INTRODUCTION

Welcome to your UMCDC Preschool Bungalow. Please take some time to read the UMCDC Child Care Program Plan to become familiar with our philosophy, practices, standard rules, and expectations. It is our desire that you feel familiar with our child development program. We welcome your questions, comments and suggestions. This plan is posted in the Bungalow foyer.

The Preschool Program Plan is gone over annually by the Pre-k Area Coordinator(s), it then goes to the Education Coordinator to read for statutory and/or regulatory updates. Lastly, it goes to the UMCDC Director for final review, edits, and approval.

STAFFING AND CHILDREN:
The preschool area is comprised of two double bungalows which mirror each other in design, staffing, ages, group size and curriculum. Each double bungalow has a classroom for 17 younger preschoolers between the ages of 33 months – 45 months old, with a ratio of 1:8 and a classroom for 18 older preschoolers approximately 45 months old to kindergarten enrollment age, with a ratio of 1:9. We maintain a developmentally appropriate staff to child ratio and group size during all parts of the day, including indoor and outdoor times. The younger and older preschoolers in each double bungalow merge in the foyer and the multipurpose room at 7:30 – 8:45, 1:30-3:00 and 4:30 -5:30 daily. During these times of merging, the older preschoolers can benefit from the opportunity to nurture and help the younger preschoolers and the younger group gets to experience “older” developmental possibilities.

Pre-k Bungalows are staffed with one area coordinator, three teachers, one assistant teacher in E and two assistant teachers in D and childcare workers to maintain a 1:8 ratio in the younger classroom and 1:9 ratio in the older classroom. The children are supervised at all times within sight and sound. The area coordinator is responsible to model, demonstrate, and train teaching staff regarding “best practices,” policies, procedures, small groups, curriculum, routines, and daily schedules. The area coordinator and teachers meet frequently as a team, to plan curriculum, discuss individual and group needs, and set goals and to make decisions. Each day, the area coordinator spends time in the two classrooms, foyer, and office fulfilling a part of her role to model and demonstrate best practices.

Frequent opportunities are provided for practice and refining self-help skills that children started to develop as toddlers e.g. in the areas of daily life dressing, hand washing, eating, putting away, cleaning up spills, toileting, serving some foods, bussing dishes to the cart, and clean up after activities. These skills are important for children learn to do independently to prepare for kindergarten.

Each preschool group spends time in their classroom environment interacting with peers, in large and small groups. Age appropriate emergent curriculum is specific to the developmental needs of individuals and the over-all group needs. There are opportunities to work as an individual, as a member of a group cooperatively and for quiet and active play and work on projects.

We do not move the children about bungalow to bungalow for staffing purposes. Our belief is that at this young age, relationships with the teaching staff and classmates give children a sense of security and belonging. Children occasionally may participate in a “Room Switch.” Bungalows D and E might spend up to an hour of time in each other’s classroom for a day or part of a week. Children may benefit from an introduction to a new material or curriculum adventure/exploration.
SUPERVISION OF CHILDREN:
All children enrolled at the U of M Child Development Center are supervised, statutorily by, *sight and sound supervision*. In addition, there are procedures in place regarding positioning both inside and outside to meet this statute. NAEYC, National Association for the Education of Young Children has standards for age appropriate staff-to-child ratios. These are used instead of minimum MN state licensing requirements. This means more attention is available to the children. When student interns participate in the program, or when some children are absent, ratios exceed these standards.

Health and safety is our primary concern and responsibility. Supervision of children is consistent throughout the program facility. The building is intentionally planned to provide optimum opportunities for keeping children within sight and sound of the teaching staff. Open windows look into all areas of the classrooms from the area coordinator’s office, from hallways, from the children’s bathrooms and the play yard. Dutch doors and half-door gates protect children from leaving their assigned space and permit supervising teaching staff to see and hear the children at all times. Additionally, finger guards ensure children’s hands are safe in all the facility doors. Teaching staff are certified Pediatric and Adult CPR and First Aid.

CURRICULUM AND PHILOSOPHY

PRESCHOOL CURRICULUM:
Our curriculum provides opportunities to explore science, technology, nature, pre-math skills, (STEM), socio-dramatic play, movement/dance, music, fine motor, sensory activities, art, and to develop socio-emotional skills and executive functions. These provide building blocks for school readiness.

We offer exploratory learning, guiding and direct teaching with “scaffolding” assistance of teachers. We facilitate hypothesizing and problem solving without providing the solutions. We often work in small groups for encounters/provocations, short investigations and/or longer “projects.”

Emergent curriculum encourages learning through a balance of children’s interests or identified areas to nurture from observations and assessments. Our goal is for children to acquire an early taxonomy of cognition, a working model to acquire knowledge. We believe learning should be engaging, interesting, fun, self-motivating, and/or group motivated with a balance of child and teacher, initiated interest, and teachers’ knowledge of development and content.

Curriculum emerges from teachers planning based on children’s observation, assessments, interests, and developmental range of the class and individual children. We address the strengths and concerns of the individual, the class profile, small, and large groups of children.

CENTER PHILOSOPHY:
UMCDC is based on socio-cultural and social constructivist theories, often inspired by the schools of Reggio Emilia and Pistoia, Italy. The Center is accredited by the National Association for the Education of Young Children, NAEYC, with which UMCDC practices are aligned. Examples of theoretical work on which the center draws are Lev Vygotsky, Jean Piaget, Eric Erickson, Urie Bronfenbrenner, Alice Honig, Janet Gonzalez-Mena, Lillian Katz, Kyle Pruett, Carolina Rinaldi, Carolyn Edwards, Lella Gandini, Ron Lally (WestEd/PITC)& Peter Mangione, and Reuwen Feuerstein.

Image of Teachers: They see themselves with children as co-constructors of knowledge, facilitators, co-researchers across domains, such as, social emotional, motor and cognitive development. Teachers
develop and create “emergent” curriculum around children’s interest(s), observations, encounters, assessment and their knowledge of development. Thus, the curriculum is a balance of teacher and child initiated encounters, explorations, projects. Teachers view children from the perspective of an asset model that is children are born with curiosity, a desire to learn. The role of caregivers (teachers & parents) is to assist nature in development.

