

Tab 1



Handy Family Book



2026

2027

AUG 2026



Welcome to the 2026-2027 school year!

Welcome to the 2026-2027 school year.

Family partnerships are integral to all Wonders programs. We look forward to partnering with you and supporting your children's growth and learning throughout the year. As always, there will be several opportunities to connect and build community at each of our Wonders programs and across the organization as a whole. The Wonders community begins in the classrooms and programs where our educators utilize equity focused teaching practices to nurture each child and ensure that they are known for who they are.

This Wonders Handy Family Book is a resource for you. It provides information about many of our routines, policies, and practices. Our policies and procedures are based on guidance and regulation from MSDE Office of Child Care, DC Office of Superintendent of Schools, local health departments, and the CDC. We encourage you to read through the handbook now and refer to it, as needed, throughout the year.

I look forward to meeting many of you over the course of the year and I invite you to reach out to me at any time with questions, concerns, and ideas.

Have a wonderful year!

Warm Regards,

Joanne Hurt
Executive Director

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@wonderslearnings



@wonderslearning



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Our History

Founded in 1976 to provide non-profit, high quality child care to working families in Chevy Chase, Wonders Early Learning + Extended Day has expanded from a single center in the basement of All Saints' Church to nine programs in DC and Maryland. We offer infant/toddler care, Early Learning education, Extended Day and summer camp.

Our Mission

To cultivate curiosity, resilience, and social responsibility in children by fostering high-quality, nurturing, and inclusive educational communities led by skilled professionals.

Our Vision

Wonders aims to be an innovative non-profit community leader and advocate, recognized for highest quality early childhood and school age education and social responsibility.

Our Organization

The Board of Directors of Wonders Early Learning + Extended Day, a nonprofit organization since 1976, governs our organization. This volunteer Board is made up of current and alumni parents, community members and experts in the field of education. Joanne Hurt, Executive Director, oversees the strategic and financial operations of the organization. Miciel DeMarco, Early Learning Director, and Ebony Ellis, Extended Day Program Manager, oversee the management of the programs..

Wonders Early Learning at Edgemoor and Wonders Early Learning at Leland are both accredited by the National Association for the Education of Young Children (NAEYC).

Our Workplace Culture

We take special care in our hiring practices to ensure excellent teaching skills and a professional work culture. We are proud of the dedication, diversity and creativity our staff brings to the classrooms and programs. Wonders staff are leaders in the field.

Wonders utilizes strict and disciplined hiring procedures that are centralized and managed by the Wonders Recruitment Specialist. Our recruitment process includes phone and in-person interviews, classroom observations, and reference checks. All new hires undergo complete local and FBI background checks. All new staff members participate in a thorough orientation with our Recruitment Specialist and the Program Director.

Wonders encourages and supports a climate of professional growth and accountability. Professional development opportunities are provided throughout the year. All staff members receive annual performance evaluations.

Giving

Wonders is a 501(c)(3) nonprofit organization and, from our very beginning in 1976, with one classroom and seven children, donations have played a vital role in helping us support and advance the Wonders mission. Donations to Wonders support the Circle Fund (tuition assistance), Teacher Professional Development, Program Enhancements, and Teacher Appreciation Bonuses. We receive donations from our community of Wonders current and alumni families, corporate partners, foundations, and government agencies. All donations are tax deductible. We thank you in advance for your support!



Snapshot of Important Policies and Procedures

For a listing of all Wonders programs, please see the back page of this book.

Hours of Operation

Early Learning Programs 7:45 am to 6:15 pm

Before School Programs 7:00 am to first bell

After School Programs.....dismissal bell to 6:30 pm*

**Programs at Garrison, John Francis, Milton, Murch, and CESJDS end at 6:00 pm*

**CESJDS end times vary on Fridays due to Shabbat*

Program Operation

Early Learning Programs..... 12 months

Extended Day Programs School year (10 months)

Summer Camp 5-8 weeks

Extended Day Half Days and Full Days

We provide care on the days when school is closed for certain holidays and all teacher meetings. On full days, the Extended Day program begins at 7:00 am and ends at 6:30 pm for all school age programs, except Charles E. Smith (CESJDS), Milton Gottesman, and Murch which runs from 8:00 am to 6:00 pm. On half days, the Extended Day program begins at school dismissal and ends at 6:30 pm (6:00 pm at John Francis, Milton, Murch, and CESJDS). As capacity allows, we may offer full day drop-in care for Murch students only, at another Wonders location.

Drop-In Policy*

There are two drop-in options:

- a)** A child who is enrolled in an Early Learning and an Extended Day Program as drop-in only;
- b)** A child who regularly attends an Early Learning or Extended Day

program on a part-time basis and needs an occasional extra day of care. Drop-in fees for children who are currently enrolled will be assessed at the daily rate, and added to your monthly invoice. Families whose children are enrolled as drop-ins only, must participate in the Electronic Funds Transfer (EFT) for registration and fee payment. All drop-ins must be scheduled in advance with the Program Director.

