichment programs: including social consciousness, phonemic awareness, sign language and Spanish. We have textbooks for both curriculum areas in each classroom. Our multi-media approach accommodates individual needs, interests, strengths, and weaknesses.

\*“It is the policy of the State of Maryland that all public and publicly funded schools and school programs operate in compliance with:

(1) Title VI of the federal Civil Rights Act of 1964; and

(2) Title 26, Subtitle 7 of the Education Article of the Maryland Code, which states that public and publicly funded schools and programs may not:

- i. Discriminate against a current student, a prospective student, or the parent or guardian of a current or prospective student on the basis of race, ethnicity, color, religion, sex, age, national origin, marital status, sexual orientation, gender identity, or disability;
- ii. Refuse enrollment of a prospective student, expel a current student, or withhold privileges from a current student, a prospective student, or the parent or guardian of a current or prospective student because of an individual’s race, ethnicity, color, religion, sex, age, national origin, marital status, sexual orientation, gender identity, or disability; or
- iii. Discipline, invoke a penalty against, or take any other retaliatory action against a student or parent or guardian of a student who files a complaint alleging that the program or school discriminated against the student, regardless of the outcome of the complaint.”

In addition, our Christian based curriculum introduces the Christian faith with weekly stories told by the owner, Mary Burke. Stories and songs from the book 100 Bible and 100 Bible Songs, are shared with the 4-year-old children throughout the school year. Children in all classrooms have the option of joining in the morning prayer at group time and the mealtime prayer before snacks and lunch. We celebrate all the Christian holidays and enjoy sharing our families' other faiths and traditions.

## **Lesson Planning Process**

The teachers will plan age-appropriate activities using our original curriculum aligned with the Health Beginnings for our toddlers and the InvestiGator Club for our three- five-year olds.

The curriculum has been developed to satisfy each child's developmental needs and interests by incorporating each learning domain focusing on language arts, art, music, dramatics, fine and gross motor, the scientific method, social studies, and our many enriching programs: social consciousness phonemic awareness, sign language, and Spanish. The day is structured to provide opportunities for whole group, small group, and individual learning experiences. Our multi-media approach accommodates children's individual needs, cultural backgrounds, interests, strengths, and weaknesses.

When planning daily activities, teachers plan for the children to meet the essential goals of creativity, experimentation, coping skills, critical thinking, and problem-solving skills. Teachers may adjust lessons/activities on an as needed basis due to a child's IEP/IFSP.

Teachers will complete observations during lesson implementation by portfolios, photographs, artifact collections, assessments (completed three times a year), anecdotal records, checklists that are aligned with the curriculum, and conducting conferences with the parents/guardians to gain information about their child. The teachers will be able to take all information gained from these resources and adapt the lessons to better fit each child's individual needs if necessary.

Each age group of teachers will meet once a month to co-plan, discuss curriculum implementation in their classroom, and provide suggestions/feedback for the lesson planning process including transitions, literacy, and ongoing reading opportunities.

Teachers will be required to complete weekly lesson plans and submit the lesson plans one week prior to lesson implementation in the classroom. Lesson plans will be posted in each classroom for parents to refer to as needed.

## **Learning Materials**

Learning materials are implemented in the classroom to provide easily accessible meaningful activities to create developmentally appropriate opportunities. The learning materials are planned and rotated according to the weekly theme that is being implemented into the classroom. All materials are developmentally appropriate and reflect the children's individual needs, interests, cultural background, and language. The teacher selects supportive materials to provide the children with challenges and hands-on activities that encourage them to use multiple modes of exploration to ask questions, solve problems, and gain knowledge by interacting with the equipment, materials, and their surroundings. Our curriculum is integrated to include Personal and social, language, cognitive, and physical domains for the toddlers and social and Personal, language and literacy, mathematical thinking, scientific thinking, social studies, the arts, physical development and health domains for the preschoolers.

