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## CHILD CARE PROGRAM PLAN

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- A. **Supervision within the Center:** All children are supervised by sight and sound at ALL times, except as otherwise indicated in licensing rules.
- B. **Age categories and number of children:** Bilingual Child Care & Education Center, Inc. has been serving children and families since 2010. We are a family-owned and privately-run company with two locations:

**ROSEVILLE:** 1125 County Road B West, Roseville, MN 55113

The Roseville Center is licensed by the Minnesota Department of Human Services to serve 105 children, infant to 5 years old (pre-kindergarten). The Center's food service program is commercially licensed through Ramsey County Public Health, Environmental Health.

**MAHTOMEDI:** 720 Wildwood Road, Mahtomedi, MN 55115

The Mahtomedi Center is licensed by the Minnesota Department of Human Services to serve 106 children, infant to 5 years old (pre-kindergarten). The Center's food service program is commercially licensed through Washington County Public Health and Environment.

- C. **Classroom Placement:** We determine our classroom age composition based on annual enrollments, grouping children in classrooms mostly closely aligned by age. Our goal is to avoid mid-year classroom transitions and may utilize state-approved "mixed-age rooms" so that children can stay in their classroom with their teacher and classmates from September through May and enjoy our school year curriculum that is specifically designed for each age group. In general, children are placed in classrooms and according to the following guidelines:

**Bebes:** *Infants up to 18 months* (max group size of 8 within a classroom of 12 babies/3 teachers)

**Chiquitos:** *Toddlers 16 months to 33 months* (max group size of 14 within a classroom of 14 children/2 teachers)

**Prescolar:** *Preschoolers 31 months to 5+ years* (max group size of 20 within a classroom of 20 children/2 teachers)

Parents are consulted for preferences if a child is of an age that can work in more than one group (older or younger). Our school year begins after Labor Day, but enrollment is accepted year-round per space availability. If classrooms are full, we encourage families to be placed on our waiting list for spots that may become available throughout the year.

Children are placed in age-appropriate classrooms and generally transition to the next classroom in June or September. Transitions may be considered at alternate times to best accommodate developmental needs based upon a parent or teacher request and if space is available. All families will submit current Health Care Summary forms and immunization records upon enrollment, when child turns 33 months, and/or annually in September or following a current well-child visit. Any special needs or other issues are communicated among teaching staff so that new teachers are prepared to continue supporting the child's positive development.

- D. **Hours of operation:** The hours of operation are 7:00am – 5:30pm Monday through Friday year-round.

- E. **General Education Methods:**

**MISSION**

To support families who choose to raise bilingual and culturally inclusive children and prepare them for lifelong success

**GOALS**

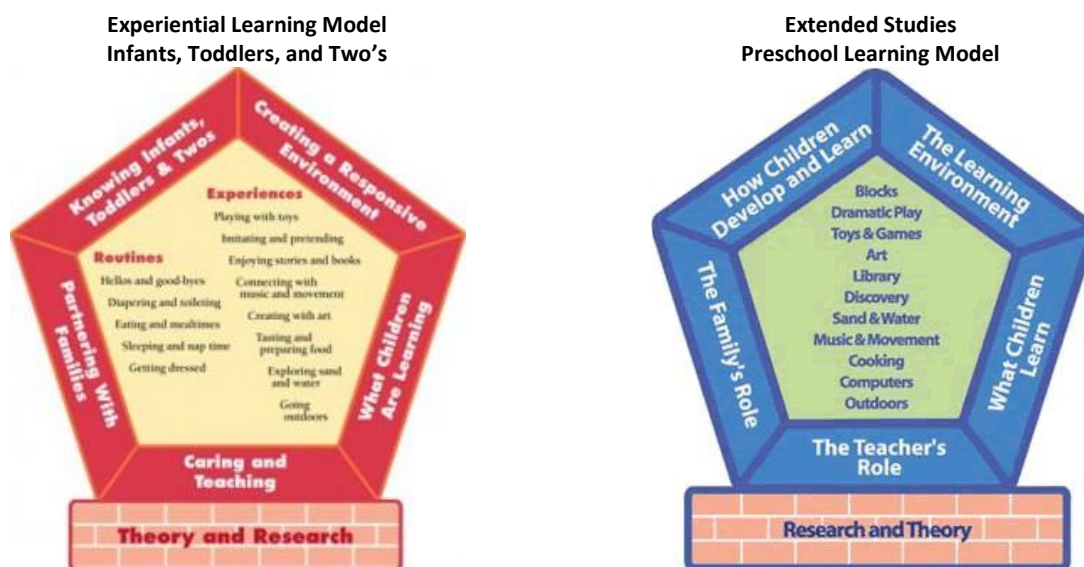
- 1) Nurture each child's unique gifts, healthy development, and prepare them for success in school
- 2) Cultivate a diverse, respectful, and culturally inclusive environment
- 3) Build an active bilingual community of families and educators
- 4) Support the ongoing development of a dynamic team of professional educators who are native and bilingual Spanish speakers with diverse cultural experiences

