

**IX. Child Care Program Plan**

Minnesota Rules, part 9503.0045, subpart 1 and 2

Subpart 1

- A. Supervision:** Children are supervised at all times. A program staff person is within sight and hearing of a child at all times so that the program staff can intervene to protect the health and safety of the child.
- B. Ages of children served:** Infants that are 6 weeks of age through 16 months, toddlers that are 16 months of age through 33 months, preschoolers that are 33 months through their first day of Kindergarten, and school-agers who are the summer before entering kindergarten (within 4 months) through 12 years old. Children enrolled in the preschool class are no younger than 31 months old. Children enrolled in the prekindergarten have not yet attended the first day of kindergarten.

**Numbers of children served:** The total center capacity is 99. The infant/toddler capacity is 44, not to exceed 30 infants or not to exceed 28 toddlers. The preschool/school-age capacity is 55, not to exceed 15 school-agers. The infant ratio is 1:4, the toddler ratio is 1:7, the preschool & prekindergarten ratio is 1:10, and the school-age ratio is 1:15.

**C. Days and hours of operation:**

<u>Infants</u>	Full Time	Mon – Fri	8:00-5:00
<u>Waddlers</u>	Full Time	Mon – Fri	8:00-5:00
<u>Toddlers</u>	Full Time	Mon – Fri	8:00 - 5:00
<u>Preschool</u>	Full Time	Mon – Fri	8:00 - 5:00
<u>Prekindergarten</u>	Full Time	Mon – Fri	8:00 - 5:00

**D. General Education Methods:** St. Peter's Early Childhood Education Center views play as a vessel or learning. The program is child-centered, inviting and stimulating. The atmosphere is lovingly supportive and accepting. We encourage independence, self-control, and skill development. Each day is viewed as an opportunity for ongoing learning and discovery. Activities are designed to promote the progress of children in a manner consistent with their unique abilities...physically, cognitively, socially, emotionally, creatively, and spiritually. Age difference and ability level enhance the richness and depth of the Christian child-centered curriculum that is designed to move each child to their next level of mastery. The MN EC Indicators of Progress guide curriculum development and classroom activities.

**E. Annual Evaluation:** A staff person qualified as a teacher under part 9503.0032 annually evaluates the Program Plan and revises as needed. See signature and date of evaluation on final page of document.

**F. Goals and Objectives:** The program is child-centered, inviting and stimulating. The atmosphere is lovingly supportive and accepting. We encourage independence, self-control and skill development. Each day is viewed as an opportunity for ongoing learning and discovery with activities to enhance individual development of the whole

child...physically, cognitively, socially, emotionally, creatively, and spiritually. Age difference and ability level enhance the richness and depth of the Christian child-centered curriculum that is designed to move each child to their next level of mastery. The MN EC Indicators of Progress guide curriculum development and classroom activities.

**G. Activities:** Activities are designed to promote the intellectual, physical, social, and emotional progress of each child in a manner consistent with the child's individual appropriateness, age appropriateness, and socio-cultural background as stated in Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8 by S. Bredekamp. (Play based curriculum)

**H. Conferences:** The intellectual, physical, social, emotional, and spiritual progress is documented in the child's record and conveyed to the parent during the conferences offered twice a year (typically May and November). The months of scheduled conferences will be posted on the school calendar, and conference offerings are documented in children's files. Parents may request a conference with faculty or the director as desired.

**I. Daily schedule:**

Infants: The infant schedule will vary with each infant and will be adapted as an infant reaches new milestones. The daily schedule will contain a variety of activities which will allow an infant to develop intellectually, physically, emotionally, socially, and spiritually.

- Free time with toys to explore and discover
  - tactile toys
  - mirrors
  - toys of varying colors, sizes and shapes
  - board books
  - rattles
  - a time to foster motor skills
- Play time with teachers
  - reading books
  - sensory/art
  - encouraging curiosity
  - music and movement
  - rocking and cradling
  - dramatic play
- Naps
- Snack
- Lunch
- Outside time (walks or yard-time as developmentally appropriate)

Waddlers:

Morning:

Fine Motor Skill Development Activities  
Morning Meeting/Story Time  
Centers and Art  
Jesus Time or Praise Time  
Music  
Snack  
Quiet Reading  
Outside (Playground) Time

Afternoon:

Lunch  
Nap/Rest Time  
DAP Self-Selected Activities  
Snack  
Centers and Free Play  
Outside (Playground) Time  
Quiet Reading

Toddlers:

Morning:

Table Activities & Games  
Morning Meeting/Story Time  
Centers and Art  
Jesus Time or Chapel  
Library/Music/Gym  
Snack  
Quiet Reading  
Outside (Playground) Time

