

ABC Child Development Center

32 Grant Circle, N.W.
Washington, D.C. 20011
Main: (202) 829 -8444
Fax: (202) 829-1001

Email: abcchilddevelopment@yahoo.com



Family Guide

2019

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INTRODUCTORY INFORMATION

Mission: Our mission is to provide to every young child from every race, socioeconomic status and cultural background with an early educational foundation which will put them on a path that leads them to Pre-K readiness and ultimately becoming productive adults in society.

Purpose and Goals:

1. To provide enriched child care services for working parents.
2. To provide a stimulating, thought provoking, learning environment for young children.
3. To provide a safe environment conducive to the total development of the child: Physical, Social, Emotional, Cognitive and Nutritional.
4. To develop skills in children that will lead to a good academic performance when entering higher schools of learning. The school's subjects are, but not limited to: Language Arts, Mathematics, Science, Social Studies, Physical Education, Music and Arts and Crafts.
5. To develop in children the ability, to organize, to plan and to follow through on simple tasks.
6. To provide a cognitive oriented curriculum.
7. To involve parents in the school programs and the educational process of their children.
8. To provide a program that allows opportunities for children to express themselves freely through music and/or movement.
9. To provide programs, activities and facilities that will allow exploratory learning that will raise the child's awareness about the world in which they immersed in on a daily basis.

These goals are designed to be reached during our academic calendar year which will run from September – June. At the end of this period, all preschool children will participate in the academic promotional program.

In June, the Summer Enrichment Program/Summer Camp will begin.

Ages of children- we provide care to:

Infants: 6 weeks-1 year
Toddlers: 1.1 yr – 3 years
Preschool: 3.0-5.0 years
School-aged: 5-14 years of age



Hours of Operation:

We are open Monday-Friday from 7:00 a.m. – 6:30 p.m. All children should be picked up before the closing time, or a \$5.00 a minute late fee will be assessed per child. After 7:00 p.m., ABC reserves the right to transport any remaining child(ren) to the nearest police station.



Enrollment Procedure:

1. Take a tour
2. Complete an Application and Emergency Medical Authorization Form
3. Have a certified health practitioner to complete, date and sign a Child’s Health Assessment Form (**Must be current with physical and immunizations**).
4. If the child is over 3 years of age, a Dental Health Assessment should be completed by a Dental Practitioner.
5. Submit Enrollment Package
6. Pay the application, registration and insurance fee – \$50.00 non-refundable
7. Pay tuition

On your child’s first day, he or she will need:

Infants: Pre-made bottles (Top and Bottle must be labeled), wipes, (2) changes of clothes, and any additional toiletry items you think he or she may need such as Vaseline, baby powder, diaper ointment, etc....

Toddlers: Bottles or Sippy cup, diapers, wipes, (1) complete change of clothing

Preschool: Pull-ups, wipes and (1) complete change of clothing. If being potty trained (2) may be best.

Most importantly, your child will need your support!

The Center will provide for each child appropriate bedding (crib or cot), sheets and blankets. All linens will be washed every Friday and any day before that if necessary.

ABC CDC FEES and PLAN OF PAYMENT: January 2019

Name and Age of child	Weekly Amount
Infants and Toddlers: 6 weeks – 3 years	\$ 330.00
Preschool: 3 – 5 years	\$ 310.00
Afterschool Care: Ages 3-4	\$ 220.00
Afterschool Care: Ages: 5 – 14 years	\$ 200.00

Tuition can be paid bi- weekly or monthly in advance without any deduction for any absences, holidays, illnesses or closures due to staff development, inclement weather, power outages or any other situations beyond ABC’s control. Additionally, please note every January 1, the weekly tuition will be increased by \$ 5.00 for all families to keep up with the cost of living expenses and wages.

Acceptable methods of payment are cash, checks or cashier's checks. A fee of \$ 35.00 will be charged for any check returned due to insufficient funds. In the event of this occurrence, ABC reserves the rights to decline any future payments made with a personal check. Effective February 1, 2019, money orders and Paypal are no longer acceptable methods of payment.

You may qualify for tuition assistance through the D.C. Department of Human Services Subsidy Program if you are a D.C. resident. You may speak with an ABC administrator regarding further inquiries about the program. There may be additional fees for special activities and/or field trips.

When you plan to withdraw your child, you must give 15 days notice prior to withdrawal, in writing to the Center's director. Families will be responsible for the full tuition rate if they fail to provide proper notification.

Drop-in Care

If care is not needed for an entire week, we may be able to provide services as you need them. The drop-in rate is \$65.00 per day payable upon entrance. Each child must be registered before he or she will be admitted. When care is needed, you should call the Center as soon as possible to reserve a space; drop-in spaces are extremely limited.

Hiring of Staff

Staff at ABC Child Development Center undergo a thorough screening such as:

- *Criminal background/FBI Fingerprint clearance
- * Child Protective Registry Checks
- * Washington D.C. Police Clearance
- * Drug and alcohol (randomly selected)
- * Yearly Health screening must be completed by a physician.
- * Bi-Annual Tuberculosis screening
- * Reference checks

Staff that are certified in first aid, CPR, and Food Handlers are present at the Center during all times of operation. In addition, the staff members of ABC are Qualified Teachers, Teacher's Assistants and Teacher's Aides.

Ratios – Teacher/Child Ratios is strictly adhered to at all times of operation. In the event of a staff member's absence, ABC contracts with Metro Staffing, to provide qualified substitutes.

AGE OF CHILDREN	ADULT/CHILD RATIO	MAXIMUM SIZE OF GROUP
0-24 months	1:4	8
24 -30 months	1:4	12
30 months through 3 years	1:8	16
4-5 years	1:10	20
6 years and older	1:15	30

Scheduled Yearly Closings

ABC will be closed for the following Holidays, Observations and Staff Development Day:

<u>January</u> New Years Day M.L. King Jr.'s Birthday	<u>February</u> President's Day	<u>March</u>	<u>April</u> D.C. Emancipation
<u>May</u> Memorial Day	<u>June</u>	<u>July</u> Independence Day PD Day-7/5/19	<u>August</u>
<u>September</u> Labor Day	<u>October</u> Columbus Birthday	<u>November</u> Veterans' Day Thanksgiving Day PD Day – 11/29/19	<u>December</u> Merry Christmas PD Days 12/23-12/24

ABC will be closed for a maximum five days per calendar year for staff development day. Those dates have been preselected but are subject to change; you will be given ample notification (at least 30 days).

When weather is inclement, ABC Child Development Center will follow D.C. Public Schools. If they are closed, we will be closed. If there is any weather delay (such as a 2-hour), ABC will not open until 9:30 am.

Polices Governing Ill/Sick Children

ABC understands that it can be difficult when a parent needs to leave or miss work due to their child's illness or sickness; however, our most primary concern is the health and safety of all children and staff. Therefore, if you suspect that your child may be ill, please take him/her to the doctor and bring a re-admit slip signed by the doctor.

In the event that the child becomes ill at the Center with a mild illness (to be determined at our discretion), we will call the parent, isolate and attempt to care for the child until the end of the day. However, the following illnesses will require immediate exclusion from the Center to prevent the spread of the infection:

- Illness that results in a greater need for care than our staff can provide without running the risk of becoming ill themselves.
- Fever (anything over 100.00). If fever is accompanied with other signs of illness, **we ask that the child not return to the Center until her or she has gone a full 24 hours without a fever.**
- Diarrhea-stools with blood or mucus, and/or stools that are unformed and cannot be contained in a diaper.
- Vomiting if more than two times in a 24-hour period.
- Rash with fever unless doctor has determined (must have a doctor's note) that it is not a communicable disease/virus.
- Conjunctivitis (pink eye)
- Impetigo until after 24 hours after treatment
- Strep Throat until after 24 hours after treatment
- Ringworm
- Head lice until after treatment and all nits are removed
- Scabies until 24 hours after treatment has begun
- Chicken pox

- Any other symptoms indicative of a reportable communicable disease, as such is defined in Chapter 2 of Title 22 of the District of Columbia Municipal Regulations or in any superseding document.

Any child excluded from the Center due to a suspected communicable disease/virus, cannot return to the Center until a doctor has given clearance. You must bring a re-admit slip.

To prevent the spread of germs, ABC will be proactive in performing the following duties on a regular basis:

- 🧼 Cribs and Infant toys are washed and sanitized with a bleach solution daily or after they have been mouthed.
- 🧼 Furniture and equipment is washed and sanitized daily or as often as needed.
- 🧼 Sheets and blankets and machine-washable toys are washed on a weekly basis or as often as needed.
- 🧼 Diapering surfaces, mouthed toys or objects, bibs and mops used for cleaning will be properly disinfected after each use.
- 🧼 Toilets, toilet seats, flushing handles, container/lids used to hold soiled papers, water tables and water play equipment, play tables, floors and carpets are cleaned daily or whenever there is visible contamination. All carpets will be steam-cleaned at least once a month.

Reporting Suspect Child Abuse and Neglect

Individuals working with children are mandated by law to report to the appropriate state authorities if they have reasonable cause to suspect a child is being abused or neglected or in danger of being abused or neglected. All staff will receive annual training to learn to identify and report suspected abuse or neglect. Please note, our foremost concern is the protection of ALL CHILDREN.

Reporting of Communicable Diseases

When ABC is notified that a child enrolled in the center or an employee has a (suspected) reportable disease, it is our legal responsibility to report it to the Department of Health immediately, whom may require further information, testing or preventive measures. ABC will give serious consideration to all recommendations made by the public health agencies to promote the health and safety of staff members and the children and families we serve. We believe that it is extremely important to notify families about exposure, so their children can receive preventive treatment if available.

The following itemized list is some of the most common reportable illnesses:

- | | | | |
|------------------------|--|--------------|----------------|
| * bacterial meningitis | * botulism | *chicken pox | *diphtheria |
| *measles | *meningococcal infection | | *poliomyelitis |
| *rabies | *rubella congenital and non-congenital | | *tetanus |

Emergency Preparedness Plan

In accordance to the DCMR 29 New Child Development Facilities Regulations 369.1 to 369.10, the following Annual Contingency Plan has been designed to be implemented in the event of an emergency closure (electrical, gas, fire), due to any reason that will prohibit the facility from caring for the children. Temporarily, the following plan will be in effect. The children will be transported by foot to the following respectful location:

Chantelle’s Quality Childcare Center located at 4221 7th St. N.W. Washington D.C. 20011

A portable first/aid emergency kit will be transported along with the children to the contingency site. Upon arrival, parents will be notified and may be requested to come and pick up their child(ren). In addition, we are required to report any such incident to the D.C. Compliance and Integrity Division.

Disciplining Children

The following methods of discipline are not used by any staff person, substitute, volunteer or aide at ABC Child Development Center:

- (A) Physical Harm, including punching, pinching, shaking, spanking, biting, yanking and poking
- (B) Fear and/or humiliation
- (C) Derogatory remarks and/or profane language
- (D) Confinement in a locked room or enclosed area
- (E) Forced feeding, or withholding of food, rest, toilet use or outdoor activities or play
- (F) Physical and/or chemical restraints.

Separation (time-out), when used as discipline, shall be brief in duration and shall be appropriate to the child's age and developmental level and to the circumstances necessitating the discipline. Any child separated will be placed in a safe, lighted, well ventilated room, within the sight and hearing of an adult at all times. Authority to discipline will never be delegated to another child.

Non-Discrimination/Confidentiality

ABC programs are designed to support children's growth and to challenge them to learn. ABC views each child as an individual with a unique learning style and way of responding to the world. Given the diversity of the families and communities we serve, it is incumbent upon us to recognize and appreciate what each child brings to our program.

ABC will provide care to all children ages 6 weeks – 14 years of age without regard to race, religion, color, creed, gender, cultural heritage, parent/guardian marital status, parent/guardian political beliefs, parent/guardian sexual orientation, disability or special needs, medical condition, HIV status, or any other consideration made unlawful by federal, state or local laws.

The Americans with Disabilities Act requires that reasonable accommodations be provided to people with disabilities. The law covers children with disabilities seeking reasonable accommodations in a child care setting, as well as parents/guardians served. ABC will conduct individualized assessments of particular needs of a child and family and engage in an interactive dialogue with parents, caregivers and medical professionals to identify reasonable accommodations and to safely integrate the child into the program, given each individual's capabilities, and to give the family full access to, and participation in, our programs to the extent feasible.