# The Creative Curriculum®

The Center uses a professionally developed curriculum called The Creative Curriculum. All children participate in learning environments that promote growth and development in the areas of social emotional, physical, language, cognitive, literacy, mathematics, science and technology, social studies, the arts, and second language acquisition. The Creative Curriculum is based on 38 objectives in these 10 goal areas for development and learning for children 0-5 years old. The objectives are aligned with state early learning standards and teachers are trained to individualize learning experiences according to each child's needs. It is a research-based curriculum to support educators at all levels of experience to plan and implement a developmentally appropriate, content-rich program for children with diverse backgrounds and skill levels. The curriculum supports the Center's Spanish immersion learning environment.

**Infant and Toddler classrooms** use The Creative Curriculum's Infants, Toddlers, & Two's (ITT) Curriculum which delivers an experientially based learning environment that focuses on learning through exploration and doing. As such, children at this age level participate primarily in activities that pique their curiosities and use all five senses to experience their activities and surroundings in order to progress in a developmentally appropriate manner according to the 38 objectives.

**The Preschool classrooms** use The Creative Curriculum's Preschool Curriculum. The Preschool curriculum builds upon the development of the skills gained in the toddler room through the ITT Curriculum and adds more structure and complexity to learning appropriate for older children. At the Preschool level, The Creative Curriculum incorporates learning through extended "studies" that integrate learning in a variety of areas in relationship to the topic of study. The studies encourage an in-depth examination of the area of study over a period of 4-6 weeks. The studies encourage the children to help direct the focus of the study in an inquiry-based manner, encourage the children to explore the topic and ask questions about things that are of particular interest to them, and plan activities associated to the children's interests and questions. The studies integrate learning in the areas of pre-literacy, pre-math, science, social studies, art, music, and others by exploring these focuses through the perspective of the study topic. The teacher may also plan activities in math, science, art, etc. that do not directly correlate to the topic of study.



- F. The program plan is developed and evaluated annually in writing by the Center's owner, Leah Retamozo, MA, CEO. Ms. Retamozo is a staff person qualified as a teacher under part 9503.0032.

- G. **The following are the goals and objectives of The Creative Curriculum which promote the physical, intellectual, social, and emotional development of the children in each age category, as described in part 9503.005, subpart 2, for which care is provided.** These goals and objectives align with the Minnesota standards for kindergarten readiness.

**The Creative Curriculum**  
**Objectives for Development & Learning**

**SOCIAL/EMOTIONAL**

1. Regulates own emotions and behaviors
2. Establishes and sustains positive relationships
3. Participates cooperatively and constructively in group situations

**PHYSICAL**

4. Demonstrates traveling skills
5. Demonstrates balancing skills
6. Demonstrates gross-motor manipulative skills
7. Demonstrates fine-motor strength and coordination

**LANGUAGE**

8. Listens and understands increasingly complex language
9. Uses language to express thoughts and needs
10. Uses appropriate conversational and communication skills

**COGNITIVE**

11. Demonstrates positive approaches to learning
12. Remembers and connects experiences
13. Uses classification skills
14. Uses symbols and images to represent something not present

**LITERACY**

15. Demonstrates phonological awareness
16. Demonstrates Knowledge of the alphabet
17. Demonstrates knowledge of print and its uses
18. Comprehends and responds to books and other texts
19. Demonstrates emergent writing skills

**MATHEMATICS**

20. Uses number concepts and operations
21. Explores and describes spatial relationships and shapes
22. Compares and measures
23. Demonstrates knowledge of patterns

**SCIENCE AND TECHNOLOGY**

24. Uses scientific Inquiry skills
25. Demonstrates knowledge of the characteristics of living things
26. Demonstrates knowledge of the physical properties of objects and materials
27. Demonstrates knowledge of Earth's environment
28. Uses tools and other technology to perform tasks

**SOCIAL STUDIES**

29. Demonstrates knowledge about self
30. Shows basic understanding of people and how they live
31. Explores change related to familiar people or places
32. Demonstrates simple geographic knowledge