Afternoon:

Lunch  
Nap/Rest Time  
Self-Selected Activities  
Snack  
Table Activities & Games  
Outside (Playground) Time  
Quiet Reading

PreKindergarten, and Preschool:

Morning:

Self-Selected Activities  
Table Activities & Games  
Morning Meeting/Story Time  
Journal Writing  
Centers and Art  
Jesus Time or Chapel  
Library/Spanish/Music/Gym  
Snack  
Quiet Reading  
Outside (Playground) Time

Afternoon:

Lunch  
Stories on Tape  
Nap/Rest Time  
Self-Selected Activities  
Snack  
Outside (Playground) Time  
Table Activities & Games  
Centers and Free Play

Subpart 2

The following interest areas are provided as required for programs that operate more than 3 hours a day in addition to others not listed.

- \* Creative arts and crafts
- \* Construction
- \* Dramatic or practical life activities
- \* Science
- \* Music
- \* Fine motor activities
- \* Large muscle activities
- \* Sensory stimulation activities

**J. Curriculum:** Our teachers carry out a developmentally appropriate curriculum that includes teacher and child directed activities that vary between quiet and active. Faculty develop their own curriculum using Pinnacle Curriculum resources (for infants through preschool) as guided by the MN EC Indicators of Progress.

**K. Equipment and Materials:** Interest areas are provided to encourage hands-on learning and include music, reading, science, math, dramatic play, sensory, building, language, and art.

**L. Parental Review:** The Childcare Program Plan is available to parents for review on request, is posted on our website and provided to faculty at orientation. Parents are the most important partner in the child's development; we welcome parental involvement in assessment, programming, and developmental goal setting.

**M. Observation and Assessment:** Center faculty engage in regular, authentic observation and assessment of each student. These assessment practices allow faculty to plan curriculum (including environment and activities) that are developmentally appropriate for each child, following the core concepts of age appropriateness, individual appropriateness, and socio-cultural appropriateness. Children's learning opportunities are extended when the programming is designed in response to the children's interests, abilities, and developmental needs across the

domains of growth and learning. Developmental milestones are assessed in alignment with the MN EC Indicators of Progress. Children's daily school experiences are observed, work samples are documented (e-doc via Tadpoles), assessment exercises (can be one on one with a teacher or the between the child and parent) and photos/notes via the Tadpoles system are synthesized to create an authentic portrait of each child's development. Assessment information is continually used to extend and revise (when necessary) programming, interactions, and experiences that best suit each child's current and progressing development, as well as guide additional dialogue with parents and specialists (as agreed upon with the parent) to fully meet the child's developmental needs. Written assessments are provided to parents at least twice annually for each child. Faculty are responsible for continuing training and development regarding best practices in their observation and assessment responsibilities.

#### **N. Tuition**

Infant \$406/week  
Waddler \$394/week  
Toddler \$361/week  
Preschool \$340/week  
Jr. Pre-K and Pre-K \$328/week

St. Peter's offers a 10% discount on the oldest child enrolled when families have more than one child enrolled at St. Peter's. Both children must be fully enrolled in the program. Only one 10% weekly discount per family is to be granted. An annual supply fee of \$50.00 per child will be withdrawn in early January. Milk charge of \$2.50 weekly is charged for our food program.

#### **O. Inclusive Approaches to Learning:** Center faculty emphasize programming and environments that are conducive to an inclusive and encouraging learning center. Colossians 3:14 – "And above all these put on love, which binds everything together in perfect harmony."

John 3:16 – "For God so loved the world, that He gave His only Son."

To the glory of God, in striving to love all people, we encourage the following:

- All children and families have a sense of belonging and experience affirmation of their identities in Christ and cultures of origin, in developmentally appropriate ways that rely on strong relationships between children, families, and staff
- Each child is encouraged to demonstrate self-awareness, confidence, pride in their family and culture, and positive self-identity in Christ – including positive feelings about his or her gender and his or her abilities
- All children have access to and participate in the education they need to become successful, contributing members of society, engaging all in joyful and respectful learning
- Children and adults respectfully live, learn, and work together in a diverse and inclusive environment, expressing comfort and joy with human diversity (including languages) and caring human connections
- All families have access to resources necessary to fully nurture their children, through partnership with the early childhood education center – parents are invited and counted upon to facilitate such partnership

- Authentic inclusion and celebration of diversity are sustained characteristics embedded in our center's programming and environment – center faculty guide and assess their curriculum and environment planning based on these ideals

The Childcare Program Plan is reviewed annually by the ECEC Director, as documented below.

Director's Name: \_\_\_\_\_

Director's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Notes/Revisions: