

Welcome :

St. Anne's Children and Family Center (St. Anne's), sponsored by Catholic Charities Spokane, is a unique place where parents and children participate in an exceptional child development program. St. Anne's has been developed collaboratively with Sacred Heart Medical Center and Gonzaga University. We foster an atmosphere of mutual respect for children, parents, staff, volunteers, and students. St. Anne's philosophy is that children are capable and competent, and our environments are arranged so children can freely access what they need to grow and learn.

Our priority at St. Anne's is to recognize that our parents are the foundation of our program. Parents are the child's first and most important teachers and have valuable insights into how their child learns. We expect that parents will maintain an open dialogue with the child's teacher since we depend upon parents to update us on their child's progress. Please let us know about important events, concerns, or milestones reached at home. Please also share your thoughts as we strive to meet the needs of your child and your family. We are here to serve you! We value our partnership and want you to share your expertise as the person who knows your child best.

We look forward to working with you and your child.

Lee

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## **MISSION STATEMENT**

St. Anne's Children and Family Center (St. Anne's) is sponsored by Catholic Charities and provides a child development program that partners with parents in caring for their children. The St. Anne's community views children as competent and capable learners and provides a nurturing environment that is respectful of each child's individual interests and abilities. The program provides hands-on, intellectually rich activities that spark the creative imagination and prepare the child to be a successful learner ready for school. St. Anne's is a site for the

Childbirth and Parenting Alone (CAPA) program, collaborates with Sacred Heart Medical Center to provide a mildly ill childcare program, and partners with Gonzaga University to assure student learning opportunities.

## PHILOSOPHY

- ✚ A Child Development program: St. Anne's is licensed by the Department of Early Learning, is recognized by the Council on Accreditation, and is currently pursuing National Association for the Education of Young Children (NAEYC) accreditation.
- ✚ Sponsored by Catholic Charities Spokane: Catholic Charities began in 1912 and is a 501 (c)(3) not-for-profit corporation governed by a Board of Directors that provides a network of social services in 13 counties of Eastern Washington. The Catholic Charities core values are: 1) respect, 2) compassion, 3) collaboration, and 4) justice.
- ✚ Partner with parents: St. Anne's recognizes and supports parents as the primary educators of their children. The cultural, spiritual, and ethnic diversity of each family will be respected and cultivated.
- ✚ Competent and capable learners: St. Anne's community understands that children learn when they are encouraged to participate in activities that develop a positive sense of self, promote physical competence, and are respectful of their interests and abilities. Teachers develop a curriculum that builds on the children's interests and abilities. Children are encouraged to act constructively and independently, to problem-solve, to communicate feelings, problems and ideas, and to compromise, negotiate, and cooperate.
- ✚ Secure and Nurturing Environment: St. Anne's understands that in order for children to learn, they need to feel safe. Learning spaces are created that keep children safe and offer opportunities for independent exploration. St. Anne's facility also includes a state-of-the-art, high-technology security system.
- ✚ Successful Learner: St. Anne's seeks to prepare children for school intellectually, socially, emotionally, creatively, and physically. Learning environments that are developmentally appropriate expose children to a wide range of facts, materials, ideas, and experiences. Activities are geared to the abilities of each child, sparking their imagination and offering an organized social environment that encourages constructive interaction with others.
- ✚ Childbirth and Parenting Alone (CAPA): Catholic Charities sponsors services for expectant mothers and single parents which are available on site and include: counseling, volunteer mentors (Doula Project), case management, employment services, childbirth and parent participation classes, parenting classes, play groups, trained volunteer birthing coaches, baby clothing, and referral and information assistance.
- ✚ Collaborate with Sacred Heart Medical Center: Cuddles & Care, a mildly-ill child care program sponsored by Sacred Heart Medical Center, is located in St. Anne's.

✚ Gonzaga University: Students from the School of Education and Special Education are scheduled for regular service learning opportunities at St. Anne's.