The physical Environment incorporates natural elements and is meant to be sensory rich and engaging to children. The Bungalows are homey and comfortable to give a sense of security; walls, shelves and classrooms are organized and uncluttered. Materials for the classrooms and bungalow foyer are intentionally selected by teachers and area coordinators. Like cities in Northern Italy, the environment is considered the 3rd teacher. Therefore, our attention is given to materials, lighting, beauty and functionality from plants to furniture. Lighting, tone of voice (modulation) and beauty of materials set the ambient tone making up the environment.

Emergent Curriculum provides a framework for developmentally appropriate experiences, investigations and projects to engage children indoors and outdoors, i.e. to give opportunities to explore, problem solve and fully engage them. In infancy the curriculum is primarily, embedded in routines, caregiving interactions relationships therein and basic motor development. In toddlers, more time is given to emerging play, social and cognitive domains while continuing to work on a variety of motor skills. For children in preschool we extend these. There is a new sense of mastery and competence from the earlier years that an increase in cognitive activities and small group investigation projects. Curriculum is responsive to children’s interests and needs while encouraging specific ideas to meet the stated developmental goals of the program. We provide interest areas: such as, creative art (“100 Languages”), construction, socio-dramatic, practical life activities, math, nature and science, exercising fine and gross motor skills, social emotional awareness, and engage the senses.

The teachers look at eight domains of development. They encourage and exercise development across all eight areas. The focus of each domain is on the acquisition of knowledge, skills and behaviors that reflect each domain. The eight areas are from the DRDP, Desired Results Developmental Profile (CA Dept. of Ed, Child Development Division, assessment tool) are as follows: approaches to learning/self-regulation, social and emotional development, language and literacy development, English language development, Cognition (including math and science), Physical development and health, history/social sciences and visual/performing arts.

Readiness is looked at developmentally. The indicators in the assessment tool, “Desired Results Developmental Profile”, are on a continuum, a progressive range. The measures give a picture of each child’s progression. A significant indicator of readiness and of success throughout life is —self-regulation. The eight domains described above are an integral part of this assessment tool. This includes perseverance, the ability to wait, to meet one and other’s needs, to share and to self-calm. We assist in the development of self-regulation with routines so that children can anticipate, thus helping them to wait, to learn ways to self-calm, and by setting consistent boundaries that make children feel safe and secure, mentally and physically. Through our interactions, routines, explorations, guided activities and small group projects we promote these skills. Our aim is that when children leave for school they have a basic taxonomy of cognition, a working model to acquire knowledge about things they want or will need to learn at school. This model includes basic steps and processes to use when engaging in explorations, problem solving, individual, small and large group activities. The processes we embed daily include naming/identifying comparing/find likeness, contrasting/find difference, classifying and sorting, patterns, to predicting, generalizing and creating.
Assessment is an integral part of our program to support children’s learning and development. We use a variety of methods to gather evidence such as observations, work samples, anecdotal notes, children’s questions their dialogues, photos and the CA Dept. of Education/Child Development Division assessment tool, Desired Results. We do not use tests. We use naturalistic assessment from daily interactions, activities, individual, large and small group activities, documentation and projects to show evidence of development to make visible children’s strategies, inquiry and work.

Assessment is on an ongoing basis. We assess very child in the first 60 days of enrollment. Child assessment is twice a year. Dates for the next assessment are marked on the front of the assessment tool; we adhere to these timelines and conference within 90 days. We have a mandate to do assessments and conference twice a year. We need your help to accomplish this objective to share and support your child’s learning and we want your input about and for your child’s development.

Teachers and Area Coordinators offer a schedule to meet with you during Center hours. Teachers are required to make and to document/log three attempts to meet with parents at the close of each assessment period. These assessments, using the Desired Results tool, other documentation, and the parent input form, will be used in the conference process. Again, we ask for your help and input, each parent will be asked, a week to ten days prior to the conference to fill out the Desired Results input form. If concerns arise via teachers, supervisors, and/or the parents we meet to begin to discuss how to support your child.

If a more significant developmental lag or concern is observed, we begin the steps to arrange for a developmental screening and referral for diagnostic assessment (see Referral Process) in the UMCDC Parent Handbook.

Assessment binders are confidential therefore, not stored in the classroom. We do not want parents to compare their child to another, or to have unauthorized personnel look at sensitive material. Any breech of this mandated policy of confidentiality is thoroughly investigated. Staff are accountable for any infraction. Access to the assessments involve only teaching staff in the area or to an area a child is transitioning, the Area Coordinator, the Education Coordinator and the Director.

PHILOSOPHY AND CURRICULUM: WHY DO WE DO WHAT WE DO?

A. Within our knowledge and awareness of children’s development across all domains of development, we believe UMCDC provides an environment that is rich with opportunities for children to:
1. Explore the world around them using their natural curiosity and sense of wonder
2. Experience an environment that is intentionally set-up to challenge this natural curiosity – to extend it, provide resources and offer “problems” to solve.

B. Adults in the environment are aware of, and sensitive to, the important role that we play to co-construct knowledge across domains:
1. In the development of social-emotional feelings and competencies, such as high self-esteem, self-confidence, empathy, relationships, friendships and a sense of belonging and community.
2. In language development e.g. vocabulary, nouns, adjectives, adverbs, prepositions, etc.
3. In the foundation of math concepts through play, guided experiences & direct teaching
4. In pre-literacy – the foundation of reading, writing, listening and oral communication
5. In healthy bodies through exercise, motor activities, good nutrition and awareness of safety.
C. Adults understand many of these foundations have value as the building blocks of later school-related, societal norms, and “executive functions” such as:
1. self-regulation/inhibitory control (rules and boundaries) and perseverance
2. anticipating, predicting and planning
3. cognitive development across domains
4. health and safety
5. Working memory/part of executive function(s)

How do we develop our lesson/scaffolding plans and small group projects and developmental experiences?
The interests of the children in our rooms play an important role in investigations and project selection, as well as the knowledge of development our teachers have, plus:
*Things teachers observe and/or hear in the environment or parents share with us

*By events, birth of babies, successes in their personal lives and cultures. We invite you and your children to share things in your lives, from your culture with the class, books, stories, events, and clothes and photos.

Teachers also use each other as resources for investigation projects, ideas and activities, developmentally appropriate books, professional development trainings, research, and documentation.

_We strive to make each classroom a secure, safe, comfortable, learning environment that builds a strong sense of identity i.e. self-esteem, confidence, and self-awareness to give a foundation for kindergarten and life._

**DIVERSITY, MULTICULTURALISM AND ANTI-BIAS AWARENESS**

The University of Minnesota Child Development Center demonstrates an ongoing commitment to integrate diversity in our child development program. Because children live in a diverse and complex world, they interact daily with people different from themselves. The curriculum helps children develop, explore, and strengthen their self and group identities, while interacting respectfully with others in a multi-cultural environment. The curriculum is a proactive approach to reduce prejudice and promote inclusiveness and diversity. The teaching staff guides children to think about fairness and asserting themselves in the face of bias. This teaching approach values diversity and challenges bias as developmentally appropriate with young children. We teach children to recognize and respect both likenesses and differences among individuals. The philosophy at UMCDC is a commitment to share and find richness in our diversity for pre-K. UMCDC strives to balance its global culture with the families we serve at UMCDC.

We strive to create a classroom that is free of bias as it relates to race, culture, gender, age, family type, socio-economic class, and abilities. Our goal is to help prevent stereotyping and assist the children to recognize the uniqueness of each individual and the diversity of our society. Our approach to this is through conversations about feelings, materials: books, puzzles, pictures, furnishings, and music. We invite your participation to join in events that reflect diverse cultures around children’s books, customs of kindness, peace week and other events that incorporate elements of diversity. If you know of materials, books, songs, or resources, or would like to share something of your culture, please talk with the teaching staff or the administration team so we can be invite sharing with the classrooms and Center.
We define violence as any verbal, physical, or emotional behavior that indicates a desire to hurt another person or material. We identify such behavior as hurtful behavior rather than violent behavior. UMCDC has a well-articulated Hurtful Behaviors Policy that is generic in theory, and age-specific in practice. We believe that most hurtful behaviors are a young child’s inexperienced attempt to meet his or her immediate needs. Our adult role is to create a rich environment to give a sense of belonging and community to support the development of a healthy social-emotional self in groups.

Children are fascinated with the concepts of good and bad, and act out roles that depict these concepts. In our experience, these play activities are not intended to harm another person, but rather indicate an attempt to experiment with power and behaviors associated with power and power figures. We do not interpret these activities as desiring to hurt. We understand that these behaviors can be frightening to other children, or accidentally hurtful. We believe that all children and families have the right to enjoy a safe and protected environment. For this reason, we actively prohibit the bringing certain items to the UMCDC, such as weapon facsimiles, other toys that suggest or promote these activities and clothing that depicts these.

A primary focus of curriculum activities across all ages is to model and teach positive, non-hurtful conflict resolution skills through building self-regulation, learning about points of view, and exercising cooperative skills. Such curriculum planning involves teacher’s use of stories and puppets and role-play activities to demonstrate problem-solving scenarios. We encourage children to “use their words” and “use gentle touches.” However, because of young children’s fascination with power and power materials, play involving fear-inducing behaviors sometimes might occur. Strategies for dealing with these activities are age-specific and situation-specific, pretend behavior that hurts or frightens others is never acceptable. Because we interpret many of these activities as children’s attempts to experience being powerful, we actively seek out alternative ways for children to experience being powerful. Examples include being the teacher’s helper with special jobs e.g., carrying the clipboard to next activity, showing younger children how to do things, redirecting a potentially fear-producing activity (s to a powerful helping person or activity, such as being a firefighter.

Our non-hurtful/non-violence philosophy continually evolves. Teaching staff and administration understands that there is a relationship between children’s behaviors, children’s age, and their experiences outside UMCDC, such as frequency and inappropriate video, video games and TV and movie watching. We will address these as they arise and share our concerns with you as needed.

**SELF-REGULATION AND GUIDANCE**

**OUTLINE OF CHILD GUIDANCE TO MOVE TOWARD SELF-REGULATION**

Self-regulation refers to the process that allows children to learn and appropriately respond to their environment. It is an important indicator and predictor of success throughout life. It begins in infant with an infant being in a nurturing environment with responsive caregivers (teachers and parents) and enjoying interactions with their caregivers. When an infant is cared for in a consistent, predictable manner, needs provide met and interactions reciprocal they come to attach and trust that the world is an okay place. They learn to stop crying, that is to regulate their own crying when a caregiver responds to them. This is the beginning of self-regulation. Simultaneously, they begin to learn self-calming. They may learn to suck their thumb, rub a cheek on a satin blanket trim, and/or use a pacifier.
Self-regulation is made up of: impulse control, seeking others to help regulate, responsiveness to support, self-comfort/calming and focusing attention. These components are taken directly from the CA Dept. of Education/Child Development Division developed by West Ed/PITC (Program for Infant and Toddler Caregivers) assessment tool used at UMCDC. The next indicators of self-regulation use the next level of the assessment tool, from 36 months to 5 years. At this level, impulse control is measured with self and with others (friends, classmates). This includes such things as turn taking and the shared use of space. These will be in your child’s preschool binder and a copy of the tool is posted in your Bungalow or hallway. Lastly, when your child is on the older preschool or nearing the age of five, we may use the next level of assessment tool for school age children that begin with kindergarten aged children. It has been our experience that children vary a great deal, some walk early, some walk later, some talk early, some later, some toilet learn early, some later, and some develop stronger self-regulation early and some a bit later. As children get toward the age of five they begin to develop greater awareness of social and other rules. This means that they can begin to play games with, wait a turn or do so if reminded by an adult, or may remind others to follow a rule. You may notice they can focus or refocus themselves during a story or story time circle. Also, rather than grabbing a toy back, they probably use a conflict resolution technique or seek the help of an adult. Self-regulation is important for a myriad of reasons, among them, key to the child, is the ability to establish relationships, to have friends and a sense of belonging (community) with others. Unregulated children often feel left out, unsure, and unhappy. We strive to assist your child in building the skills that lead to self-regulation. At home you may have many ways to build on these around play dates, meals, baths, and sleep time, etc. Boundaries, consistency, predictability (around routines), your engagement and responsiveness assist your child develop self-regulation.

**GUIDANCE TO SELF REGULATION:**

We use positive techniques of child guidance, including redirection, offering real choices, and communication with the children as our primary practice. We help children develop a sense of self-regulation, inhibitory control, independence, confidence, high self-esteem, and a sense of competence in their abilities to negotiate with peers and adults and to interact positively in the classroom or play yard.

Corporal punishment or other humiliating or frightening disciplinary techniques are not used at the Center. Occasionally, a child may need to move from the group to ensure the safety and/or comfort of themselves and others. This short time away from the group is viewed positively, as a time of calming, taking a breath, being in a calming place to move from dysregulation to calm, not as a punishment. A child’s removal is written in a daily log, if redirection happens three or more times in one week. We may decide to help your child by changing the circumstance when, where it occurs, to try to use positive ways to assist them develop other behaviors. Please refer to the Center’s Child Guidance Statement and Philosophy posted in the main hallway, as per MN DHS licensing.

**GUIDANCE AND DISCIPLINE:**

Behind our guidance and discipline practices is the idea that a person’s rights and interests can be pursued in a group setting as long as they don’t infringe on someone else’s rights. We work to find a solution to problems, grow compassion and empathy, and build respect for the natural world and our materials. We encourage the children to look for solutions to problems, helping them recognize how their behavior affects others and discover appropriate alternatives. In guiding children’s behavior, we emphasize positive reinforcement, to name and verbalize feelings and actions. We ask, “what can a child do independently and what do they need assistance with – to move ahead?’ We feel guiding young children to develop using co-regulating and scaffolding techniques assists them to internalize control of their behavior.
As a Child Care Center licensed by the State of Minnesota, Department of Human Services Rule #3, UMCDC must abide by the following guidelines 9503.0055 BEHAVIOR GUIDANCE.

Subpart 1. General Requirements:
The applicant must develop written behavior guidance policies and procedures, and the license holder must see that the policies and procedures are carried out. The policies and procedures must:

A. Ensure that each child is provided with a positive model of acceptable behavior;
B. Be tailored to the developmental level of the children the center is licensed to serve;
C. Redirect children and groups away from problems toward constructive activity in order to reduce conflict;
D. Teach children how to use acceptable alternatives to problem behavior in order to reduce conflict;
E. Protect the safety of children and staff persons; and
F. Provide immediate and directly related consequences for a child's unacceptable behavior.

Subpart 2. Persistent Unacceptable Behavior
The license holder must have written procedures for dealing with persistent unacceptable/challenging behavior that requires an increased amount of staff guidance and time. The procedures must specify that staff:

A. Observe and record the behavior of the child and staff response to the behavior; and
B. Develop a plan to address the behavior documented in item Part A in consultation with the child's parent and with other staff persons and professionals when appropriate.

Subpart 3. Prohibited Actions
The license holder must have and enforce a policy that prohibits the following actions by or at the direction of a staff person:

A. Subjection of a child to corporal punishment. Corporal punishment includes, but is not limited to, rough handling, shoving, hair pulling, ear pulling, shaking, slapping, kicking, biting, pinching, hitting, and spanking.
B. Subjection of a child to emotional abuse. Emotional abuse includes, but is not limited to, name calling, ostracism, shaming, making derogatory remarks about the child or the child's family, and using language that threatens, humiliates, or frightens the child.
C. Separation of a child from the group except as provided in subpart 4.
D. Punishment for lapses in toilet habits.
E. Withholding food, light, warmth, clothing, or medical care as a punishment for unacceptable behavior.
F. The use of physical restraint other than to physically hold a child when containment is necessary to protect a child or others from harm.

G. The use of mechanical restraints, such as tying.

For children with mental retardation or a related condition or children under the age of five, as specified in parts 9525.0004 to 9525.0036, physical and mechanical restraints may be permitted if they are implemented in accordance with the aversive and deprivation procedures governed by parts 9525.2700 to 9525.2810.

**Subpart 4. Separation from the group:**

No child may be separated from the group unless the license holder has tried less intrusive methods of guiding the child's behavior which have been ineffective and the child's behavior threatens the wellbeing of the child or other children in the center. A child who requires separation from the group must remain within an unenclosed part of the classroom where the child can be continuously seen and heard by a program staff person. When separation from the group is used as a behavior guidance technique, the child's return to the group must be contingent on the child's stopping or bringing under control the behavior that precipitated the separation, and the child must be returned to the group as soon as the behavior that precipitated the separation abates or stops. A child between the ages of six weeks and 16 months must not be separated from the group as a means of behavior guidance.

**Subpart 5. Separation report:**

All separations from the group must be noted on a daily log. The license holder must ensure that notation in the log includes the child's name, staff person's name, time, date, and information indicating what less intrusive method was used to guide the child's behavior and how the child's behavior continued to threaten the well-being of the child or other children in care. If a child is separated from the group three times or more in one day, the child's parent shall be notified and notation of the parent notification shall be indicated on the daily log. If a child is separated five times or more in one week or eight times or more in two weeks, the procedure in subpart 2 must be followed.

**Subpart 6. Children with mental retardation or related conditions:**

For children with mental retardation or related conditions or children under the age of five, as specified in parts 9525.0004 to 9525.0036, the standards governing the use of aversive and deprivation procedures in parts 9525.2700 to 9525.2810 apply.

**POLICY REGARDING HURTFUL BEHAVIORS BETWEEN CHILDREN**

It is UMCDC’s goal to provide a safe and healthy environment for all children. We are aware, that young children commonly engage in hurtful, challenging behaviors as part of their developmental experience. As parents and teachers, we will better understand our children if we consider the many reasons why one child may hurt another:

- Lack of language skills
- Frustration
- Arousal state
- Anxiety/stress
- Tiredness/fatigue/lack of sleep/ travel
UMCDC considers the following physical behaviors to be NOT ACCEPTABLE: hitting with hands, hitting with objects, scratching, pushing, pinching, hair pulling, throwing sand, kicking, biting, etc. We are concerned about these behaviors and take them seriously, observe and record these.

Hurtful behaviors, and the Center’s response, differ by age group and situation. In the event of a hurtful interaction between children, UMCDC staff intervenes. Teaching staff use their best judgment in determining when and how to contact parents, both of the hurt child and the child who has caused the hurtful behavior. The situation is first evaluated by teaching staff, and may also involve the Education Coordinator and/or the UMCDC Director, to identify the source of the behavior, the frequency and steps to eliminate it. In some cases, referral to an outside agency may be a suggested or determined as necessary.

Hurtful behaviors can be isolated incidents. In other cases, the hurtful behaviors are repeated, and require additional intervention with both families and the children involved in the hurtful situation. UMCDC strives to meet the needs of each child and family involved in a hurtful incident. For that reason, consistent boundaries and understanding between home and school is very important to deal with hurtful behaviors. A cooperative plan with parental input and between parents and teachers is to design and to implement a strategy or strategies for success. If a situation cannot be resolved with the strategies implemented by UMCDC staff, referral to an outside agency becomes necessary. Parental cooperation and follow-up when such a referral is expected e.g. possible evaluation and assessment. Lack of such cooperation and collaboration may result in termination of enrollment and childcare services.