## Administration

1. Little People's Place strictly prohibits discrimination because of race, color, creed, national origin.
2. There will be **NO SMOKING** or **VAPING** on the premises.
3. The director, Stephanie Boggs holds office hours from 7:30-3:00, when she is not available you may direct questions or concerns to the office manager, Cindy Plantholt.
4. The Childcare Center operates from 6:30am to 6:30pm daily, Monday through Friday. Please be sure to always escort your child until greeted by a teacher and inform a teacher prior to leaving the center in the evening.
5. No children are admissible prior to 6:30am and **ALL** children must be picked up by 6:30pm. Morning preschool students may not arrive before 9:30am and must be picked up promptly at 12:30pm. Kindergarten Enrichment students may not arrive before 9:30am and must be picked up promptly by 4:00pm.
6. There is a late fee of \$1.00 per minute for each child past their dismissal time. This late fee is payable to the staff member present at the time of late arrival. **THERE ARE NO EXCEPTIONS TO THIS POLICY.** Three late reports are grounds for dismissal. We are committed to your children, but all staff members have other responsibilities as well.
7. Parking is available in the Maryland Jaycee parking lot and access to our school is via sidewalks. **Please do not park in or block our driveway due to the dumpster being emptied. We also ask you not to block our mailbox on Johahn Drive or park in the handicapped spots (unless you have the proper tag).** **Please obey parking laws.** It is requested for the safety of the children to park on the same side of the street as where the school is located.
8. NO toy guns, swords, or any other types of weapons are ever allowed at Little People's Place!

## Enrollment

1. There is a \$100.00 registration fee at the time of registration for full-day care. If childcare is discontinued at any time, there is a re-registration fee of \$70.00.
2. There is a \$50.00 registration fee for preschool and enrichment and a re-registration fee of \$35.00 due each fall for the following school year. All registration fees are non-refundable.
3. We utilize Tuition Express to process all payments (please refer to handout for additional questions). Full-day tuition is scheduled to be automatically debited on Monday morning. Preschool tuition will be automatically debited on the first of each month (The first month of the year your child attends, tuition will include June of the following year). All accounts are required to have a tuition express account on file.
4. **ENTRANCE REQUIREMENTS** - before your child is admitted, a health report and immunization record must be filed with us, as well as an Emergency Form, Enrollment Agreement, and Tuition Express enrollment form. Each year your child attends you need to submit a copy of their annual physical and immunization update. Your child cannot start their program until we have received all the required papers.

5. You are responsible for full tuition to be paid regardless of absenteeism due to the Center being closed, sickness, vacation, extended absence, or any other reason. If tuition is two or more weeks in the arrears it is grounds for immediate dismissal from the center. If your child attends additional days or hours not included in your contract, additional tuition must be paid. If your child is not going to attend one of their scheduled days, you cannot switch days without additional being due.
6. If funds are not available when the automatic debit takes place fees of \$25.00 will be assessed to your account. In addition, due to Tuition Express enacting a “batch fee” we will only be processing payments once per week. Therefore, if you ask for your payment to be delayed to a different day you will incur a fee of \$25.00 per payment.
7. There will be an administrative fee of \$7.50 for each transaction using a Visa or Mastercard. ACH and debit cards will not be charged an administrative fee.
8. Student(s) is permitted to play on all equipment and to participate in all classroom activities and parents assume all financial responsibility in case of accident or injury.
9. It is understood by all parties that the amount of tuition may be adjusted from time to time (usually at the beginning of the school year).
10. It is the policy of Little People’s Place to assume each family will pay tuition according to their contract.

## **Discontinuing Enrollment**

1. One must give at least two weeks written notice for termination of enrollment or a full two weeks’ tuition must be paid to allow the center to enroll a new child in your child’s place.
2. Dismissal from Center – if according to the discretion of Little People’s Place Child Development Center, if the staff cannot satisfy the needs of your child, two weeks’ notice of dismissal may be given. However, if necessary, immediate dismissal may be warranted.

## **Openings and Closings**

1. Little People’s Place offers a full year program for children ages 14 months to ten.
2. Our full day program is closed for the following holidays: New Year’s Day, Good Friday, Memorial Day, Independence Day, Labor Day, Thanksgiving Day & Black Friday, Christmas Eve & Christmas Day, and New Year’s Eve. If the holiday falls on a Saturday, Little People’s Place will be closed on Friday. If the holiday falls on a Sunday, Little People’s Place will be closed on Monday. Full tuition is due regardless of your child’s attendance.
3. In case of inclement weather or other emergency situations the full-day classes will operate at the discretion of the director. Closings and delays will be posted on our website, class dojo, and Facebook page.
4. Preschool and enrichment closings coincide with the Carroll County Public School schedule. **In the case of inclement weather, the schedule will be as follows:** one-hour late morning preschool hours will be 10:30am-12:30pm, two hours late morning preschool hours will be 11:30am-1:30pm. Enrichment will be 10:30am-4:00pm for one-hour delay or 11:30am-4:00pm for two-hour delay. Weather announcements will be posted on our website, class dojo, and Facebook page. Please check your calendars for planned closures.