## **ENROLLMENT AND ADMISSION REQUIREMENTS**

St. Anne's enrolls children between the ages of four weeks and six years of age. All registration forms must be completed before a child is enrolled. Immunization records must be up-to-date before a child can attend.

Registration Forms:

1. Enrollment Form
2. Immunization Record
3. Child Development Goals
4. Transitions and Routine Information
5. Health History Form
6. Rights of Families
7. Family Grievance Procedure
8. Permission Authorization
9. Child Care Payment Agreement
10. Family Notification of Licensing Requirements
11. Child and Adult Food Program Form
12. Notification of Video-based Security System
13. Door Access Key Tag Deposit Agreement

Parents and children are encouraged to come to St. Anne's to observe and meet the staff before beginning the program.

### **DAYS AND HOURS OF OPERATION:**

The Center is open from 6:00 a.m. to 6:00 p.m., Monday through Friday.

**DAYS THE CENTER WILL BE CLOSED: (Specific dates of closures are given to families in the month of January for that year)**

New Year's Day  
Martin Luther King Day  
Presidents Day  
Memorial Day  
Independence Day  
Labor Day  
Veterans Day  
Thanksgiving Day  
Day after Thanksgiving  
Christmas Eve Day  
Christmas Day  
2 Professional Development Days -TBA

### **Professional Development**

St. Anne's is committed to providing a quality early childhood program, which includes attaining and maintaining National Association for the Education of Young Children (NAEYC) accreditation for early childhood programs. NAEYC accreditation is a national, voluntary measurement system to help raise the quality of child care centers, preschools, and kindergartens. To maintain a quality program, it is necessary to meet together as a staff during the work day. Thus St. Anne's closes the program two times per year in order to pursue

professional development. This allows us to release our teaching staff from their classrooms to participate in learning activities as a team. We understand that this may cause some inconvenience or hardship for our families; however, we feel strongly that in order to provide a high quality early childhood program, we need these days to give staff time to reflect on their practice and talk together as a team about best practices.

### **NONDISCRIMINATION STATEMENT**

No person shall be subjected to discrimination because of race, color, national origin, sex, sexual orientation, age, religion, creed, marital status, disability, veteran status, or the presence of any physical, mental or sensory handicap. This policy applies to St. Anne's programs, policies, activities, social services and employment practices.

### **FREE ACCESS TO PARENTS**

Parents are welcome to visit their child at any time during the day. Each person is required to check in at the front desk before entering a classroom. This policy is enforced to ensure the safety and security of the children. Please be courteous when entering a classroom, especially during rest period.

St. Anne's has installed web cameras so parents may be better connected and view their child at any time during the day via a password-protected Internet site. For the safety of all children, parents must not share their web-based username and password with others. Non-compliance will result in the revocation of access privileges. All privileges are discontinued when children leave St. Anne's.

### **OPEN COMMUNICATION**

St. Anne's expects parents to communicate with St. Anne's staff on a regular basis. St. Anne's has a continuous quality improvement (CQI) process in place so parents have a formal process to give feedback that will assist in improving our services. Parents will also be given surveys on a regular basis to provide program feedback. Our Director, Program Coordinators, and Program Assistants are available daily to give information, answer questions, and clarify policies.

### **PARENT PARTICIPATION**

Parents are encouraged to participate in their child's learning experience at St. Anne's. We offer a variety of ways in which parents and other family members can participate in child development program, including participating on the St. Anne's Parent Leadership Team to assist in guiding St. Anne's in fulfilling its mission to serve our children and families. *A list of other suggested opportunities is available at the front desk check-in.* Please let the Teacher, Director, or Program Coordinator know how you would like to be involved!

### **VOLUNTEERS**

St. Anne's welcomes volunteers. Our volunteers support teachers in the classroom by helping with daily activities and routines. Foster Grandparents from Catholic Charities also volunteer in our classrooms, assisting teachers and providing one-on-one care for children. We believe our volunteers help to make this a quality program!