Late Pick Up Policy

There is a fee if you arrive to pick up your child after closing. You must sign a Late Pick Up form upon arrival. Thirty dollars is assessed for the first fifteen minutes (or any portion of the 15 minutes), and an additional \$30 for each 15-minute interval or portion thereafter.

Tuition

Tuition is billed bi-weekly for Early Learning. Tuition is billed monthly for Extended Day. Payment may be made by Electronic Funds Transfer (EFT), automatic credit card payment through Stripe. A new authorization form is required for each year of enrollment.. Checks or money orders can be mailed to the business office—5272 River Road, Suite 530, Bethesda, MD 20816. A late fee of \$50 is assessed against all account balances after the due date. All tuition billing and payment is managed through your Playground parent portal and can be found in your Playground App.

Enrollment Forms

All required forms must be completed and returned to your Program Director prior to your child’s first day of attendance.

Disclosure Policy

All child and family information is kept confidential by Wonders staff. Information is immediately available to:

- Administrators or teaching staff who have consent from a parent or legal guardian for the access to records
- The child's parents or legal guardian
- Regulatory authorities on request

Changes in Enrollment - for more information, see Enrollment Guidelines

All families withdrawing from the program or changing their schedule are required to complete and submit a signed Schedule Change/Withdrawal Form.

Early Learning Programs: 60 days notice is required to withdraw from the program. There are no refunds for withdrawals occurring between August 1 and November 1. No changes to schedules will be permitted during this period, but families may request changes, accounting for the required 60 days notice, during that period to take effect beginning November 1.

Extended Day programs: 30 days notice is required to withdraw from the program. There are no refunds for withdrawals occurring between August 1 to October 1. No changes to schedules will be permitted during this period, but families may request changes, accounting for the required 30 days notice, during that period to take effect beginning October 1.

Access to Programs

Both Early Learning Programs are located in secure buildings. Parents and staff access the building using a key fob system. To help maintain the safety and security of the programs, parents and staff need to be careful to not allow other people to enter while entering or exiting the building. Parents and staff can refer individuals to the doorbell to gain entry into the building.

Extended Day programs are located within the host school facilities. We require parents/guardians to come inside for drop off and pick up, unless otherwise directed by the school or school district. Wonders abides by all entrance guidelines set by the school or school district. Identification may be required for entry into the building.



Program Information

Early Learning Programs: Infants, Toddlers, Preschool, and Pre-Kindergarten

Wonders' Early Learning programs are designed to nurture and enhance each child's social and emotional development through individualized and group learning experiences. Infants and toddlers are respected and responded to as individuals. Infants are not expected to conform to a set schedule; instead their caregivers use flexible schedules for feeding, diapering, sleeping and playing to meet each infant's needs. As the desire for independence increases, they are provided with more opportunities to make choices and interact with their surroundings.

Preschoolers' learning is supported thoughtfully and intentionally in the areas of language arts, mathematical thinking, science, social studies, the arts, motor skills and social-emotional learning. Children learn skills to help them take care of themselves and each other. Teachers guide children in their discoveries and foster the skills of life-long learning.

Activities are based on the premise that children learn by doing. We believe that your child will discover and learn by making the decisions needed to work through an activity, rather than being told exactly how to accomplish a task. As a result of this process-oriented approach, you will find that no two art projects look the same. Your child will discover many individual approaches to accomplish a task. We support the interests of each child, helping them grow in their social-emotional and cognitive skill development, through hands-on experimentation with materials and concepts.

Our classrooms implement The Creative Curriculum, a comprehensive, research-based approach that promotes problem solving, critical thinking and creativity.

It is based on the principle that children learn best when they actively construct their understanding of their world through hands-on, project-based investigations. Teachers plan in-depth studies of meaningful topics in which children express themselves through various mediums such as art, dramatic play and storytelling.

Our teachers use the Teaching Strategies Gold Assessment System to document, and then promote, children's progress in all developmental areas. This system uses in-context observational assessments of [these 38 objectives](#) for learning and development. They are aligned with Maryland's Learning Standards and the Head Start Learning Outcomes Framework. The curriculum's robust online component contains an extensive family communication and involvement portal so parents can witness their child's progress and share in the learning. In addition, family members can provide their own observations from home to contribute to the child assessment process.

Family Conferences

Family conferences will be held twice a year, in the fall and in the spring. In addition, weekly Family Connect Times are offered to families, providing opportunities to share observations from home that contribute to the child assessment process. These meetings are an opportunity for parents and teachers to review your child's progress in all areas of development and to set goals for continued growth and learning. Although we will be sharing information with you about your child on a daily basis, the family conferences are a valuable time for teachers and parents to partner with the focus on your child's development.

Personal Care Items

Diapers and wipes for infants and toddlers are supplied by the parents or guardians. Additionally, parents provide a cot sheet and a thin blanket for naptime, a reusable water bottle, weather-appropriate extra clothes and insect repellent for summer months.