## Drop off & Pick Up

1. Parents are required to personally drop off and pick up their child(ren) in their perspective classroom daily.
2. When picking up a child in the evening, take time at departure to clean up activities and find personal belongings. Teacher cannot neglect supervision of the group to locate individual children's personal belongings.
3. Whenever another person, other than the parent will be picking up the child, the Center *MUST* be notified in writing or by phone prior to dismissal via the child's own teacher. If a person is not on emergency card, please have them provide a driver's license when picking up a child.

## Classroom Information

1. Each day your child will receive a morning and afternoon snack depending on their schedule. Snack menus are posted in the hallways and classrooms. Children will receive nutritious snacks consisting of two food groups. Allergies and special dietary needs are posted in each classroom. See nutrition policy on page 9 for more details. If your child attends a full day, parents are responsible for packing their child's lunch every day. There are microwaves in each classroom for hot lunches. It is required that your child's lunch be stored in an insulated lunch box with an ice pack.
2. **DO NOT** send things to school you do not wish to be shared with other children. **LABEL ALL CLOTHING AND TOYS WITH YOUR CHILD'S NAME.** They will also need an extra set of clothing to keep in their cubby in case of accidents or spills. An extra set of clothing includes weather appropriate tops and bottoms, socks, and shoes.
3. Children must have proper attire for daily outdoor play, including the winter weather season and casual, safe clothing and shoes for indoor play.
4. All full-time children will need a crib sheet, small blanket, and small pillow for rest time, that will be sent home weekly to be washed and returned for the following week.
5. If your child is not potty trained, it is the parent's responsibility to provide a stock of diapers and wipes to be replenished as needed. No pull-ups are allowed. Diapers must have the tabs on the side.
6. All full-time children will need to bring lunch and a water bottle daily. Each classroom is equipped with a microwave. We ask that heat ups be limited to one minute.
7. The classroom material fee will be waived due to the center's participation in the non-public school textbook and technology grant program. Classrooms with children ages 3 and up will have a portfolio workbook fee that will be collected through tuition express at the beginning of each school year.

## Developmental Screening

Maryland State Department of Education suggests all children to have a developmental screening by using a

brief evaluation to identify children's progress through foundational early childhood developmental milestones. Little People's Place has designated the Ages and Stages Questionnaire (ASQ) as the state approved screening tool. Children's development can be measured by how a child learns, speaks, moves, behaves, and relates.

Results from the developmental screenings indicate which children would benefit from a full evaluation and assessment. Children who receive early intervention services generally do better in the long term than those identified later. Upon completion of the screening, if necessary, you will conference with the parents to discuss the findings and determine whether a referral to another agency for further evaluation is required. Children 18 to 36 months will be required to have two screenings per year. Children 37 months to kindergarten entry will be required to have one screening per year. Completed screenings will be kept in the child's enrollment file. The process will be considered a part of the required documentation for a child to attend a licensed childcare program in the state of Maryland.

## Communication

1. We will send home monthly newsletters and calendars electronically, which we hope that you will read and save to always keep in touch your classroom happenings. Our e-mail address is [office@littlepeoplesplace.com](mailto:office@littlepeoplesplace.com). Each teacher will provide you with their classroom email address.
2. Anytime parents wish to meet or speak to teachers, appointments should be made so as not to separate teachers from supervising groups of children during working hours. Fulltime teachers are most available from 1:30 – 2:30, preschool teachers from 12:30 – 1:00. We will offer conferences in the fall and winter, or by appointment.
3. Written evaluations are distributed each fall, winter, and spring. Scheduled conferences will be held at the end of January. Portfolios are also reviewed currently. Developmental screenings will be distributed two to three times a school year.

## Health & Safety

1. Please carefully monitor your child's state of health each day prior to coming to the Center. Please do not send your child if he/she shows any sign of illness including a fever, upset stomach, severe cold or cough, vomiting and/or diarrhea. Children must be fever and/or symptom free for 24 hours without medication to return to the center. **Children who contract a communicable disease are not admissible to the center without a doctor's note.**
2. Please note it is the written policy of our Center that children well enough to come to our school are naturally well enough to go outside.
3. Over the counter and/or prescription medication can only be given when MSDE form #1216 is completed by a licensed physician. Forms are available in the office. All medication administered will be recorded.
4. Disaster Plan is as follows:  
Evacuation procedure – all classes exit by ramp on upper level and through play yard on lower level to Jaycee parking lot. In the event of a hurricane or tornado, children will congregate in each building to the lower-level hallways, as all surrounding walls are cinder blocks specifically constructed for protection. We have battery operated emergency lighting throughout the school that is automatically activated in case of electrical failure. We have an emergency water supply as well. We participate in monthly fire, safety, and emergency preparedness drills.



## **Nutrition**

Little People's Place serves morning and afternoon snacks and beverages. Beverages include water that is always available, 100% juice, and 1% milk. Snacks are planned and prepared following USDA recommend guidelines. Snacks provide a variety of fresh fruits and vegetables, whole grains (at least 4 times a week), and limits fats, sugar, and salt. Snack menus follow a four-week rotating schedule that changes with the season. Snack menus are posted in the hallways and classrooms.

It is the parent's responsibility to provide a well-balanced lunch that includes a variety of bread and grains, fruits, vegetables, protein, and dairy. If a child's lunch does not meet dietary guidelines, the teacher may provide supplemental foods from the kitchen. We will also send home a friendly reminder encouraging parents to include a variety of foods to create a well-balanced lunch. Little People's Place will provide 1% milk and water at lunchtime. Each classroom is also equipped with a microwave, so children can have the option of a warm lunch. If a child forgets their lunch, the center will provide a supplemental meal for them.

During mealtimes, it is the staff responsibility to join the children at the table for snacks and meals to help teach children about healthy foods. Children are never forced to eat or try new foods. Staff should model and encourage appropriate table manners. Staff should engage in discussions with the children to build communication skills and teach children about healthy foods. They should also converse about the snacks being served, where they come from, tastes, smells, textures, and different shapes of foods.

Food items served for holidays and celebrations will be monitored by Little People's Place. Each classroom will provide a signup sheet with healthy food choices that the parents will donate for the celebrations. When it is a child's birthday parents are permitted to bring in their child's favorite treat.

If a child has dietary restrictions or food allergies accommodations will be made. All food dietary restrictions and allergies will be posted in each classroom. Allergies and special dietary needs are posted in each classroom. Medications are stored in a locked box in each classroom. Teachers must have the Medication Administration class before they can administer any medicine. Form #1216 from Maryland State Department of Education must be completed by a licenses physician and all administration is recorded. If a child has a documented food allergy, they will not be permitted to eat food containing allergens even if the item is provided by the family.

## **Physical Fitness**

Little People's Place provides children with numerous opportunities during the day to be physically active. Throughout the day children will experience structured (teacher planned) and unstructured (child initiated) physical activities that are developmentally appropriate. A variety of resources are readily available to all classrooms. Resources include but are not limited to all outside equipment (climbers, ball field, riding toys, and play yard); indoor equipment (moon bounce, trampoline, balance beams, slides, and obstacle course supplies); Yoga and Pilates DVDs; and movement activities that teachers are responsible for planning and implementing into the daily schedules.

Please refer to each specific classroom to review what large motor skills the child will be assessed on during the fall, winter, and spring.

## Security

1. Each person will have a unique code to access the building. We will be able to monitor traffic as to who is entering the building. There will be two fobs issued per family, for the parent to put on their keychain. To open any of the doors, you will need to scan your fob. There is no cost for the initial fobs, but if you need a replacement fob there will be a charge to your tuition express account of \$5.00. Additional fobs are available if needed at the cost of \$5.00. If you need additional fobs, please let the office know. We ask that when your enrollment is discontinued you return your fob to the main office, or your tuition account will be charged \$5.00 to cover the cost of the fob.
2. The court ordered custody agreements are to be kept on file in the office to be honored.

## Potty Training

1. Children are not permitted to wear Pull-ups, as they are not conducive to toilet training and are not suitable for daycare. Children will be required to wear undergarments (diapers or underwear) under their clothing. Children are strongly encouraged to be potty trained by the age of 3.
2. Potty training should be a positive experience for your child. It should only take a short period of time with encouragement and positive reinforcement from the child's teachers and parents. We work on a rewards system so please let your child's teacher know their favorite treat.
3. Children must show signs of readiness, by being able to communicate their needs, pulling their clothes on and off, and getting on and off the toilet independently.
4. Have your child wear loose fitting clothing such as elastic waist pants (sweatpants/leggings). Children will wear regular underwear and **no** pull-ups. Please bring at least five pairs of extra clothes including socks and shoes every day.
5. You must begin potty training your child at home in underwear the weekend before we begin training at school.
6. If your child has a bowel movement, their underwear will be put in a plastic bag so you can make the choice to dispose of them or not.
7. We do not have the facilities to wash soiled clothing. Soiled clothing must be removed from the classroom the same day an accident occurs. If not, they will be disposed of properly.

## Discipline

We feel that children are best disciplined by giving them a challenging environment that keeps them happy and busy. In this environment it is the staff's responsibility to guide, encourage, and support positive discipline practices to help children set limits, and maintain self-control. The teacher guides the children through the problem-solving process to focus on a solution rather than a punishment. We also guide children through reflection, teaching them to empathize with other children's feelings and see the results of their actions.

We provide a child with alternate activity choices to help children learn to self-regulate their behaviors and actions. If a child needs assistance in the decision-making process, the teacher helps with redirection.

Classroom rules and expectations are developed in each classroom with input from the teachers and children. They are then posted in the classroom for parents and children to utilize in daily classroom interactions.

Physical discipline is **NEVER** permitted.

A preventive Pro-social curriculum and an Anti-Bully Policy are integral parts of our disciplinary policy.

**We assume the primary responsibility for discipline lies with the child's parents and consequently would expect parents themselves to reprimand their own child when they are present such as during parties or group activities.**

## **Inclusion**

Little People's Place provides a loving, friendly, and sensory-oriented environment.

Little People's Place curriculum is designed to meet the needs of each child. Teachers can make reasonable modifications to our curriculum to accommodate children with special needs. The center also offers a partnership with the parents and additional programs (Infants & Toddlers, private programs, or child find).

If a referral needs to be made for a child, Little People's Place first contacts the parent to inform them of the center's observations and findings. We then provide our parents with the information to contact Preschool Child Find or Infants and Toddlers (See brochure). The parents will continue the process to see if the child has a disability which will affect his/her ability to learn. Little People's Place encourages the teacher to attend the IEP/IFSP (Individualized Education Plan/Individualized Family Service Plan) meetings to discuss the child's goals. After the IEP/IFSP meeting takes place, Little People's Place requests a copy of the child's goal statements to implement into the child's daily classroom routine to support the child and family outcomes.

The family has the option for the child to receive services provided to the child at the center. The center will provide the least restrictive environment for the services to take place. Our children are mainstream into our regular classroom setting under the supervision of the director, Stephanie Boggs. We provide individual support in language, speech, hearing, and physical therapy through the Carroll County Child Find or Infants and Toddlers program. Upon parental request, a child is evaluated by a specialist who then schedules weekly visits to address the specific needs.

Allergies and special dietary needs are posted in each classroom. Medications are stored in a locked box in each classroom. Teachers must have the Medication Administration class before they can administer any medicine. Form #1216 from Maryland State Department of Education must be completed by a licensed physician and all administration is recorded. If a child has a documented food allergy, they will not be permitted to eat food containing allergens even if the item is provided by the family.

The staff all have continued training in all special needs. Regular staff meetings as well as daily conferences with each teacher enhance the child's individual progress and needs. Specific behavior modification and positive reinforcement techniques are incorporated into our general philosophy so all children have equal care while staff can easily accommodate for individual children's needs.

Upon enrollment parents must submit a physical from their pediatrician that includes all special treatments we may need to know about.

We have a social consciousness curriculum that uses puppets and storytelling to address social issues, personality disorders, personal attributes, and behaviors.

## **Screen Time**

Passive technology- is non-interactive technology including television, videos, and streaming media.

Interactive technology- is educational and age-appropriate technology designed to facilitate active and creative use and to encourage social engagement with other children and adults, including programs, applications (apps), non-commercial television programming, videos, streaming media, and e-books.

2-year olds- There is one touch screen computer in each classroom. The computer use in the classroom is interactive teacher directed and may not exceed 30 minutes per week.

3, 4, & Kindergarten - There are two touch screen computers in each classroom. Two children may be at each computer using interactive games from Lakeshore learning curriculum games that focus on language, math, and science. The two children get 15 minutes together on the computer one time a day. The teachers keep a daily running record posted by the computer to monitor computer use. The four-year-old classrooms have smart boards that are used as a whole group during interactive instruction time. Examples of smart board use are the Lakeshore curriculum games and exercise videos. Each teacher uses the smart board at their discretion.