### **BACKGROUND CHECKS**

All staff, students and volunteers 16 years and older are required to have criminal history background clearances, tb tests, orientation on St. Anne's policies and procedures, and relevant training.

## **EDUCATION STUDENT INVOLVEMENT**

St. Anne's has a collaborative agreement with the Department of Education at Gonzaga University. Some students complete their service learning requirements by helping out at St. Anne's. These students are often majoring in education or early childhood special education. Students come here to practice what they are learning in their education classes, and to engage in service learning as part of their educational experience. Students are a vital part of our learning environment. They work closely with the lead teacher to construct developmentally appropriate learning environments and to create activities for the children. Our staff receives the benefit of their knowledge and current practices in the field of education. These students are learning how a quality early education experience affects ongoing school readiness and success. It is a great benefit to both St. Anne's and Gonzaga University to have these students working and learning here with our teaching staff.

## **LATE PICK UP**

Children must be picked up no later than 6:00 p.m. **Please inform the staff if you know you will be late.** A message should be left with the front desk receptionist. Parents or guardians arriving after 6:00 p.m. will be charged a late fee of \$1.00 for each minute after 6 p.m. Children will not be able to return to St. Anne's until the late fee is paid. If late pickup becomes chronic, the parent or guardian will be asked to find alternative care for the child.

## **MEALS AND SNACKS**

Nutritionally balanced meals and snacks are provided. Breakfast is served between 7:30 and 9:00 a.m., lunch between 11:15 a.m. and 12:00 p.m., and a snack between 2:30 and 3:30 p.m. each day. St. Anne's follows the USDA nutrition guidelines. Menus are posted at the front check-in and in each classroom. At this time there is no additional charge for meals. The cost of meals is included in your child's tuition. Costs for these services are examined on a regular basis and some adjustments may be made to continue providing this service to our families. If you arrive with your child after the designated food service time, we ask that you take your child to the front desk to request breakfast in the Kids Kitchen. You are required to accompany your child until he or she has completed breakfast and returned to the classroom. We respectfully request that you do not bring food into the classroom for your child to eat.

## **SIGNING IN AND OUT PROCEDURES:**

Each child must be signed in and out daily with a full legal signature. Sheets are provided at the front desk. We also require that your child be signed in and out at our computer station. At the time of enrollment you will be set up with a code for the electronic procedure. Failure to sign in and out is unacceptable since this is a safety issue for children and a Department of Early Learning licensing requirement. Chronic failure to properly sign your child in or out of St. Anne's may result in disenrollment from the program.

## **RELIGIOUS ACTIVITIES**

St. Anne's provides all services on the basis of need, not creed. Religious holidays and traditions will be respected. Individual beliefs will be discussed with sensitivity and respect for diversity within the classroom setting.

## **FIELD TRIPS**

On occasion, the staff walk with children or push them in a stroller for a few blocks in the St. Anne's area. We do not transport children under any circumstances. Field trips are arranged in advance and no child participates in the field trip without prior permission from a parent or guardian. If you do not give permission or do not want your child to participate in a field trip, St. Anne's will attempt to place your child in another classroom; however, if space is not available your child will not be able to attend for the period of time the class is gone on the field trip.

## **PETS**

St. Anne's does have aquarium fish in the center. As other pets or animals are brought into St. Anne's, parents will be advised so that sensitivity to the individual needs of children will be assured.

## **EMERGENCY EVACUATION OF THE PREMISES**

In an emergency situation, children will be safely evacuated and taken to a secondary location in the event we are unable to return to St. Anne's. We will notify parents as soon as possible. If the fire or police department requests another location for the evacuation, we will follow their recommendation and advise you of the change as soon as possible. For information about specific plans for emergency evacuation, please refer to the Emergency Evacuation Procedure located at the front desk.

## **CHILD ABUSE REPORTING**

We are required by State law (WAC 388-295-7060) to report any suspected child abuse, neglect, or exploitation to Child Protective Services (CPS) or local law enforcement immediately.

## **SUSPECTED ALCOHOL OR DRUG USE**

When we suspect a parent or guardian is under the influence of alcohol or illegal substances, we will ask the parent or guardian to call a family member, friend, or taxi to assist in transporting their child. If the parent or guardian refuses to call for assistance with transporting the child, we will call local law enforcement with concerns for the safety of the child. We will always make decisions based on the benchmark of protecting the child.

## **ANNUAL WASHINGTON PESTICIDE APPLICATION ACT NOTIFICATION**

We are required by the Department of Early Learning to give parents 48 hours' notice if we use any pesticides and to post, at the time of the application, the time and location of the application.

## **HEALTH CARE PLAN**

A nurse consultant will visit St. Anne's one time per month for the evaluation of the health of infants in the center. The *Health Care Plan* is available for review at the front reception desk. Communicable diseases listed on page 13 of the Adult Size Guide will be reported to the local/state Health Department (This information is located at the front desk).

## **ILL CHILD POLICY**

Child care licensing standards require that sick children not be accepted for care. Parents must keep children at home in the event the child becomes ill. Children will not be permitted at St. Anne's with any of the following:

- Fever over 100 degrees Fahrenheit or greater within the last 24 hours (a child may not return until the fever is below 100 degrees without the use of a fever reducer)
- Vomiting on two or more occasions within the last 24 hours
- Diarrhea (three or more times in a 24-hour period or single incidents that are excessive and cause distress for the child)
- Unexplained rash, particularly a draining rash
- Pink eye or drainage from the eye
- Impetigo
- Strep throat prior to 24 hours on antibiotics
- Chicken pox prior to complete crusting of all pox
- Fatigue that prevents participation in regular activity
- Head lice or nits

When a child becomes ill while in care, the following procedure will be followed:

- The child will be separated from the other children while being attended by a staff member.
- Parents will be notified to pick up the child as soon as possible, but no longer than one hour after being contacted, as the child is requiring one-one care.
- Illness and resolution will be documented in the child's file.

In the event of a child's exposure to a communicable disease, a notice will be posted at St. Anne's at the front desk and most often in the classroom where the illness is detected.

When your child attends the program, he/she should feel well enough to participate in the activities. This includes outside play. We do not have the staff necessary to keep children inside, so please keep your child home if he/she is not able to go outside.

## **CUDDLES & CARE**

A child's illness can be a hardship on parents who must go to work or school. St. Anne's is pleased that there is an option for our families. Cuddles & Care, a program for mildly ill children offered by Sacred Heart Medical Center, is located in the building with St. Anne's. Children newborn to 12 years old with a temporary illness such as flu, ear infections, diarrhea and vomiting, fever, and tonsillitis are accepted at Cuddles & Care. However, parents must pre-register with Cuddles & Care before the service is needed, and parents must call in advance to ensure that staff is prepared and that space is available for the child.

## **MEDICATION POLICY**

**Prescription and non-prescription** medications will be given only with the written request of a parent or guardian and given only as specified on the label or as authorized in writing by the physician. The parent's written consent must include:

- Child's first and last name;
- Name of medication;
- Reason for giving medication;
- Dosage;
- Directions for administration;
- Date and times the medication is to be administered; and
- Instructions for care in case of adverse reaction or side effects.

In addition, concerning prescription medications, the parent consent form is good only for the number of days stated on the medication bottle, even if there is medication left. All prescription medications must be in their original container and labeled with the following:

- Drug name;
- Prescription number;
- Expiration date;
- Dispensing pharmacy and telephone number; and
- Physician's name.

State licensing requirements mandate PARENT/GUARDIAN PERMISSION for ANY MEDICATION given to a child at the Center during business hours. The label instructions must be followed unless a doctor's written instructions indicate otherwise. We are not able to keep over-the-counter medications longer than 5 days.

For the safety of all of our children, we store medications in a place that is inaccessible to children. We request that you do not store medications in your child's cubby, diaper bag, or other space accessible to children. This may include diaper cream, teething tablets and gels, sunscreens, etc.

## **MEDICAL EMERGENCIES**

Childcare staff are trained to render first aid or to give CPR to children who need such intervention. In the event of a life-threatening or serious illness or injury, staff will immediately contact local medical emergency assistance and notify parents or guardians. Parents or guardians are required to keep emergency information updated to reduce delays in providing emergency care for their child.

## **DIAPERING**

The following procedure will be used in the changing of diapers. Staff will:

- Wash hands
- Gather materials
- Put gloves on
- Remove diaper, clean the diaper area with a wet wipe
- Dispose of diaper and gloves
- Wash hands or wipe with a wet wipe

- Diaper and dress the child
- Wash the child's hands under running water or use a cloth for very small infant
- Put the child down in a safe place
- Clean and disinfect the diapering area and equipment and supplies
- Wash hands

## **TOILET TRAINING**

When a child begins to show signs of readiness for toilet training, parents and staff develop a plan to help the child through this process. St. Anne's also provides resources for parents with suggestions for toilet training at home. The parent is responsible for bringing extra training pants as well as outer clothing, including socks. Accidents are expected and natural as we begin this process. If a child has three accidents in one day, the staff makes a decision (based on the child's comfort) about whether to place diapers on the child for the remainder of the day. The parent and staff remain in close contact throughout the process for exchange of information and evaluation.

Children enrolling or transitioning from within St. Anne's to preschool are required to be fully toilet trained, using underwear and pull-ups only during nap times.

## **INFANT FEEDING**

Parents and teaching staff establish a feeding routine for infants based on individual needs. Each bottle is labeled with the child's name and date. If the child does not finish the bottle within the hour, the bottle is discarded. Semi-solid food is provided for an infant no younger than four months and no older than ten months of age, unless otherwise recommended by the child's medical provider. All bottles and food are warmed with a crock pot to prevent uneven heating.

## **WHAT TO BRING TO ST. ANNE'S**

- A change of clothing
- A favorite blanket or stuffed animal for sleeping
- Anything the child perceives as comforting -- please check with your child's teacher to ensure the object is appropriate to bring to St. Anne's.
- Please keep other toys at home to avoid loss and damage.
- Check with your child's teacher for further guidance in bringing items from home.

Children not toilet trained:

- Diapers – 2 packages
- Diaper wipes – 2 packages

## **GROUP AND STAFF-TO-CHILD RATIOS**

		<b>Group Size</b>
Infants	1 teacher to every 4 infants	8
Pre-Toddlers	1 teacher to every 5 pre-toddlers	10
Toddlers	1 teacher to every 7 toddlers	14
Preschool	1 teacher to every 10 preschoolers	20

These ratios are often lower with the inclusion of our volunteers. We strive to keep our adult-to-child ratios as low as possible to ensure that children get a quality experience. Research indicates that children learn best when adult-to-child ratios are low.

## **GUIDING CHILDREN'S BEHAVIOR**

Our goal for children's behavior is that children learn self-control and respect for others. We understand that children practice behavior as they would practice learning any skill. Our job as your child's teacher is to assist the child in learning those skills that lead to self-control and respect for others. We keep all children safe both physically and emotionally. Teachers facilitate problem-solving, starting with our youngest children. Children learn how to make choices, listen to others, and speak politely to atone for hurting another. All these skills are learned as is appropriate for the developmental age of the children. Positive reinforcement is used to build self-esteem. We assist children in learning social skills and practicing negotiation skills.

The behavior guidance policy for St. Anne's is followed by all classroom staff, volunteers, and parents at all times, and in all areas of the childcare center. Classroom guidelines and expectations are introduced and practiced by all of the children.

When discipline is necessary, a staff person follows these guidelines:

- Remind the child of the proper behavior.
- Redirect the child to another activity or use the situation as a way to teach negotiation skills. Assist the child in listening and acknowledging his/her role in the situation. Assist the child in coming up with possible solutions and selecting a solution that is respectful and fair.
- Support any child that was offended and ask children to atone if possible. Appropriate ways to atone for behavior are to give up the item taken away, clean up if something was purposefully knocked over, etc.
- Assist the child with the inappropriate behavior to gain control of his/her emotions and listen to the others involved.
- If inappropriate behavior continues, the child is removed from the situation, with staff supervision. At this time, the teacher assists the child in finding a better solution or provides a choice from two solutions the teacher deems would work in the situation.
- In a situation where a child is endangering self or others, or doing major damage to property, the staff will first clear the room of children and the parent will be called if the child is unable to regain control of his/her behavior. In such cases, the incident is documented in writing with a copy put in the child's file and a copy given to the parent. A parent conference is set up, at

which a written plan of action involving both the center and the family is developed and the parent is asked to pick up the child, as stipulated in the action plan.

- The child is removed from the program if the action plan does not effectively stop the behavior despite the best efforts of staff and family. We do this to ensure all of our children get the best learning and play experience.


Physical force in the form of spanking, striking, shaking, pulling, or verbal abuse in disciplining a child is not used at St. Anne's.

## **THE CLASSROOM PROGRAM**

We believe children grow and develop best in an atmosphere in which they are encouraged to explore, take safe risks, attempt to solve problems, and interact with peers and teachers. Our classroom environments are learning-center based. Each classroom and age level will vary, but basic centers are:

- ✚ **Blocks:** This area promotes language, math concepts, socialization, and creativity. This begins with infants who are piling and knocking blocks, beginning to see how they can cause things to happen in their world. Toddlers begin simple stacking and unstacking with the addition of simple toy trucks, cars, and dolls as part of their play. Preschool children construct objects and add complex elements, such as labeling structures, and make elaborate structures. All of the time children are experimenting and learning from their exploration while gaining social skills.
- ✚ **Manipulatives:** Puzzles, pegboards, beads, and small building or linking materials are here. These help children develop small motor coordination and sorting and patterning that help them gain skills needed for writing and math.
- ✚ **Dramatic Play:** This pretend play encourages the development of social and language skills. Children learn how to cooperate to reach a goal. They also learn how to negotiate and solve problems with their peers.
- ✚ **Literacy:** Both reading and writing are practiced to help children develop basic skills necessary to be successful in school and, later, in work. Infants are introduced to the richness of language and recognition of objects. Toddlers expand their vocabulary and connect words to things in their world. Preschool children learn to read left to right, to recognize themes and predict outcomes. They also learn letter names and sounds and to love reading! The children practice and refine small motor skills. The environment is rich in written language and offers a variety of opportunities to "write."
- ✚ **Sensory:** Children in our sensory areas learn to work together. They get tactile exposure and often invent elaborate role-playing situations. In addition, children learn science and math through experimenting with volume and measurement. We often use play-dough in this area to stimulate small muscle control for future writing and creative art skills.
- ✚ **Art:** In the art area, children have free access to a variety of media. Mostly the children are encouraged to use their imaginations and create

wonderful masterpieces! This is where they learn to create freely to express themselves individually. Children also learn small muscle control using scissors and markers and paintbrushes. The children also learn about colors and mixing colors, experimenting with size and shape, and socializing with their friends. While there may be some special projects, the children's creations will reflect their unique perspectives. There will be few teacher-directed activities.

 **Outdoor Area:** This is the area where childhood memories are developed. Children have the freedom to discover what their bodies can do. They are developing large muscle control and need experiences to begin being physically fit. Children are also involved in elaborate play that sometimes involves rules and goals. Teachers change this environment as much as the inside environment to challenge children's motor development and fitness, and to spark their imaginations.