**THE ARTS**

33. Explores the visual arts
34. Explore musical concepts and expressions
35. Explores dance and movement concepts
36. Explores drama through actions and language

**LANGUAGE ACQUISITION (Spanish, English, Bilingual)**

37. Demonstrates progress in listening to and understanding two languages
38. Demonstrates progress in speaking two languages

- H. **Specific Activities that promote intellectual, physical, social, and emotional development of a child consistent with the child's cultural background.**

Specific activities are planned and implemented according to each group's level of development (examples: Latin music, learning and play centers, enjoying stories, circle time, songs, social/emotional learning, centers, small group work, literacy, math, fine motor, playing outdoors, dressing and undressing for going outdoors, movement, and free and dramatic play). These activities meet all the 38 objectives listed within the Creative Curriculum's objectives for development and learning. A big part of social emotional development is honoring each individual child's cultural background. The center does this in many ways such as sharing at circle time, using an inquiry-based learning approach, teaching respect for diversity and learning about other people's culture and families, and more. We may at times learn about cultural celebrations and traditions that have religious roots. Our goal is to provide education and experiences of diverse cultures and invite all families to share their traditions with us for learning and celebration.

- I. **Statement that the intellectual, physical, social, and emotional progress of each child is documented in the child's record and conveyed to parents at conferences per part 9503.0090, subpart 2.**

Written developmental assessments are conducted by the teacher two times per year during the September-May school year: 1) fall semester conferences in January, and 2) spring semester conferences in May. Teachers will also conduct a benchmark assessment upon enrollment. Assessments are not conducted during the summer. During parent/teacher conferences the child's individual developmental progress will be reviewed. The parent receives a written copy and is asked to sign a copy for the child's file. Parents may also request a special conference at any time. Parents may be asked for additional information on their child to help teachers best identify and tailor learning strategies for each child.

Children are assessed by regular classroom teachers through observation and the use of evaluation tools such as worksheets, number/letter/color flashcards, etc. Teachers refer to The Creative Curriculum's materials that set forth specific milestones for each objective based on a typical progression range by year for ages 0-5. Observation and evaluation take place in the regular setting in the classroom or gym/playground. Teachers receive initial training on conducting assessments when they are hired, along with annual reinforcement training and support throughout the school year. Administrative Staff routinely visit all classrooms to provide support and individualized coaching.

The formal assessment data is used to share results with parents, to individualize learning, and to promote development for children. Parents who have questions about developmental assessments or tools/methods are encouraged to speak with their child's teacher and administrative staff.

- J. **Daily schedule (indoor and outdoor activities)**
- K. **Description of activities that are quiet and active, teacher directed, and child initiated.**
- L. **Description of a variety of activities that require the use of a variety of activities.**

**Daily Schedule:** Each classroom schedule differs slightly but all include the following components. Children participate in diverse activities throughout the day described below, including those that are quiet and active, teacher directed, and child initiated, and that require the use of varied equipment and materials.

<b>7:00-8:00</b>	Arrival – wash hands Bathroom & diapers (as needed), wash hands Latin Music, Learning & Play Centers Enjoying Stories
<b>8:00/8:30</b>	Breakfast
<b>9:00</b>	Large group circle time: ¡Buenos Dias!, Who's in Class Today?, Calendar/Today's Activities Songs, Stories, Social/Emotional Learning, Hands on learning about centers, materials, routines
<b>9:15-11:00</b>	Morning Small Group Work Bathroom break, wash hands Early Literacy, Math, and Fine Motor
<b>11:00-11:45</b>	Dressing (shoes, coats, boots, mittens, hats) Going Outdoors: Playground & Walks (Indoors in the Gym for bad weather or on occasion) Undressing (shoes, coats, boots, mittens, hats)
<b>11:45-12:30</b>	Wash hands, Lunch
<b>12:30-1:00</b>	Bathroom & diapers, wash hands Enjoying Stories, Nap Time Routine
<b>1:00-3:00</b>	Nap time
<b>3:00-4:00</b>	Bathroom & diapers, wash hands Afternoon snack Music, Movement, Centers, Free & Dramatic Play
<b>4:00-5:00</b>	Dressing (shoes, coats, boots, mittens, hats) Going outdoors: Playground & walks (Indoors in the Gym for bad weather or on occasion) Undressing (shoes, coats, boots, mittens, hats)
<b>5:00-5:30</b>	Music & play centers Enjoying stories (5:10-5:25)

- M. **Along with the Program Policies, this Program Plan is provided to all parents upon enrollment and available on the Center's website. These documents are available in hard copy upon request from the main office.**