

- **Opening Section**

- Definitions

- Mission & Goals

- Goal Described

- Teaching Independence

- Areas to Encourage Independence

- Supporting Organizations

- Dept. Human Services

- Early Resource Learning Center

- Keystone STARS

- Early Intervention

- Intermediate Unit – 13



## Definitions in Childcare

---

Infant - A child ages 6 weeks - 12 months.

Young Toddler - A child 12 months - 24 months

Older Toddler - A child 24 months - 36 months/3 years

Preschooler - A child 3 years old - 5 years, not entered in Kindergarten.

School Age Child - A child at least 5 years old, enrolled in Kindergarten or elementary school.

Potty Trained - A child in underwear *all day long* including daytime nap. A Pull-Up is not underwear, a child in a Pull-Up is not considered potty trained.

Ratio - The number of students allowed in the direct care of one teacher.

Inclusion - Children of all ability levels are entitled to the same opportunities for participation, acceptance and belonging in child care. All reasonable accommodations are made to encourage full and active participation of children in the child care program based on individual capabilities and needs.

Children with special or exceptional needs - Any child that requires, or family that requests, care that is outside of the regular routines and expectations of his or her age group is considered to be a child with special needs. This includes, but is not limited to- developmental delays, chronic medical conditions, and/or food or environmental allergies.

Emergency Contact Form - Form required to be updated and signed at least every 6 months. States child's name, guardians, contact information, individual's child may be released to, and medical information.

Health Assessment - State required form signed by a physician at every well-child check. Required within 30 days of enrollment.

Weather permitting - When outside temperature is between 30 degrees Fahrenheit and 95 degrees Fahrenheit, and no precipitation, toddlers and preschoolers are required a visit outdoors.

Suspension - a child is removed from the classroom for short or extended period of time; a child is removed from the center, may need family or medical documentation in order to return to school

Expulsion - a child is no longer enrolled in the center; child's needs are not able to be met in the group environment





At K-Prep Learning Center, we believe that it is crucial  
to create an environment where  
**all children are loved**  
and parents are comfortable to leave their children  
knowing they are loved and welcomed every day.

K-Prep is committed to educating families and teachers  
in appropriate early childhood practices.  
We maintain high expectations while encouraging  
creativity, independence, natural curiosity and  
respect for authority in all children.



## Goals

---

Center Goals are to encourage families and teachers to...

Meet children's individual needs and create a special relationship with each family and with the community.

Positively communicate with parents, directors, and teachers to promote consistency, unity and education.

Allow children to be as independent as possible while remaining developmentally appropriate.

Foster creative thinking in children through modeling, encouragement and experience.

Allow children to explore their natural curiosity within reasonable limits.

Ensure that children follow the guidelines of the caregiver while respecting that authority.

Maintain a safe and healthy environment.

## The K-Prep Community ~ Children, Families & Staff

---

*“At K-Prep Learning Center, we believe that it is crucial to create an environment where all children are loved, and parents are comfortable to leave their children knowing they are loved and welcomed every day. K-Prep is committed to educating parents and teachers in appropriate early childhood practices. We maintain high expectations while encouraging creativity, independence, natural curiosity and respect for authority in all children.”*

Center Goals are to encourage parents and teachers to...

*Meet children's individual needs and create a special relationship with each family and with the community.*

Individual needs are addressed when determining which classroom is the best fit for each student. Individual needs are further developed in small group interactions and through creating open-ended projects and tiered lessons. Classroom learning is designed to teach both foundational basics and to develop complex concepts and higher level thinking.