## **INFANT ACTIVITY**

Infants follow their own schedule for eating and sleeping. At St. Anne's, our planning for infants begins with knowing what makes them unique and understanding the routines that comfort them and make them feel special. We ask that each parent give us information about their baby, including the baby's nap or sleep time routines, feeding preferences, comforting songs, favorite questions, and choice of toys. We keep records in the room about habits, routines, and the latest development for your baby. Please let us know when new milestones or special events happen in their lives. It assists us in making a seamless transition from home to center.

Children develop intellectually, emotionally, socially, and physically. The program for our infants is intended to provide an environment that promotes bonding and attachment of the child and the caregiver by building trust and security while encouraging intellectual growth and development. The environment is developed to encourage the child to feel self-confident and independent while building on the child's need for autonomy. Staff plan the environment with the goal of stimulating all of the child's senses while encouraging and reassuring the child to keep exploring and learning. This stimulates intellectual growth and physical development while building the bond between child and teacher.

## **CHILD PORTFOLIOS**

It is important to document your child's early learning experience. We track intellectual, social, emotional, physical, and creative development. We let the child set the pace while encouraging and challenging him/her to learn new things. All activities are appropriate to the developmental stages of the child. Children are not pushed, but encouraged to participate and learn.

Each child is assessed using the Ages and Stages Questionnaire and the Devereaux Early Childhood Education Assessment. These tools measure intellectual, social, emotional, and physical development as well as attachment, self-regulation, and initiative. St. Anne's will elicit further permission if it is determined that additional assessment would be helpful to promote child success in learning and classroom participation.

Your child's work will be documented in a variety of ways.

- ✚ Teachers observe and assess children to determine goals for learning.
- ✚ Parents are also asked to give input on what they would like to see their child learn.
- ✚ Pictures and samples of children's work and play is documented and kept in journals for each child.
- ✚ Parent conferences are held to update parents on the child's learning experience and progress.

## **DAILY ACTIVITY PLAN**

St. Anne's is committed to cutting-edge, curriculum-based activities. Your child's teacher plans activities based on the developmental and individual needs of your child using the *Creative Curriculum*. The children's day varies to allow the staff to meet their unique needs. Children do best when they can anticipate the order of events in their day, but they also need balance and flexibility. Below are descriptions of typical day schedules that will assist the teachers in balancing the day for the children so that they are getting both active and quiet times in a variety of groupings and settings throughout their day. Each classroom posts the daily activity plan for that age group.

When the parent picks up the child at the end of the day, the teacher has a daily summary ready that tells the parent about his/her child's day. The daily activity summary gives the parent information about how the child ate and slept, and about the activities the child participated in during the day. Parents are encouraged to talk to their child's teacher to keep exchanging information about their child. This helps the staff keep up-to-date about our children and also assists them in setting developmental goals for the children.

## **TYPICAL INFANT SCHEDULE**

6:30            Welcome families

7:30-9:00     Morning feeding time

Babies are allowed to eat any time they need to. This is a general time for this activity, allowing for individual differences.

9:00-11:30   Play and exploration time

Babies are on the floor reaching, crawling, and exploring their environment. Babies will nap as needed.

11:30-1:00   Lunch time feeding

Babies are setting their times for feeding. This is generally the time those eating some foods regularly will be assisted in eating a mid-day meal. As a child shows readiness, he/she will also sit at transition tables for meals.

1:00-3:00     Quiet time

Babies sleep when they need to throughout the day. This is the quiet time for the center, when children in our other classrooms are resting or playing quietly.

3:00-5:00 Play and exploration time/outdoor time

Babies go outside with staff on most days. We schedule this time around sleeping, so it could vary. When indoors, this would be a time to experience some large muscle activities with the teachers.

5:00-6:00 Say goodbyes

During the last hour, your baby is transitioning back to you. Teachers hold and read to babies, getting them ready to return home.

