

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: 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 preschool/school-age capacity is 235, not to exceed 100 school-agers. The preschool & pre kindergarten ratio is 1:10, and the school age ratio is 1:15.

C. Days and hours of operation:

Preschool Full Time Mon – Fri 7:00 - 6:00

Prekindergarten Full Time Mon – Fri 7:00 - 6:00

½ Day Preschool 33 mon - 3 yrs T/Th 9:00-1200 or 1:00-4:00

½ Day Preschool 4-5 yrs M/W/F 9:00-1200 or 1:00-4:00

D. General Education Methods: Riverway Preschool views play as a vessel of 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 the final page of the 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, spiritual, 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 Administrator as desired.

I. Daily schedule:

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

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
- * Music
- * Construction
- * Fine motor activities
- * Dramatic or practical life activities
- * Large muscle activities
- * Science
- * 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 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 is 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, assessment exercises (can be one on one with a teacher or between the child and parent) and photos/notes via the Brightwheel 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

Part-time 2 days \$240/month

Part-time 3 days \$360/month

Preschool \$280/week

Jr. Pre-K and Pre-K \$230/week

Riverway offers a 10% discount on the oldest child enrolled when families have more than one child enrolled at Riveway. Both children must be fully enrolled in the program. Only one 10% weekly discount per family is to be granted. An annual registration fee of \$130.00 per child will be due upon registering, January.

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, and 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.
- 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.