At ABC, it is our policy that any information regarding a child, a child's family or other matters discussed with center management or staff will be held in the strictest confidence.

PARKING

If driving to the center, all parents must locate a legal parking space on New Hampshire Ave, Varnum Street or Upshur Street. ABC parents are strictly prohibited from parking in the alley to drop off or pick up your child.

Disclosure Statement

ABC Child Development Center shall not disclose information concerning an individual child or the child's parent(s) or guardian(s) to persons other than facility staff or government officials acting in the course of their duties, unless the parent(s) or guardian(s) grant written permission for the disclosure, or unless disclosure is necessary in an emergency situation.

Communication

There will be various forms of communication between the staff, center's administrators and the family. At the end of each day, a **daily activity sheet** (by request) will be provided to you by your child's teacher. This sheet will give you an accurate account of your child's day such as feedings, diapering, activities. Each room will also maintain an up-to-date **parent board** in their classroom. This board will have the menu, daily schedule, lesson plan, daily activity sheet and any other pertinent information, so please be sure to check it out periodically. Each child will be assigned a mailbox for any written correspondence. A **monthly newsletter** will be provided to each family at the beginning of each month. Also, ABC utilizes **Brightwheel** as an additional communication tool, so it is very important that at least one parent provides a correct email. Upon admission, an account will be created for your child and the login and password information will be sent to your email from the Brightwheel tech team. Lastly, a **message board** will be kept and maintained in the main hallway of the center to communicate any news, events, closings, etc.

Parent Responsibilities

Meals and Snacks

ABC believes that meals and snacks are critical to a child's health and development. They are also an integral aspect of the center's curriculum. A weekly menu will be provided to each parent detailing what will be served for Breakfast, Lunch and Snack, all of which have been carefully planned to meet the USDA requirements. ABC does not allow food from home to be served to any child over age one, unless there is a documented medical reason.

For infants, parents have the option to accept ABC provided baby food and/or formula (Kirkland Brand). All non-mobile infants (0-5 months) will only be fed parent supplied breastmilk and/or iron fortified formula. Once the infant turns 6 months, the parent must complete an Infant Feeding Plan to determine if/when the baby can be fed baby food. All parent-provided baby food must be labeled with the child's full name. All parent-provided breastmilk/formula must be prepared by you and bought to the Center labeled with the child's name and date the formula was prepared (or pumped if providing breastmilk). Once the baby turns one, unless instructed otherwise, we will provide whole milk. Water cannot be given to any child in lieu of milk.

Birthday Parties: Parents are welcome to send in a store-prepared treat to share with their child's classmates on birthdays or special occasions. Some classrooms have strict allergy guidelines so you should inform your child's teacher in advance about what kind of treat you plan on bringing; this is for the safety of all children

Personal Care Items

Diapers, wipes and changes of clothing must be provided upon request. Additionally, on occasions your child's classroom teacher may request Clorox wipes and boxes of tissues primarily during the winter months.

Child Custody

So that all parents feel equally welcome to the center, ABC strives to remain neutral in all custody disputes. Legally, unless there is an active restraining order, court order or court order visitation schedule on files at the center that designates otherwise, we cannot deny a parent or guardian access to his or her child. Additionally, the center cannot be used as a place for scheduled visitations, nor can we be responsible for supervising parent and guardian visits.

Medication Policies







Medication will be administered to children by any lead teacher of ABC only under emergency or special circumstances.

Examples of such would be:

- * Life threatening incidents (ex: asthma attack, or allergic reaction)
- * a disabled child who requires medication




For situations outside of those listed, parents are advised to speak with their child's doctor to determine if a dosage schedule can be arranged that does not involve the hours your child is present at the center.

Before medication will be administered, the parents/guardians of any child who suffers from the above conditions will be required to complete a Medical Authorization from which details:

-  Name of prescribed medication
-  Prescriber's information
-  Correct Dosage-amount and time
-  Expiration date
-  Parent's signature
-  Staff person signature who administers the medication

All medications will be kept in a secure location away and out of the reach of all children

In the event that medication will be administered, a log will be kept detailing the following information:

-  Time medication was given
-  Staff member's name who administered the medication
-  Dosage given

This log will be kept on file at the Center for at least three years.

We will apply diaper or topical ointments; however, before the center's staff can administer any diaper cream/ointment, a written authorization signed by the parent or guardian must be completed. Diaper cream/ointments may be applied as a protective measure after diapering to prevent diaper rash and to a child who may suffer from a mild rash. If the diaper rash becomes severe, that child may need to see a doctor.

Attendance Policies

While occasional school absenteeism may not be problematic, excessive absenteeism has shown to have a negative impact. Children with poor attendance records are found to be at a disadvantage both academically and socially. With this being said, we request that all children attend every day. We request that all children be at the center by 9:30 a.m so that he or she can be ready to engage in the planned daily activities. If you suspect that you are going to arrive later than this time, please call the Center to inform your child's teacher. If your child is going to be absent or tardy due to an illness or appointment, please bring with you an excuse slip signed by a doctor. If your child will be going on vacation, please provide prior to vacation, a statement indicating vacation days and a contact number. This statement can be given to your child's teacher or via email at abcchilddevelopment@yahoo.com. If a child is absent for more than three consecutive days, someone from the center will contact the parents to determine the reason for the absence. Remember, we want your child to have the best learning experience possible at ABC so he or she must be present consistently to receive all we have to offer.

Personal Belongings

All items brought to the Center for the child must be labeled with the child's full name. The center will provide individual blankets and sheets for each child; however, parents may provide these items if they wish. The center will not be responsible for any child's personal items such as jewelry and toys brought from home.

Updating Records

Many of the records kept for your child will need to be updated. Health Certificates must be updated annually and when new immunizations or vaccinations are given to younger children. At 3 years of age, a Dental Assessment must be complete by the child's Dentist.

Replenishing Personal Items

Each child will be assigned their own personal cubby which will hold their personal items. The teacher will send home a slip when your child's personal items are running low. You are responsible to replace your child's personal items as needed. Please be mindful that diapers are checked frequently throughout the day and baby wipes are used for diapering as well as cleaning the children's hands after diapering (per Health and Sanitation Diapering Guidelines).

Parent Involvement/Meetings/Workshops

Parent Involvement has been statistically proven to aide in high academic success of the child. At ABC, we want to form a professional partnership with all parents. There will be at least five scheduled meetings/trainings per calendar year; it is imperative that you attend these meetings. Together, we can ensure that the children are receiving a high-quality learning experience at school as well as home. Parents may visit the center at anytime of the day; we do request that we are notified of your intent to visit the Center. In addition, parents may also join us for scheduled field trips or participate in special programs held at the Center.

Parent Grievances

In any community, there are inevitable situations where conflict may arise. It is critical that long before conflict arises, an environment already exists that fosters mutual respect, tolerance and clear, honest communication. Parents should report an incident and/or complaint to the lead teacher of a classroom. In the event that the complaint or incident involves the teacher, the parent should report to the director immediately. ABC is committed to responding to all family grievances within a 24-hour period and to resolving those grievances as soon as possible.

Curriculum

At ABC we will implement High Scope curriculum. Please read the following excerpt from High Scope's website to get an idea of what the curriculum is all about.

About High Scope

By Ann S. Epstein, Ph.D., Director, Curriculum Development

What is the High Scope Educational Research Foundation?

The High Scope Educational Research Foundation is an independent nonprofit organization, established in 1970, with headquarters in Ypsilanti, Michigan. The Foundation promotes the development of children and youth worldwide and supports educators and parents as they help children learn. The Foundation's mission is to lift lives through education. High Scope engages in the following activities:

- Develops curricula (instructional programs, professional development programs, and assessment instruments)
- Trains teachers, caregivers, and youth workers
- Conducts research in education and interprets and publishes what it discovers
- Publicly supports programs and policies that benefit children and youth
- Publishes educational books, videotapes, and other materials



What is the High Scope Curriculum?

High Scope's educational approach emphasizes "active participatory learning." Active learning means students have direct, hands-on experiences with people, objects, events, and ideas. Children's interests and choices are at the heart of High Scope programs. They construct their own knowledge through interactions with the world and the people around them. Children take the first step in the learning process by making choices and following through on their plans and decisions. Teachers, caregivers, and parents offer physical, emotional, and intellectual support. In active learning settings, adults expand children's thinking with diverse materials and nurturing interactions.

How does the High Scope approach differ from other early childhood programs?

The High Scope educational approach is consistent with the best practices recommended by the National Association for the Education of Young Children (NAEYC), Head Start Performance Standards, and other guidelines for developmentally based programs.

Within this broad framework, however, High Scope has unique features that differentiate it from other early childhood programs. One is the daily plan-do-review sequence. Research shows that planning and reviewing are the two components of the program day most positively and significantly associated with children's scores on measures of developmental progress.

A second unique feature is our curriculum content, the social, intellectual, and physical building blocks that are essential to young children's optimal growth. Our content areas are organized in five main categories that correspond to state and national learning standards; the five categories are (1) approaches to learning; (2) language, literacy, and communication; (3) social and emotional development; (4) physical development, health, and well-being; and (5) arts and sciences. High Scope has further divided the arts and sciences categories into the subjects of mathematics, science and technology, social studies, and the arts.

Within these preschool content areas are 58 key developmental indicators (KDIs), formerly called key experiences. The KDIs are statements of observable behaviors that define the important learning areas for young children. High Scope teachers keep these indicators in mind when they set up the environment and plan activities to encourage

learning and social interaction. They also form the basis of High Scope's child assessment tool — the Preschool Child Observation Record (COR).

What are High Scope's goals for young children?

High Scope is a comprehensive educational approach that strives to help children develop in all areas. Our goals for young children are:

- To learn through active involvement with people, materials, events, and ideas
- To become independent, responsible, and confident — ready for school and ready for life
- To learn to plan many of their own activities, carry them out, and talk with others about what they have done and what they have learned
- To gain knowledge and skills in important academic, social, and physical areas

High Scope provides children with carefully planned experiences in reading, mathematics, and science. For example, curriculum materials and staff development in the area of literacy are compatible with the latest findings from research and practice. Our key developmental indicators in mathematics and our Preschool COR assessment items are aligned with the early childhood standards of the National Council for Teachers of Mathematics.

Social development is another important learning area in High Scope programs. Studies continually demonstrate that children in High Scope classrooms show high levels of initiative. Teachers further support social development by helping children learn how to resolve interpersonal conflicts. The National Institute for Child Health and Human Development stresses that all these areas of academic and socio-emotional growth are essential for school readiness.

What is the evidence that the High Scope approach works?

Almost 40 years of research shows that High Scope programs advance the development of children and improve their chance of living a better life through adulthood. National research with children from different backgrounds has shown that those who attend High Scope programs score higher on measures of development than similar children enrolled in other preschool and child care programs. The Foundation is perhaps best known for the High Scope Perry Preschool Project study, which compared low-income children who attended our program with those who did not. As adults, preschool participants had higher high school graduation rates, higher monthly earnings, less use of welfare, and fewer arrests than those without the program. In addition to benefiting the individuals who attended preschool, these results show that preschool leads to savings for taxpayers: for every dollar invested in high-quality early childhood education, society saves \$13 in the cost of special education, public assistance, unemployment benefits, and crime. Research also shows that High Scope training with teachers and caregivers is highly effective. In a national study, teachers with High Scope training had higher quality programs than did similar teachers without such training. Higher quality programs were in turn linked to better developmental outcomes for children.

What do teachers and other adults do in a High Scope program?

In High Scope programs, adults are as active in the learning process as children. A mutual give-and-take relationship exists in which both groups participate as leaders and followers, speakers and listeners. Adults interact with children by sharing control with them, focusing on their strengths, forming genuine relationships with them, supporting their play ideas, and helping them resolve conflicts. Adults participate as partners in children's activities rather than as supervisors or managers. They respect children and their choices, and encourage initiative, independence, and creativity. Because adults are well trained in child development, they provide materials and plan experiences that children need to grow and learn.

What does a High Scope program setting look like?

The space and materials in a High Scope setting are carefully chosen and arranged to promote active learning. Although we do not endorse specific types or brands of toys and equipment, High Scope does provide general guidelines for selecting materials that are meaningful and interesting to children. The learning environment in High Scope programs has the following characteristics:

- Is welcoming to children
- Provides enough materials for all the children
- Allows children to find, use, and return materials independently
- Encourages different types of play and learning
- Allows the children to see and easily move through all the areas of the classroom or center
- Is flexible so children can extend their play by bringing materials from one area to another
- Provides materials that reflect the diversity of children’s family lives

What happens each day in a High Scope classroom?

High Scope classrooms follow a predictable sequence of events known as the daily routine. This provides a structure within which children can make choices, follow their interests, and develop their abilities in each content area.

While each High Scope program decides on the routine that works best for its setting, schedule, and population, the following segments are always included during the program day.

Plan-do-review time. This three-part sequence is unique to the High Scope approach. It includes a 10–15-minute small-group time during which children plan what they want to do during work time (the area to visit, materials to use, and friends to play with); a 45–60-minute work time for carrying out their plans; and another 10–15-minute small-group time for reviewing and recalling with an adult and other children what they’ve done and learned. In between “do” and “review,” children clean up by putting away their materials or storing unfinished projects. Generally, the older the children, the longer and more detailed their planning and review times become. Children are very active and purposeful during “do” time because they are pursuing activities that interest them. They may follow their initial plans, but often, as they become engaged, their plans shift or may even change completely.

Small-group time. During this time a small group of ideally 6–8 children meet with an adult to experiment with materials and solve problems. Although adults choose a small-group activity to emphasize one or more particular content areas, children are free to use the materials in any way they want during this time. The length of small group varies with the age, interests, and attention span of the children. At the end of the period, children help with cleanup.

Large-group time. Large-group time builds a sense of community. Up to 20 children and 2 adults come together for movement and music activities, storytelling, and other shared experiences. Children have many opportunities to make choices and play the role of leader.

Outside time. Children and adults spend at least 30 minutes outside every day, enjoying vigorous and often noisy play in the fresh air. Without the constraints of four walls, they feel freer to make large movements and experiment with the full range of their voices. Children run, climb, swing, roll, jump, yell, and sing with energy. They experience the wonders of nature, including collecting, gardening, and examining wildlife. During extreme weather or other unsafe conditions, teachers find an alternative indoor location for large-motor activity.

Transition times. Transitions are the minutes between other blocks of the day, as well as arrival and departure times. Our goal is to make transitions pass smoothly since they set the stage for the next segment in the day’s schedule. They also provide meaningful learning opportunities themselves. Whenever possible, we give children choices about how to make the transition. For example, they may choose how to move across the floor on their way to small-group time. With a consistent daily routine, children know what is going to take place next, and it is not unusual for them to announce the next activity and initiate the transition.

Eating and resting times. Meals and snacks allow children to enjoy eating healthy food in a supportive social setting. Rest is for quiet, solitary activities. Since both activities happen at home as well as school, we try to respect family customs at these times as much as possible. Our main goal is to create a shared and secure sense of community within the program.

How does High Scope help children learn how to resolve conflicts?

Conflict is inevitable during the course of children's play, whenever they become frustrated or angry. This does not mean children are bad, selfish, or mean. They simply have not yet learned how to interpret social cues, understand other viewpoints, or match their behavior to the situation. To help children learn how to work out their disagreements together, High Scope teachers are trained to use a six-step process to solve problems and resolve conflicts:

1. Approach calmly, stopping any hurtful actions or language — A calm manner reassures children that things are under control and can be worked out to everyone's satisfaction.
2. Acknowledge feelings — Children need to express their feelings before they can let go of them and think about possible solutions to the problem.
3. Gather information — Adults are careful not to make assumptions or take sides. We ask open-ended questions to help children describe what happened in their own words.
4. Restate the problem — Using the information provided by the children, the adult restates the problem, using clear and simple terms and, if necessary, rephrasing hurtful words.
5. Ask for ideas for solutions and choose one together — Adults encourage children to suggest solutions, helping to put them in practical and concrete terms. We accept their ideas, rather than impose our own, thus giving children the satisfaction of having solved the problem.
6. Give follow-up support as needed — Adults help children begin to carry out their solution, making sure that no one remains upset. If necessary, we repeat one or more steps until all the children return to their play.

Early Learning Standards/Domains

Social and Emotional Domain: The sense of trust and emotional security that children can develop during infancy shapes their interactions and relationships with others throughout their lives. Children's positive sense of themselves and their ability to self-regulate are key to their success in both school and life.

Physical Domain: Healthy physical development is an essential part of children's overall well-being. During the first 3 years of life, children develop the ability to engage in more purposeful fine and gross-motor activities. They become increasingly able to balance, move and coordinate their hands, arms, legs and whole bodies. The physical skills that emerge during the first three years of life greatly influence infants' and toddlers' relationships with others and their abilities to explore things.

Cognitive Domain: Infants enter the world ready to learn. They begin to acquire and process information through their sensory systems. Through active exploration, children discover the basic characteristics of objects and people. Their rapidly growing abilities to focus attention, to remember, and to discover how objects and people are related, enable children to build new understandings and skills each day.

Language and Literacy Domain (Infancy):

The development of the ability to communicate with others, both verbally and non-verbally, is a major accomplishment during the first 3 years of life. Infants and toddlers learn the language of their families and communities through the interactions that occur as part of everyday routines and experiences. The early and rapid development of language, including the emergence of early literacy skills, is a dynamic process.

Language and Literacy Domain (Pre-school):

Children are born with the capacity to communicate with others. Language becomes the principal tool for establishing and maintaining relationships with adults and other children. Language is also the building block for developing the literacy skills involved in reading and writing. Language and literacy skills go hand in hand. Listening, speaking, reading, and writing develop interpedently in children.

Mathematics Thinking Domain (Pre-school):

Mathematics helps children make sense of the world around them and understand the physical world. Through math experiences, children learn to make comparisons, notice similarities and differences, organize information into categories, quantify data and solve problems. They learn time, space and numbers and increasingly develop vocabulary and skills to measure, describe patterns and talk about order and position.

Scientific Inquiry Domain (Pre-School):

Science content is more than isolate facts. Facts are important, but how they are put together into meaningful ideas is more significant. Young children learn science by exploring the world around them as they try out things to see how they work, experiment, and manipulate objects. Children can use their senses and scientific tools to observe, collect and interpret data and draw conclusions.

Social Studies Domain (Pre-school):

Social Studies in Pre-K is the study of people, jobs, landmarks and cultures of the surrounding community. Children also learn how to contribute to the successful functioning of the classroom. They become aware of the similarities and differences among people and how each person in an important member of the community. Young children learn social studies by exploring the world around them.

Creative Arts Domain:

Art is designing, creating and exploring. Children mix paints, pound and shape clay, build structures with blocks, dance, dramatize stories, clap rhythms and sing chants and songs. Children like to get their hands into materials and move their bodies. Investigating and appreciating the arts provide children a way to express ideas and feelings and communicate in ways that reflect their unique learning styles and views of the world.

Typical Full Day Program

7:00 – 9:15 a.m.	Arrival and Breakfast
9:15 – 9:30 a.m.	Toileting, diaper changing
9:30 – 10:00 a.m.	Circle time/Morning meeting
10:00 – 10:30 a.m.	Activity Time
10:30 – 10:45 a.m.	Morning Review
10:45 – 11:30 a.m.	Outdoor Play
11:30 – 12:30 p.m.	Lunch, Toileting and Preparation for Nap
12:30 – 2:30 p.m.	Rest period
2:30 – 3:00 p.m.	Toileting, diapering and Preparation for Snack
3:00 -3:30 p.m.	Snack
3:30 – 4:30 p.m.	Outdoor Play
4:00 – 5:00 p.m.	Child- directed activity period
5:00 – 5:15 p.m.	Afternoon Review
5:15 – 6:00 p.m.	Quiet Activity Time (read books, manipulative and/or table toys)
6:00 – 6:30 p.m.	Prepare to go home

** Please note, DCMR requires that children get at least two hours daily of play (indoors/outdoors).

Time Blocks and Sequences will vary according to the age of the children, special activities planned, weather, visitors, screenings and any other special needs of the children.

Enrichment Activities

Children visit places of interest throughout the city such as the zoo, farm, museum, circus, firehouse, library and others.

Enrichment activities are provided for the children in the form of field trips, movies, puppet shows, magic shows, dance and movement, music shows, community workers visiting the center and many other varied activities and shows. As an active partner in the development of your child, parents are always welcomed to participate and/or suggest activities or places of interest.