## TYPICAL TODDLER AND PRESCHOOLER SCHEDULE

6:30-7:30 Welcome families

Children are involved in learning to say goodbye and make smooth transitions. Staff develops routines for children to get them comfortable and ready to get involved in center activities.

7:30-9:00 Breakfast time

As children come in during this time, we are serving breakfast.

9:00-11:30 Learning through play time

Children are actively involved in their learning and play center activities. Each classroom goes outside during this time for at least 30 minutes for large motor play. On days when the weather does not allow this, the children use the large indoor area or teaching staff holds activities in the Common Area.

11:30-12:30 Lunch

12:30-3:00 Quiet time

Children use this time to toilet and then rest on their cots. Those who are not resting are doing quiet activities.

3:00-5:00 Learning through play time

During this time of day, teachers are working with children as in the morning with a little less structure. Children have time for free choices and gather for reading with teachers in small groups. The children also go outdoors for some large motor play or, when the weather does not allow this activity, they play in the large play area indoors or teaching staff holds other activities in the Common area.

5:00- 6:00 Goodbye to children

During the last hour children are starting to transition and go home. The teachers gather their belongings and lead them in quiet activities such as listening to music or stories.

## PROJECT-BASED APPROACH

The older toddlers and preschool children engage in learning by investigating their world. The project-based approach was developed by Lillian G. Katz, a respected early childhood educator. The project approach involves children in asking questions that guide the investigation and in making decisions about the activities undertaken. Project topics draw children's attention to questions such as: How do things work? What do people do? and What tools do people use?

Depending on the developmental level and skills of the children involved, project work can include drawing, writing, reading, recording observations, and interviewing experts. The information gathered is then summarized in charts, graphs, paintings, drawings, murals, models, and other constructions. Children have opportunities to learn new vocabulary in meaningful contexts.

Typically, a project includes these phases:

- ✚ The teacher discusses a topic with children to find out what experiences they have had and what knowledge they have about these experiences. Through questioning and the telling of stories, the teacher learns what the children may be interested in investigating. Parents are notified of the topic to see if families have personal experiences or expertise.
- ✚ The next step is "field work" – investigating and constructing. The "experts" are consulted. This may include books, pictures, video, and real people. The teacher arranges opportunities for children to represent what they learn through art, dictation (language), dramatic play, graphing or counting (math), music, and literature.
- ✚ Children make choices about what to do, when to do it, and where to do it. Teachers guide these choices, help children frame their ideas, and bring children resources to use.
- ✚ The teacher arranges a culminating event or summary of the project that reflects the children's learning. The teacher also looks for another area of interest on which to base the next project.

The project-based approach is one of many approaches the staff at St. Anne's will use to assist children in learning new skills and using their creativity. In everything we do, children will be actively engaged in learning new skills and ideas.

## CREATIVE CURRICULUM

At St. Anne's, we believe that caring for infants and toddlers is about developing attachments with our children and building relationships with our families. Given the critical importance of the first three years, it is important to create a program that is responsive to the developmental needs of children this age.

Our staff sets up classroom environments by selecting learning and play materials, planning interactions with children, and developing routines so that children feel safe and nurtured. It is important to us that we incorporate your family, culture, and community into our classroom environment. This assists your child in feeling comfortable when coming from home to child care.

Our weekly plans identify goals for each of our children. Teachers develop these goals by building a relationship with you and your child, and by observing your child's play, eating, and sleeping routines. The teacher selects learning and play materials to incorporate into both the inside and outside environments to assist your child in reaching these goals.

Leaving your baby or toddler in someone else's care can be a difficult transition for the parent or guardian. You are your child's first teacher. Our goal is to work with you to make your child's experience at St. Anne's an extension of their experience with you at home. We ask you to bring in pictures of family or favorite pets, and tell us about what is happening at home so we can incorporate this into your child's time with us at St. Anne's.

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*\*All Policies, Procedures & Protocols will be evaluated and revised on an on-going basis with our collaborative partners, staff and families.*