*Positively communicate with parents, directors, and teachers to promote consistency, unity and education.*

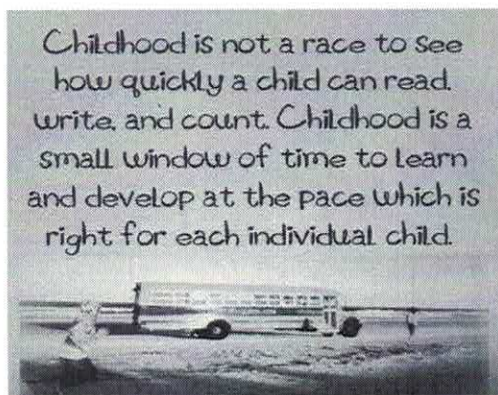
Communication is key to a successful family-teacher-child relationship. We encourage open communication between families, teachers and directors. Some options for consistent communication at Prep include Daily Reports, a Family Information Center, regular Newsletters, emails, verbal conversations, formal and informal conferences.



K-

*Allow children to be as independent as possible while remaining developmentally appropriate.*

We create many opportunities for children to be independent. Levels of independence vary based on age and development. For example, all children work to get themselves ready for outside independently. Toddlers practice “flipping their coats” while preschool students practice learning to zipper. In each classroom, the students are encouraged to choose their own toys and contribute to clean up, with varying amounts of input from their teachers.





*Foster creative thinking in children through modeling, encouragement and experience.*

Teacher-student interaction is key to learning. Young children learn very differently than adults, or even older elementary school children. We play and explore next to your child. We model higher-level thinking questions, offer positive encouragement and create many opportunities for children to actively experience education.

*Allow children to explore their natural curiosity within reasonable limits.*

Children want to know all about their world. They want to explore their physical nature and run, jump, climb and hop. We want them to splash in water, build a train track, draw with markers and cut with scissors. It is our job to encourage their exploration in a safe environment. We discuss safety rules in a positive way. We keep running for outside, climbing for playground equipment, painting for paper and water in the sensory table. It is our hope children are not restricted by sets of rules, but encouraged to play in a fun and safe way.

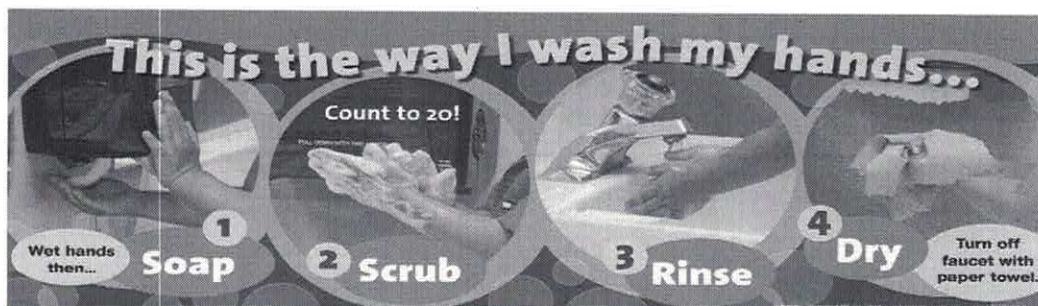


*Ensure that children follow the guidelines of the teacher/parent while respecting that authority.*

We have high expectations for our students. We believe that every child can learn, play and create friendships. It is our job to model good communication skills and conflict resolution among students, to continue our own learning and share that love of learning with our students. We promote unity and kindness. Our students learn that we are all friends at school. They also learn that our teachers are in charge because they care about the mental, physical and emotional health of every student.

*Maintain a safe and healthy environment.*

It is our job to minimize exposure to germs and illnesses through regular cleaning, hand washing and consistent maintenance of facilities. Safety reviews are conducted by staff on a consistent basis, toys and equipment are cleaned regularly, and all children are taught to properly wash hands with soap and water.





# Teaching Independence

**All children have natural temperaments. They can be determined, shy, outgoing or hesitant. As educators, we try to work with all these temperaments to help children feel confident in themselves. Creating opportunities for individual growth is important. Encouraging student independence, while still accepting a child's natural temperament, is an area of education we strive toward as teachers at K-Prep.**

There are many areas to independence. We can be independent in physical development, academic learning, individual emotional needs, and/or social interaction. As teachers of young children, we can encourage physical independence in both large and fine motor areas. This may be through practicing putting on shoes or clothing, hanging up coats on hooks or walking and running at appropriate times.