Please note: data privacy and mandated confidentiality prevents UMCDC from revealing any information specific to the children and families involved in a hurting behavior.

**SPECIFIC TO THE IMMEDIATE SITUATION OF A HURTFUL BEHAVIOR, ALL FULL-TIME AND PART-TIME STAFF ARE INSTRUCTED TO:**

1. Use a very firm voice to say, “STOP! THAT HURTS!”

2. If one child is still hurting another child, physically separate them to stop the hurtful behavior and say, “I need to help keep my friend stay safe.”

   NOTE: by not giving eye contact or words to the child who caused the hurtful behavior, ATTENTION IS FOCUSED ON THE HURT CHILD, NOT THE CHILD WHO CAUSED THE HURTFUL BEHAVIOR

3. Give any first aid that is needed, such as washing hurt area with soap and water, applying ice, etc.

4. Stay with both children until the hurt child feels ready to return to the current routine of the classroom.

5. The child who did the hurting is encouraged to help with the first aid, as long as the injured child wants it, and the other child is cooperative. The child who did the hurting is encouraged to ask,
“_________ are you okay? How can I help make you feel better? Can I hold the ice pack for you?” Such participation provides a “cause and effect” experience for that child, and is a step towards helping young children to develop empathy toward their peers. Point out the feeling(s), “see his tears?”

6. The teacher and the children all talk about what happened. Sometimes, the children needs a bit of space before a conversation occurs. In this eventual conversation, the teacher listens carefully, assuring both children of an opportunity to speak, and to be heard. After this conversation, the adult helps both children resolve the issue.

7. The child who caused the hurtful behavior may return to play if he/she is cooperative with the process described above. If not cooperative, the child who caused the hurtful behavior must wait until the hurt child is able to return to play. Only when the hurt child is able to return to play may the other child also play.

8. A teacher must complete an accident report describing the situation surrounding the hurtful behavior, without naming the child who caused the injury. This report is given to the parents of the hurt child at the end of the day. The name of the child causing the injury is placed on the yellow copy that is forwarded to the education coordinator.

9. Teaching staff uses their best judgment in determining when and how to contact parents of the hurt child. Parents may be encouraged to contact their health care provider, depending upon the injury, e.g. bleeding, broken skin.

10. Teaching staff uses their best judgment in determining whether, when, and how to inform the parents of the child who caused the hurtful behavior. Parents may request early notification if there is a repeated behavior causing them concern.

11. If a pattern of hurtful behaviors is noticed, documentation will be placed in the file of the child who caused the hurtful behavior. Parents of the child doing the hurtful behavior(s) will be contacted to work with teaching staff to create and implement an intervention.

12. The teaching staff may work with the recipient of the hurtful behavior to learn to assert self, give tools to encounter such behaviors.

Please note: data privacy prevents UMCDC from revealing any information specific to the children and families involved in a hurting behavior.

**HURTFUL BEHAVIOR INCIDENT REPORT TO PARENT:**
When a child intentionally causes harm to another child, whether provoked or unprovoked, a Hurtful Behavior Incident Report is given to the parent. This form is to help document behaviors and helps teaching staff work on correcting the behavior if possible.

**STRATEGIES:**
Teaching staff reflects and analyses the behaviors and the children involved to see if there is a pattern. When teaching staff review the data, records, observation, for time, place, and circumstances of the hurtful behavior, they implement a strategy to address the behavior. Examples:

a. Make changes to materials and the environment.
b. Adapt how the children are grouped - for transitions, teacher-directed activities, and small groups and routines.

c. Change how transitions are done and completed

d. Use these situations as teachable moments and teach/model appropriate responses.

e. Depending upon the situation, staff may shadow the child who is causing the hurtful behavior, or in some cases, the child who is causing the hurtful behavior, or in some cases, the child who is hurt (to observe, interfere, use a mediator).

f. Redirect child to prevent frustrating and over stimulating situations from occurring

g. Observe and evaluate interactions - how full-time staff and CCW’s interact with the child; reflect and change interactions and responses.

h. Request involvement of UMCDC Education Coordinator or Director to work with parents and teaching staff to create and implement an Individual Child Care Program Plan (ICCP).

i. Develop a plan to scaffold development in different ways e.g. a) to assert self, tools to counter aggressive, unwanted behavior b) to give mediators to the child who needs to inhibit a behavior, set boundaries, tell and model what to do.

j. Consult other resources outside of UMCDC

PARENT INVOLVEMENT

COMMUNICATION WITH TEACHERS:
In order to help your child develop and give your child the best possible care, we need to be aware of things that may affect his/her day. It is best for you, our staff and your child to form a relationship of caring, a “partnership of care.” Events and changes are important to communicate to share with us, such as upcoming vacations, moves, bad dreams, sleepless nights, death of a pet or a relation, etc. If your regular routine changes please let us know e.g. if a parent will be going out of town for a few days or a week. Please communicate these to the teaching staff verbally and/or write in the parent and/or staff notebook. We are glad to discuss any concerns, problems, or questions you may have at a time that is favorable to both your schedule and ours. We know you interested you are in hearing about your child’s day when you come to pick him/her up. Some days we are able to chat with you, but sometimes we cannot due to safety (watching and listening for sight & sound, ratios, and attending to all the children. Please help us by keeping the lines of communication open or request a meeting or additional conference. We e mail the daily journal to all families every day documenting classroom activities and experiences for that day so that you can talk with teaching staff and your child about the day.

PARENT/TEACHER CONFERENCES:

I. Pre-enrollment parent/teacher Intake conference. At an intake conference an area coordinator will orient you to our classroom, give you a copy of our Preschool Child Care Program Plan and review it with you. You will complete an Intake Information Form. The Area Coordinator will also give you “Family Picture” and “All about me” questionnaires to be returned on your child’s first day at the Center or first day in a bungalow.

   A. If your child has a health condition that requires a Child Care Medical Plan of Action this must be updated before your child begins their preschool experience.

   B. We value the uniqueness of each of our families. We like to share this by our family photo album. You will receive a photo album page to fill with favorite family photos and a short questionnaire “All about me…” photos will be returned when your child is through with their preschool experience. Children are very proud to share their special album page. It also is very comforting when missing loved ones.

II. Developmental Conference
These conferences occur twice a year. At this time we discuss with you your child’s social, emotional, intellectual and physical growth and development and ask for your input. We assess the children’s development using UMCDC’s Developmental Conferencing Tool, “desired results”, along with our Parent/Teacher Conference Summary Form, you will receive a copy of the conference form with the original placed in your child’s file along with documentation that the individual parent conference was planned and offered.

A. Parents are asked to fill out a “Parent Preconference Questionnaire” a week to ten days prior to meeting with the teacher. These are required by the Minnesota Department of Human Services. Please return this form within 5 days prior to your conference time. Sometimes, it is necessary for you to arrange your work schedule to accommodate times teachers are able to offer to meet. Each teacher is allowed ½ hour per conference but you can stay to look through your child’s binder and return to front desk. Conferences are usually scheduled back to back so please be prompt and keep with your designated times.

III. Exit Conference
This conference is offered when your child is ready to leave UMCDC. The exit conference re-evaluates your child’s development, gives us (the teachers) a chance to say good-bye, and to give you a final summary of your child. If your normally scheduled conference is within a month, we will consider that your exit conference. Please bring any concerns/questions to this conference or give to us prior to the conference so they can be thoughtfully addressed.

IV. Special conferences may be requested by either a parent or teacher to discuss a special issue or concern or topic for referral. Sometimes it is appropriate to ask the Center’s Educational Coordinator or the Director to sit in on this type of conference.

PARENT VISITATION:
We have an “open door” policy for you to drop in to see your child. Although we have this “open door” policy, it works best if visits occur for about 1 hour. We have found that a visit at lunchtime is enjoyable for some children. Your leaving can be a bit confusing and sad for them. To have lunch with your child, the kitchen must know by 9:30 a.m to accommodate you. There is a nominal fee of $3.00 for lunch.

IMPORTANT REMINDERS

CENTER’S HOURS OF OPERATION AND ENROLLMENT SCHEDULES:
UMCDC’s hours of operation are from 7:30 a.m. to 5:30 p.m. each Monday through Friday. The building closes at 5:30pm; families must be out of the building at that time. The center closes on all official University holidays and staff development in-service training days. Check for the list of closed days for this calendar year in the parent enrollment packet, the parent bulletin board in each bungalow, the parent binder, or the parent handbook. Providing care for children 7:30 to 5:30 is an excessive day for young children. It is best to keep their day to 8 or 9 hours maximum.

SIGN IN TIME:
You MUST sign your child in and out daily. This is a MN DHS licensing requirement. This allows us to keep accurate records, who is in attendance which is very important in the event of an emergency or any time we move from one area to another. To be sure we have a correct child count we use a face to name child count process. Children and parents must wash their hands when arriving and departing the
center. This cuts down on spreading germs and illnesses. In the summer months, we ask parents to apply sunscreen to children when they sign them in for the day.

ARRIVALS AND DEPARTURES:  
You are responsible for your child while you are in the bungalow and after you sign him/her out. Please make sure your child leaves the classroom at the end of the day with you. And, that rules such as no running in the hallways or along are abided by to be consistent with our policies during the day. Please be sure your child is with you in the hallway or in another area. Leaving a child unattended is against our rules, thank you.

If someone other than a parent is picking up your child please let us know in writing. We will not let your child leave with someone who is not listed on your emergency card or on an alternate authorization form. Also, late fees are charged after 5:30 p.m.

ABSENCE, LATE ARRIVAL:  
If your child will be absent due to illness, a vacation, or will arrive later than 9:30, please call to inform us. This is important for staffing purposes, as well as conveying any necessary information to others about communicable diseases. We serve breakfast from 8:45 until 9:15 a.m. Your child must arrive and be sitting down at the table by 9:00 in order to participate in the breakfast.

BREAKFAST:  
All preschool staff and parents must adhere to the following Preschool Breakfast Service Policy, without exception:

• Preschool breakfast is delivered from the kitchen between 8:30-8:45am each day for set-up. We are expected to clean up and roll the cart out of the bungalow no later than 9:25am to do this. We end service of food by 9:00 to complete bussing, all materials put away and our staff are cleaning up by 9:15 to complete by 9:25.
• Preschool breakfast food service will begin at 8:45am and end no later than 9:15am.
• Staff will offer the last or second serving of food at 9:10am.
• We cannot allow you to serve your child center food or food brought from home.
• If your child wants or needs breakfast at the center, please be here and sitting down by 9am so your child has enough time to eat.
• Your responsibility is to have your child get breakfast and set-up the time that works to meet their needs.

CLOTHING:  
Children should be appropriately dressed for play indoors and out. Preschoolers are offered a lot of fun, messy activities that they tend to enjoy. We don’t want them to feel inhibited by their clothes. We believe asking preschoolers to keep their clothes free of mud, paint or mess free, denies them the chance to explore, have fun and to learn in a relaxed way.

We foster self-help skills by encouraging them to dress and undress themselves. This can be an achievement for them. Please help by providing clothing for them that works and doesn’t have lots of extra buttons, zippers, snaps, and straps – especially when using the toilet. Extra clothing should be kept in your child’s basket. Please check weekly to see that the clothes fit and are appropriate for the current weather.
**Toilet Learners:** If your child is in the process of toilet learning, you need to bring extra clothing. Please take your child’s wet clothing from the bathroom basket home daily and replace clothing the next day. Your child needs routine support from home and school simultaneously.

**Brushing Teeth:** Preschoolers brush their teeth one time during the day. Each child has their own toothbrush. Teachers supervise and support each child as they are brushing their teeth. Toothbrushes are sanitized at least one time during the week and new toothbrushes are provided every three months.

**Outerwear:** We try to play outdoors DAILY unless it is raining, the wind-chill is below zero, the heat index is over 100 degrees, or if the air quality is poor. Please provide outerwear that is appropriate for Minnesota’s ever-changing weather. Please have all outerwear gear here DAILY.

Shoes should fit well and be sturdy enough for walking, running and jumping. It is suggested that preschoolers wear tennis shoes or shoes that are compatible in the classroom. It is extremely important that children wear tennis shoes during outdoor playtime and during use of the large motor multi-purpose room. For safety, children are not allowed to wear open toed shoe such as, flip flops, thongs, sandals, and “Crocs”.

**TOYS:**
Toys must not be brought (other than one soft one at naptime) to the Center UNLESS requested by staff for a special activity. Books are welcome every day. **NO WEAPON-LIKE TOYS, PLEASE!** Please check with the full time teaching staff or area coordinator to insure the appropriateness of the book or toy.

**COSTUMES:**
Costumes may not be brought to the Center UNLESS requested by staff for a special activity. Books are welcome every day. **NO VIOLENT-LIKE COSTUMES, PLEASE!** Please check with the full time Teacher to insure the appropriateness costume.

**CUBBIES:**
Each child in Preschool has his/her own cubby and a basket for storing extra changes of clothing (please label) and outer wear. Please check daily for artwork, wet, or soiled clothing, and to replenish clothes worn while at the Center. Take a moment to let your child practice hanging up outerwear. Please do not store food, lip balm, lotions, medicines, and plastic bags in cubbies. All things need to fit in this provided space, please be mindful of how many items are kept there.

**LABELING:**
It is important to label your child’s clothing and other belongings. All unclaimed, unlabeled articles of clothing are placed in the Lost and Found collection at the front desk for about a month. Please check lost and found for any clothing your child is missing or leave a note in the parent notebook.

**NAP/REST POLICY:**
Parents are responsible for providing a **daily nap time blanket** for their child. Please bring one on Mondays and we will send it home on Friday to be washed.

- If a child has rested quietly for 30 minutes and is almost asleep, the staff may allow the child to continue to lie on the cot and complete her/his nap. If the child does not fall asleep, he or she may be allowed to get up and move to the foyer for quiet play options, or may even be accompanied to the multi-purpose room for large motor play.
• If the child does fall asleep, she or he will be allowed to sleep without adult interruption until the end of the group’s nap period. When a child falls asleep during our quiet rest period it is because her or his body is tired and needs a nap.

• If the child’s parent(s) are concerned the child is sleeping too much at UMCDC, we will help the child wake up gently, but only after 30 minutes of sleep and only if the child awakens to a gentle approach of awakening by the Teacher. If the child does not awaken with the first try, another gentle approach will be tried after another 15 minutes of sleep. Staff will not forcibly awaken a child.

• Between 2:45 and 3:00 p.m. for Preschool and Toddlers, children are awakened by the sound or the voices of Teachers and other children, by lights being turned on, by music or an activity tape cassette being played, and by gently being awakened by the staffs.

**BIRTHDAY POLICY:**
We recognize that birthdays are special times in a young child’s life. We celebrate by providing a sign and singing happy birthday. **We ask that no birthday treats be brought in (due to safety around food such as allergies).** Each classroom provides some kind of special token for the child to take with them as a memory of their birthday. If your family would not like us to recognize a birthday simply let us know and we will honor your beliefs.

**GOOD-BYES:**
At the end of your child’s enrollment, we celebrate by having a special last day poster and special group time. Please consult with your child’s teacher about last day procedures.

**EMERGENCY CARDS:**
Keep your emergency card current, as per **MN DHS licensing**. Updates can be done at the front desk. If your child becomes ill or injured, we will make every effort to reach you. If you aren’t available, your other contacts will be called. If your child becomes ill at the center, you must pick up your child within one hour of the time we contact you. We are not licensed for “sick” child care as per our MN DHS license.

**ACCIDENT/INJURY:**
Responsible supervision of the children is of utmost importance and children are appropriately supervised *sight and sound* at all times. Each staff member is responsible for implementing accident prevention measures and for maintaining active interaction and/or observation of children at all times. UMCDC has a comprehensive, “Risk Reduction Plan” (as per MN DHS licensing).

Parents will receive an accident injury report any time their child is hurt at UMCDC. Parents need to sign off at pick up that they were informed about the injury and received a copy for the report. The form is filled out in triplicate, with the Education Coordinator receiving a copy and the third copy filed in the bungalow. The *accident injury report* describes when an injury occurred, how it happened, and what type of first aid was administered. Parents will be contacted by telephone (or pager) if an injury requires more immediate, emergency attention.

Injuries that require the child being seen by a physician are reported within 24 hours to the MN State Department of Human Services, day care licensing division (296-2852).
Every three months the education coordinator and area coordinators conduct an analysis of accident injuries that have occurred during that period. Accident prevention procedures are developed, updated and modifications are made when feasible.

A HEAD INJURY REPORT is given to parents when a child sustains a blow or bump to the head.

**MEDICATION:**
We will not dispense medications unless you complete a *Medication Permission Form* for the prescribed medicine(s). We must have the physician’s instructions, as well as your authorization, for **all prescription and non-prescription medications**, oral or topical. The meds must be in the **original containers**. Please refer to your center parent handbook for more information regarding requirements for medications.

**PRESCHOOL EXPECTATIONS**

**RESPECT FOR SELF AND OTHERS**
- Hands are for Helping (no physical punishment)
- Words are for helping (no shaming)
- Point out and give words to feelings and actions
- Everyone’s feelings need to be recognized
- Appreciate each child for who they are
- Be consistent in interactions with children
- Be direct and clear when giving messages
- Aware of ambient tone of the environment (e.g. tone of voice, sound level, engaging put not over stimulating)
- Gentle touch and spatial awareness
- Acknowledge/ Notice kindness/give words to

**RESPECT FOR MATERIALS**
- Caring for materials – introducing and using appropriately, putting away/clean-up
- Materials are for everyone to use – sharing and/or taking turns
- Everyone participates in group putting away clean-up
- Introduction to and how to Show/care of materials

**POSITIVE REINFORCEMENT**
- Positive reinforcement tells children what to do and to feel good and gives a sense of belonging.
- Make positive statements of actions and feelings or describes actions and/or name feelings.
  
  Examples:
  - Descriptive words (not value laden words) observation of exactly what the child is doing or has done (rather than saying “good job”, say, “you pushed your chair in and now your friends won’t bump into it, that is helpful)”
  - Describe to the child what his/her feelings might be and ask “is this how you feel?” or “did I describe how you were/are feeling?”
  - Describe or paraphrase back to the child just what he/she has said to you about an action or a feeling
  - Listen for the meaning” and to the child’s questions and discuss what the child feels or has done and alternatives.
• Work toward internalization of self-control or inhibitory control plus, “what could we do next time?” And uses co-regulation and mediators as a means to scaffold this development.

GENERAL
• Running indoors must be a teacher directed activity
• Chairs are for sitting on
• Tables are for working, eating and playing (No sitting or standing on tables or bookshelves)
• Stuffed animal and blankets will be kept on cots or in cubbies until it is naptime
• Opening doors/gates is a grownup’s job

OUTDOORS/PLAY YARDS
• A teaching staff member must go down the hall with small groups of children
• Children dress for outdoors, they learn sequence, develop fine motor skills and balance. We encourage children to find and match mittens, boots, and take steps to tidy up their cubby.
• We ask children to pick-up and care for outdoor materials.

EATING
• Children are served seconds on request. Children are encouraged to try other foods before served more.
• Child pour liquids and serve one food component at each meal.
• Children will be encouraged to help clean up spills with teacher’s assistance.
• Children remain seated while eating
• Children bus and scrape dishes at the end of meals
• Children and adults engage reciprocal conversation.
• Children have a sense of family/community eating and talking together gives a sense of belonging.

TOILETING
• The children need to flush toilets, children MUST wash hands
• We have scheduled toileting times; of course, children use toilets as needed. Teaching staff supervise use of the toilets. Use of toilet is recorded on chart in the younger bathroom
• Parents must provide diapers, wipes, and change of clothes, if needed.
• Parents work with staff to support toilet learning when it is appropriate.

SMALL GROUP EXPERIENCES HELP CHILDREN:
• To share other points of view, perspectives, therefore to listen
• To be more aware and responsive to each other
• By encouraging each individual’s strengths
• To improve attention span and perseverance/being effortful
• To see things develop “overtime” e.g. gardening
• To take turns, share, work collaboratively
• To explore talents and express (outgoing, quiet, shy, etc.) in large and small group settings
• To self-regulate, self-calm, negotiate
UMCDC YOUNGER PRESCHOOL DAILY SCHEDULE
7:30 – 5:30 - MONDAY – FRIDAY
Times listed vary according to the daily needs of the children & weather conditions. Current schedules are posted in the bungalow.

7:15 – 7:30 Prep Time Opening teacher is involved in preparation of materials and room readiness

7:30 – 8:45 Foyer Play Arriving children and parents wash hands, and then enter free play in the foyer, supervised by our Bungalow’s opening staff.

8:45 – 9:15 Breakfast Service Children clean up from foyer play, wash hands, and have breakfast. Children bus their dishes and go to the bathroom.

9:15 – 9:30 Bathroom and Quiet Reading All children have a toilet try, wash their hands, and then choose a book or puzzle to do quietly before large group time.

9:30 – 9:40 Morning meeting large group gathering, where we welcome each other, discuss “the Menu of Activities”, curricular topics, chores. (The multi-purpose room is available to us from 9:30 – 9:50. In the case of rain/heat or poor air quality, we will use our multi time after breakfast and conduct morning meeting when we return to the classroom).

9:40 – 10:45 Free play in the classroom/foyer/play castle Children are given the opportunity to engage in self-directed free play at our various learning centers, or engage in small group activities. This time allows children to learn and practice valuable social skills as well as many other skills.

10:45-11:30 Outdoor play Weather permitting or continued indoor free play

11:30 – 11:40 Transition indoors Changing clothes if necessary, optional toilet tries, dumping shoe sand and hand washing

11:40 – 12:30 Lunch First lunchers begin at 11:40; second lunchers begin at 11:50 – staggering the group’s helps to organize transition.

12:30 – 12:50 Toilet tries, hand washing, nap time stories in foyer

12:50 – 3:00 Rest time MN Rule 3 Licensing requires children to rest on their cots for 30 minutes. If after 30 minutes your child is unable to fall asleep, they will be allowed to get up for quiet activities in the foyer. Sleeping children can stay on their cots until 3:00. As children wake up, they will have a toilet try before heading to the foyer.

3:00 – 3:15 Large group gathering in the foyer Children listen to stories or sing songs as the ‘late sleepers’ wake up and have bathroom tries and teachers set up snack.

3:15 – 3:35 Snack, hand washing, and group time As children finish snack, they transition to their carpet seats for books and puzzles. When everyone is finished with snack, teachers conduct a brief afternoon check in
3:35-5:30 Indoor and outdoor free play/pick up

5:30 – UMCDC is Closed

5:30 – 5:45 Prep time closing teacher organizes rooms and completes closing duties

UMCDC OLDER PRESCHOOL DAILY SCHEDULE
7:30 – 5:30 MONDAY THROUGH FRIDAY

Times listed vary according to the daily needs of the children and weather conditions. Current schedules are posted in the bungalow.

7:15 – 7:30 Prep Time Opening teacher is involved in preparation of materials and room readiness

7:30 – 8:45 Foyer Play Arriving children and parents wash hands, and then enter free play in the foyer, supervised by our Bungalow’s opening staff.

8:45 – 9:15 Breakfast Service Children clean up from foyer play, wash hands, and have breakfast. Children bus dishes and go to our group time area. Bathroom tries as needed.

9:15 – 9:20 Books/Journal Time Children enjoy calm reading/journaling/conversation as others finish eating, bus, and join the group. 9:20 – 9:30 Morning Check-in we briefly discuss today’s calendar and our plans for the morning

9:30 – 10:30 Morning free play Children choose from materials and activities in all learning centers. The morning may include a teacher directed small group activity.

10:30 – 10:35 Clean up and transition to large group time

10:35 – 10:55 Large group time we gather for teacher led songs, games, books, and discussion

10:55 – 11:45/12:05 Outdoor Play It’s important for the children to exercise their large muscles and get fresh air, so we go out every day unless it is raining or the wind-chill is below zero. Dressing for the outdoors and undressing is also an important aspect of this period, since self-help skills are gained. If weather does not permit us to go outdoors, large motor activities would be available

11:45 – 12:50 Lunch and transition to rest time “first lunchers” begin about 11:45, “second lunchers” about 12:05. Children alternate into first or second shifts for lunch each week. Bathroom tries occurring after lunch.

12:50 – 1:10 Rest time staff read aloud from our current chapter book

1:10 – 3:00 Rest time and foyer play Non-nappers come to the foyer at 1:40 for quiet play with books, art, puzzles, and small toys. At 2:15, 8 children may use the MPR for active play. Bathroom tries as needed.

3:00 – 3:10 Transition reading we gather on one side of the foyer to read a brief selection from a fun chapter book.

3:10 – 3:30 Snack and quiet reading Children eat afternoon snack, then choose a book for 5 minutes of independent time with books

3:30 – 3:45 Afternoon check-in we briefly discuss this afternoon’s activities and plan
3:45 – 4:45 Afternoon free play Bathroom tries as needed.

4:45 – 5:30 Outdoor play

5:30 – UMCDC is Closed

5:30 – 5:45 Prep time closing teacher organizes rooms and completes closing duties