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Physicals

Routine physicals are required according to the current recommendations of the American Academy of Pediatrics, www.aap.org. We request that families submit a copy of your child's physical with vision, nutrition, hearing, and dental screening information within 90 days of enrollment for all four- year old children. We want to help ensure your child is healthy and ready to learn in order to receive the full benefits of participating in our program. This information may be obtained from your child's doctor or the local health department. Please submit Form 3300 within 90 days of your child's enrollment date. We appreciate your cooperation in this matter.

Standard 4 -Screening/Assessments ..First Steps to Lighthouse **Child Care Centers**

We use the ASQ developmental checklist to provide developmental screening for all children within 45 days of enrollment in our program.

After the child has been enrolled for a minimum of four weeks, the screening tool is completed based on teacher observation and demonstration of skills in the classroom environment. The tool used is determined by the child's chronological age at the time of screening. Results are shared with the parents and input is given by the parents on the screening by the parent completing a copy of the ASQ screening as well. Parents and the child's assigned primary care giver will meet via Parent-Teacher conference to review and compare the results of the teacher and parent ASQ screening.

Results of the screening are used to help plan for the child's continued growth and learning. If children are not meeting milestone benchmarks identified in the ASQ developmentally screening, we recommend the parents follow up with the child's pediatrician for additional input and guidance on any concerns related to the child's development.

Our program will also assist parents in completion of the Children First Screening and Referral form for Children Ages Birth to 21 years to start the referral process for further evaluation to the appropriate state agency. For children under the age of three, we refer parents to Babies Can't Wait for further information. For children over three years of age, we would refer to the Vidalia City or Toombs County Board of Education.

Standard 4 Curriculum ACTIVE LEARNING FOR INFANTS (ALI), TODDLERS (ALT) Series

Children learn through play. Continued learning is supported through interactions with adults in a strategically arranged environment of active and quiet interest centers designed to support learning. We use the GELDS to help guide our planning of meaningful, intentional, & DAP interactions w/ each child according to their interests, activities, skills, and individual needs. Using the research-based standards from these tools helps us promote an environment that is conducive to active & engaged children. We plan for Social/Emotional, Physical, Cognitive, Language, & several other areas of content to readily support the nurturing atmosphere the teacher desires to provide each child. The ALI, ALT, & GELDS are arranged in a scope/sequence format to connect prior learning & help link to new information. Observation of children's documented growth is evidence of active & engaged children. The curriculum supports the whole child and Information is shared regularly with families.

Transition from home to center

Before your child's first day, you will have a chance to tour the center, meet with your child's teacher, and discuss any questions or concerns. At this time please share the best communication methods that the teacher may use to reach you.

Transition between classrooms or learning programs

Children are transitioned to the next classroom or program based on age, developmental readiness, state licensing requirements, and space availability. During the transition, current and future teachers will meet with you to develop a plan to introduce your child into the new classroom or program.

Confidentiality

Unless we receive your written consent, information regarding your child will not be released, with the exception for, that required by our regulatory and partnering agencies. All records concerning children at our program are confidential.

Inclusion – Standard 3

First Steps to Lighthouse believes that children of all ability levels are entitled to the same opportunities afforded to all for participation, acceptance, and belonging in our Academies. We will make every reasonable accommodation to encourage full and active participation of all children in our program based on their individual capabilities and needs.

Family Activities

Each family is the child's first teacher. We value families as partners in the growth and development of children in our Academies. We encourage parents and other family members to be involved in the programs, to visit the children while at the program, to participate in events, and to provide feedback on the operation and care of our Academies. We offer a variety of ways in which families can participate

in helping us establish and reach our program goals. This is an excerpt from our Policies and Procedures.