School Age- Screen Time policy is the same as above. However, the children have internet access. There is limited browsing access due to the parental controls and domain blocks we put on the computers. The children may search on google, with a teacher's assistance. They may also play on websites that include Nick, Nick Jr, Disney, Disney Jr, and PBS kids. With parental consent, the school age children also have the option to bring in electronic devices to use for passive technology once a week for 15 minutes on the designated day.

All Classrooms- There are no passive movie viewing times, unless approved by the office in advance for special events, holidays, celebrations, projects, or educational content related to the curriculum. If the children are watching a technology expert it must be something interactive, such as an exercise DVD or Sign Language. If the weather is nice teachers are required to take their class outside and are not permitted to use any form of electronics.

## **Transitions**

Transition from home to program: Parents bring their child to the initial tour of the center before they even enroll. After they enroll, parents are encouraged to schedule other times for them to come in a visit to the classroom and participate in the classroom activities before full enrollment starts. We also have the children put a picture of their family in their cubby when they first start. Parents are allowed to call the center and check on their child throughout the day.

Transition within program: Parents are given a promotion letter two weeks prior to their child changing classrooms. Parents are encouraged to meet their child's new teacher and take a few minutes to show their child the new classroom.

Each child will complete a portfolio in the assigned classroom. The portfolio will be reviewed by parents three times during the school year or more available upon request. At the end of the school year the teacher will send the child's portfolio to the next classroom that the child is promoted to. This gives the new teacher time to review the child's portfolio and meet with the teacher if questions arise. When the child has completed all the

programs offered at the center and either discontinuing care or graduate they will receive a complete portfolio to show their growth during the child's enrollment here.

Transition from program to school: The public-school system gives us a form to fill out for children that are transiting to school the next year. We fill the form out along with the child's report card. We give a copy of the form to the parents, and we also forward the form and a copy of the report card over to the public school.

## Resources

Resources are available upon request for referral resources for children with disabilities and special health care needs. Community resources are incorporated into the program during the school year. Examples of resources are the public library services, Childcare Choices, PERKS, ESMART, Carroll County Public School Birth through Five program, private therapy services, and the Judy Center, etc.

## Daily Schedule-Fulltime Preschool

6:30 am	Opening
6:30	Activity Centers
8:50	Clean-up
9:00	Group Time (Intro. activities for the day)
9:20	Art Activity
9:35	Activity Centers
9:55	Clean-up
10:00	Snack
10:15	Activity Centers
11:00	Free Play (out/indoors), Exercise & Games
11:45	Hand washing and Literature
12:00pm	Lunch
12:30	Free Play, Reading
1:00	Nap Time
3:00	Wake-up
3:15	Group Time
3:30	Snack
3:45	Free Play (outdoors or indoors)
6:30 pm	Closing

**\*Daily Schedules can fluctuate depending on children's individual needs, the classroom teacher's personal preference and holiday schedules.**

## **Preschool and Enrichment Daily Schedule**

<b>9:30am</b>	Morning Preschool & Enrichment Arrival and Fine Motor Activity
<b>10:00</b>	Group Time
<b>10:20</b>	Art Activity/Play Time/Individual Portfolios
<b>11:10</b>	Clean-up
<b>11:15</b>	Spanish/Sign Language Group Time
<b>11:25</b>	Hand washing
<b>11:30</b>	Snack
<b>11:45</b>	Outdoor Play/Gross Motor Activity
<b>12:15pm</b>	Story Time/Spanish/Sign Language/Social Consciousness
<b>12:30</b>	Dismissal for Morning Preschool
<b>12:30</b>	Lunch for Enrichment Children
<b>1:00</b>	Afternoon Preschool Arrival and Fine Motor Activity
<b>1:30</b>	Group Time
<b>1:50</b>	Art Activity/Play Time/Individual Portfolios
<b>2:20</b>	Clean-up
<b>2:30</b>	Spanish/Sign Language Group Time
<b>2:40</b>	Hand washing
<b>2:50</b>	Snack
<b>3:05</b>	Outdoor Play/Gross Motor Activity
<b>3:45</b>	Story Time/Spanish/Sign Language/Social Consciousness
<b>4:00pm</b>	Dismissal for Afternoon Preschool and Enrichment

\*This is a tentative schedule. The schedule may be adjusted as needed! \*

## Kindergarten Enrichment Daily Schedule

9:30 am	Arrival~ Manipulatives/Attendance/Socialization
10:00	Language & Literacy
10:30	Hand washing/Snack
11:00	Fine Arts, Writing & Science
11:30	Spanish/Sign Language
11:45	Gross Motor/Outdoor Play
12:15 pm	Reading Experiences/Social Consciousness
12:30	Lunch
1:00	Mathematics/Music/Language & Literacy
1:30	Flexible Grouping/Individual Portfolios/ Writing
2:00	Clean-Up
2:10	Sight Words /Phonemic Awareness Review
2:25	Hand washing
2:30	Snack
2:45	Movement to Music
3:05	Gross Motor/ Outdoor Play
3:45	Reading Experiences
4:00 pm	Dismissal

\*This is a tentative schedule. The schedule may be adjusted as needed! \*

# **A Parent's Guide to Regulated Childcare**

## **Important Information for Parents of Children in Childcare Facilities**

**A publication of the Maryland State Department of Education Division of Early Childhood Development/Office of Childcare**

[www.marylandpublicschools.org](http://www.marylandpublicschools.org)

### **This Pamphlet Provides Information About:**

- The requirements that State-regulated family childcare homes and childcare centers must meet,
- Your rights and responsibilities as the parent of a child in regulated care, and
- How and where to file a complaint if you believe your childcare provider has violated State childcare licensing regulations.

### **Who Regulates Childcare?**

All childcare in Maryland is regulated by the Maryland State Department of Education (MSDE), Division of Early Childhood Development. Within the Division, childcare licensing is the specific responsibility of the Office of Childcare (OCC), Licensing Branch. All childcare facilities must meet minimum health, safety, and program standards set by Maryland law. To remain licensed, facilities must maintain compliance with those standards. Every licensed facility is inspected by OCC at least once each year to evaluate the facility's compliance with childcare regulations. OCC's thirteen Regional Offices are responsible for licensing activities, including:

- Issuing childcare licenses.
- Inspecting childcare facilities.
- Investigating complaints against licensed childcare facilities.
- Investigating reports of unlicensed (illegal) childcare; and
- Taking enforcement action when necessary to achieve compliance with regulations.

There are two types of regulated childcare facilities:

- Family childcare homes and
- Childcare centers.

### **Family Childcare Homes and Childcare Centers Must Meet the Following Requirements:**

- Have the approval of OCC, the fire department and other local agencies, as required (i.e., zoning, health, and environment).
- Provide care only in the areas of the facility that have been approved for use.
- Have the license issued by OCC posted where it is easily and clearly visible to parents.
- The license shows:
  - the maximum number of children who may be present at the same time.
  - the age groups which may be served; and
  - the facility's approved hours of operation.



- At all times, each child must be supervised in a manner appropriate to the child's age, activities, and individual needs.
- All areas of the facility used for childcare must be clean, well lit, and properly ventilated. Room temperatures should be comfortable.
- If food service is provided, food must be stored, prepared, and served in a safe, sanitary and healthful manner.
- The facility must offer a daily program of indoor and outdoor activities that are appropriate to the age, needs and capabilities of each child.
- An up-to-date emergency information card must be on file and maintained for each child.
- The facility must post an approved emergency evacuation plan and conduct evacuation drills at least monthly.
- Child discipline procedures must be appropriate to a child's age and maturity level and may not include the deliberate infliction of physical or emotional pain. Corporal punishment of any kind is strictly prohibited.

**There are certain requirements that apply only to homes or centers.**

### **Family Childcare Homes**

- Up to 8 children may be in care at the same time if the home meets certain physical requirements. No more than 2 children under the age of two, including the caregiver's own, may be in care at the same time unless the home has been approved to serve additional children in this age group and an additional adult is present. Under no circumstance may care be provided at the same time for more than 4 children under the age of two.
- Each applicant for a family childcare license must:
  - Have a criminal background check and child abuse/neglect clearance.
  - Submit a recent medical evaluation; and
  - Complete pre-service training requirements, including certification in first aid and CPR.
- Each adult resident of the home must also have a criminal background check and child abuse/neglect clearance.
- After becoming licensed, the caregiver must periodically complete additional training. Also, current certification in first aid and CPR must be always maintained.
- Each caregiver must have at least one substitute who is available to care for the children in the event of the caregiver's temporary absence from the home. Each substitute is subject to approval by OCC and must have a child abuse/neglect clearance. If paid by the caregiver, a substitute must also have a criminal background check. Before allowing a substitute to provide care, the caregiver must tell the substitute how to reach parents in the event of an emergency and familiarize the substitute with the home's child's health and safety procedures.

### **Childcare Centers**

The center director and staff members who have group supervision responsibilities must meet minimum education, experience, and training qualifications. They must also meet continued training requirements each year. The director and all paid center employees must complete a criminal background check and a child abuse/neglect clearance and submit a medical evaluation.

- In each classroom, staff/child ratios and maximum group size requirements must be maintained at all times. The following table shows some basic age groupings and the applicable requirements for an approved educational setting:

<b>Age Group</b>	<b>Ratio</b>	<b>Maximum Size</b>
18 months	1:3	6
2 years	1:6	12
3 –4 years	1:12	24
5 years or older	1:15	30

## **Your Rights and Responsibilities as a Childcare Consumer**

You have the right to:

- Expect that your child's care meets the standards set by Maryland's child care licensing regulations (NOTE: the regulations are available online at: [http://www.marylandpublicschools.org/msde/divisions/child\\_care/regulat.html](http://www.marylandpublicschools.org/msde/divisions/child_care/regulat.html));
- Visit the facility without prior notification any time your child is there.
- See the rooms and outside play area where care is provided during program hours.
- Be notified if someone in the family childcare home smokes. In childcare centers, smoking is prohibited.
- Receive advance notice when a substitute will be caring for your child in a family childcare home for more than two hours at a time.
- Give written permission before a caregiver may take your child swimming, wading, or on field trips.
- Give written authorization before any medication may be administered to your child.
- Be notified immediately of any serious injury or accident. If your child has a non-serious injury or accident, you must be notified on the same day.
- File a complaint with OCC if you believe that the caregiver has violated childcare regulations. Any complaint you make to OCC about the care your child is receiving will be promptly investigated by OCC.
- Review the public portion of the licensing file for the facility where your child is or has been enrolled, or where you are considering enrolling your child.

## **How Do I File a Complaint?**

If you wish to file a complaint, contact the OCC Regional Office in the area where the childcare facility is located. Complaints may be filed anonymously. Listed below are Regional Offices and their main telephone numbers:

### **Region**

1 – Anne Arundel County 410-514-7850

2 – Baltimore City 410-554-8300

3 – Baltimore County 410-583-6200

4 – Prince George’s County 301-333-6940

5 – Montgomery County 240-314-1400

6 – Howard County 410-750-8771

Carroll County 410-549-6489

7 – Western Maryland

Hagerstown – Main Office 301-791-4585

Frederick Co. Field Office 301-696-9766

Allegany Co. Field Office 301-777-2385

Garrett Co. Field Office 301-334-3426

8 – Upper Shore 410-819-5801

Caroline, Dorchester, Kent, Queen Anne’s  
and Talbot Counties

9 – Lower Shore 410-713-3430

Somerset, Wicomico, and Worcester Counties

10 – Southern Maryland 301-475-3770

Calvert, Charles and St. Mary’s Counties

11 – North Central 410-569-2879

Cecil and Harford Counties

The OCC Regional Office will investigate your complaint to determine if childcare licensing regulations have been violated. If you need additional help, you may contact the main office of the OCC Licensing Branch:

Paula Johnson, Chief, Licensing Branch  
Division of Early Childhood Development  
Maryland State Department of Education  
200 West Baltimore Street, 10th Floor  
Baltimore, MD 21201  
410-767-7805  
Email: [paula.johnson@msde.state.md.us](mailto:paula.johnson@msde.state.md.us)

### **ADDITIONAL INFORMATION**

- The Maryland Childcare Credential
  - Maryland has a voluntary childcare credentialing program that recognizes childcare providers' education, experience and professional activities at six levels. Credentialed providers are authorized and encouraged to display the seal issued by the MSDE Office of Childcare.
- Program Accreditation
  - Childcare programs have the option of becoming state or nationally accredited. Accreditation means that the facility and staff have met program standards of quality.
- Childcare and the Americans with Disabilities Act
  - The federal Americans with Disabilities Act (ADA) requires all childcare programs to make reasonable efforts to accommodate children with disabilities. For more information about the ADA, please contact the OCC Regional Office in your area or one of the following organizations:  
LOCATE: Childcare Maryland Committee for Children, Inc.  
608 Water Street  
Baltimore, MD 21202  
Phone: (410) 752-7588  
[www.mdchildcare.org](http://www.mdchildcare.org)
  
  - Maryland Developmental Disabilities Council  
217 East Redwood Street, Suite 1300  
Baltimore, MD 21202  
Phone: (410) 767-3670  
(800) 305-6441 (within Maryland)  
[www.md-council.org](http://www.md-council.org)