Emotional independence can be encouraged at young ages to offer support when crying, but allowing moments to calm down without continual teacher interaction. Emotional independence is developed as students grow in their emotions, as they feel safe and confident in their surroundings and the adults in their life are also confident in their abilities to handle emotions.

Social independence is created through teaching and modeling for children how to develop friendships and solve conflicts. This is more than lecturing children on being good. Modeling social independence is often done by specifically teaching students what “using your words” looks like and what it means to be a “good friend.” Like emotional independence, children grow into their social interactions and understanding the stages of development in young children is helpful when encouraging growth.

Learning happens every day. It happens naturally, accidentally and intentionally. As educators, we want to make sure we are aware of our teaching, our intentional moments of education and our accidental words and actions that also share a message. Becoming self-aware of our own temperament, our own areas of natural independence and our personal areas of growth can help us to better educate the young children in our care.



## Areas to Encourage Independence

I am...	I can...	What K-Prep does to encourage independence and growth...
3-6 months old	Roll Echo a sound Be soothed by swaddling	Talk to, snuggle and love
6-9 months old	Sit up Repeat sounds Play peek-a-boo Respond to my name Begin to eat baby food Take 2-3 regular naps	Introduce baby food (with parent approval) Talk to and play with Encourage regular naps Give opportunities to sit up
9-12 months old	Crawl Hold and drink from a sippy cup Say my first word Begin to eat solid foods Take 2 longer regular naps	Assist in moving toward toys Introduce sippy cup of water (with parent approval) Introduce solid food (with parent approval) Work to lengthen naps by patting back to sleep
12-15 months old	Walk Scribble with a crayon Respond to 'no' Enjoy books and dancing Eat all solid foods without bottles Take 1 long afternoon nap Follow a classroom schedule Use a pacifier at naptime only	Hold hands to walk Allow opportunities to do art Read to and dance with Begin to remove bottles (with parent approval) Offer 1 afternoon nap and work to lengthen
15-18 months old	Say 8+ words Follow simple one-step directions Play next to others Fill and dump with toys Stretch nap to 2 hours in length	Talk to regularly in conversation Offer toys and bins Foster play with friends Work to lengthen nap by patting back to sleep
18-24 months old	Say 2-3 word sentences Begin to run and ride toys Have temper tantrums & say "no" Try to do things on my own Feed myself with a spoon Sit at table for meal/activities	Talk to regularly in conversation Offer riding toys Allow for temper tantrums in a safe space away from group Offer spoons to eat with Allow child to try things on own
24-30 months old	Flip my coat Say please and thank you Refer to myself by name Use 20-50 words Jump, throw, and kick Stay focused on an activity when properly engaged Walk in line to go outside Begin to identify animals, shapes, colors Show interest in friends begin to potty train	Show child 'the flip' Encourage saying please and thank you Call child by name and talk to often Allow lots of physical activity Encourage staying focused on activities Keep activities fun and entertaining

30-36 months old	<p>Initiate my own play  look for routines  Use appropriate social behavior  Potty train  Dress and undress myself  Drink from a cup without a lid  Know my first and last name  Identify animals, colors and shapes  Speak so 2/3 is understandable</p>	<p>Provide routines in the classroom  Model and teach appropriate social behavior  Begin to potty train (with parent approval)  Encourage dressing and undressing self with dress-up  Repeat first and last name regularly  Speak to often in conversation  Teach animal names, colors and shapes regularly</p>
3+ years old	<p>Run  Speak in short understandable sentences  Cut and glue with little assistance  Sit correctly at the table  Draw and trace with little assistance  Pretend play  Share and cooperate with others  Dress, eat and use the toilet independently  Hold attention during an activity  Follow multi-step directions  Spell and identify letters in name  Begin to identify letters and numbers  Show interest in being a leader</p>	<p>Allow lots of outside time for running  Speak to often in conversation  Offer scissors and glue with detailed instruction and modeling  Expect sitting straight at the table with feet on floor  Practice drawing and tracing with assistance  Offer imaginative play  Allow opportunities to play/share with others  Encourage dressing, eating and toileting independently  Encourage staying focused on activities  Keep activities fun and entertaining  Practice name spelling regularly  Practice letters and numbers regularly  Give special 'jobs' to children</p>
4+ years old	<p>Identify numbers, letter sounds and familiar words  Write letters and own name  Count with 1 to 1 correspondence  Complete simple puzzle  Learn my birthday, address and parents names  Play cooperatively with peers  Clean up on own  Draw and picture and explain  Use imagination</p>	<p>Practice letters, sounds numbers, and reading regularly  Practice spelling, reading and writing own name regularly  Practice counting objects regularly  Offer puzzles  Introduce birthday, address and family names  Offer opportunities to play/share with others  Expect cleaning up after play  Allow opportunities to draw</p>

## Supporting Organizations

---



K-Prep Learning Center is licensed annually by the Pennsylvania Department of Human Services. The PA state regulations that all childcare centers must adhere to can be found at <http://www.dhs.pa.gov/>. A paper copy is also available for review at K-Prep. In addition to a yearly inspection, there may be unscheduled inspections throughout the year. A current inspection certificate is posted in the Family Resource Center, and families may contact DHS for any further reports. The MPI number that distinguishes K-Prep Learning Center is 101626910-0001.



Early Learning Resource Centers (ELRCs) were created to improve the quality of and access to early learning services in PA and help families identify the best child care options that meet the needs of the child(ren), while offering connections to additional services, such as a child care subsidy. To find your local ELRC office, go to [www.raiseyourstar.org](http://www.raiseyourstar.org)

### Keystone STARS

Standards ~ Trainig ~ Assistance ~ Resources ~ Support

Keystone STARS is an initiative of the Office of Child Development and Early Learning (OCDEL) to improve, support, and recognize the continuous quality improvement efforts of early learning programs in Pennsylvania. Keystone STARS was originally a voluntary program that K-Prep chose to join in Spring of 2014. For more information about Keystone STARS, visit [www.papromiseforchildren.com](http://www.papromiseforchildren.com).





## *Behavioral Health & Developmental Services*



Mental Health • Intellectual Disability • Early Intervention Programs

### **Lancaster County Early Intervention**

717-399-7323    [HMREarlyInt@co.lancaster.pa.us](mailto:HMREarlyInt@co.lancaster.pa.us)

Early Intervention is for children ages 0 - 3 years old. They provide FREE services and supports to families with children who have developmental delays. Supports are based on the unique strengths and needs of the child and family to enhance the child's development. Supports are designed to:

- Answer questions about your child's development
- Assist you and your child throughout daily routines at home and in the community
- Enhance your child's development and educational growth
- Support your child to become more independent
- Provide awareness in the community about the gifts and abilities of all children
- Prevent costly intervention in the future

Early Childhood &  
Special Education  
Services | **iu13**

### **Lancaster Lebanon Intermediate Unit 13**

888-745-0771    [specialeducation@iu13.org](mailto:specialeducation@iu13.org)

The Early Intervention Program of IU13 provides FREE support and services to children, from age three to age five, with disabilities and the need for specially designed instruction. Children may be eligible for Preschool Special Education by meeting the criteria for one of several disability categories including, but not limited to, speech or language impairment, developmental delay and emotional disturbance. For children determined eligible for Preschool Early Intervention, an Individualized Education Program (IEP) is developed to determine the appropriate supports and services. Early Intervention services must be delivered in the setting(s) consistent with the educational needs of the child. Services may be provided in settings such as, but not limited to, local childcare centers, community preschools, Head Start Programs, specialized settings, or in the home.