Developmental Screening

Ages and Stages Questionnaire (ASQ-3) is a well-regarded, research based developmental screening tool. If needed, this tool is completed by parents while interacting with their child in order to provide a “quick check” or “snapshot” of the child’s current development in several areas. The ASQ-3 is recommended by the Maryland State Department of Education for use because it has been found to reliably reveal children’s strengths and uncover any potential areas of concern. Children sometimes first reveal new skills at home so this questionnaire will help our teachers better plan for your child’s next milestones.

“Potty Learning”

If your child is less than three years old, he or she might not be using the toilet. Potty learning is a part of the program in our two-year-old classrooms. It is our goal to provide a positive learning experience that is developmentally appropriate for each child in the process of learning about elimination. Bathroom breaks will be positive. The teachers will help your child become interested in learning about using the bathroom and feel successful about their progress. We will work together with you to plan positive reinforcement and motivation.



Wonders’ Biting Policy

Biting is a common, though potentially alarming, behavior among infants and toddlers. Biting is often a temporary phase as this behavior typically fades as the child’s development progresses. Biting is usually a child’s attempt to fulfill a need or deal with a challenge. Infants and toddlers may bite for many different reasons, including hunger, fatigue, teething or frustration.

At Wonders, biting is taken seriously and is addressed proactively and on a case-by-case basis. When a bite occurs, the child who has been bitten will immediately receive first aid, comfort and emotional care. The child who has bitten will be removed from the immediate situation and told, in words appropriate for their age, that biting hurts and is not okay. The child will then be closely “shadowed” by a staff member for the remainder of the day. The parents of both children will be notified by phone as soon as possible and in writing on the day of the incident.

Should the biting behavior continue, it becomes necessary for the child’s family members, teachers and the program leadership team to come together as a team to create a detailed developmentally appropriate guidance plan. The individualized plan will include preventative measures, strategies for both school and home, guidelines for documentation, and checkpoints for assessing the plan’s effectiveness. Depending on the situation, and only with parental consent, the advice of a developmental consultant with expertise in biting causes and interventions may be sought and included in the plan of action.

Following the creation of an agreed upon support plan, if it is determined the parents are not following the plan or if the intervention measures have been ineffective, the steps outlined within the Wonders Developmentally Appropriate Guidance policy (see page 15) may be implemented.

Nap Time

For naptime, please bring a crib sheet and a sleep sack for infants. Blankets are not permitted for infants. For children sleeping on cots, please supply a cot sheet, small pillow, and blanket, which has been marked with your child's name. These items will remain at the program and sent home weekly for laundering.

All infants under twelve (12) months of age will be placed on their backs to sleep unless we have written instructions from a physician. We work with all children to find ways to make them feel comfortable and secure in their classrooms. For children who do not sleep for the entire nap period, quiet toys and books are available.

Older toddlers, pre-schoolers, and Pre-Kindergarten programs will have a midday rest time from 1:00pm - 3:00pm each day.

Birthday Celebrations

We know birthdays are significant and exciting events in children's lives. In our Early Learning classrooms, we recognize each child's special day with family acknowledgement and we honor your personal traditions for the acknowledgement. We enthusiastically celebrate and share best wishes together as a class community. If you choose to, you may share a special snack for the class to enjoy along with the planned menu items.

Two weeks prior to your child's birthday, your classroom teachers will contact you via email asking whether you intend to share a birthday snack. You will be asked to please indicate your choice of birthday snack from our pre-approved food item list and to then supply enough for the entire class on the morning of the designated day. This list of possible birthday snack items made in approved facilities will be distributed at the start of the school year. Wonders uses this

list in order to ensure the health and safety of children and staff with allergies and other health concerns. NAEYC guidelines state that all food that comes from home to be shared among children must be either whole fruits or commercially prepared packaged foods in factory sealed containers.

Please remember that Edgemoor and Leland are a peanut and nut restricted environment. We require that you check food labels for the ingredients and allergen exposure alerts before bringing into the program.

One week before a class birthday, teachers will send a notice via Playground letting parents know what birthday snack has been planned. Each family will be asked to sign off on whether or not their child may have this snack and participate in the celebration. If your child may not have a particular birthday snack, the teachers will coordinate with you to supply an alternative item.

Early Learning Program Family Directories

As a courtesy to our families and to provide an effective means of communication between administrators, teachers, staff, and parents, we distribute program directories in our Early Learning Programs. The directory, including the contact information provided therein, should be used only for individual, private communication for Wonders-related purposes. The directory should not be used for any other purpose, including, but not limited to: the transmission of any advertising, promotional, or other commercial materials; the transmission of any political communications; or the transmission of communications that are abusive, defamatory or obscene. Families may opt out of having contact information published in the directory by checking the "Do Not Publish" box on the Email Directory Form.

Extended Day: Before and After School

The primary goal in our Extended Day program is to create communities for children and their families that are fun, nurturing, and enriching. Understanding that children are active learners, Wonders Extended Day programs offer an environment where children can safely grow through self-guided and supervised play. In addition to fostering imagination, play challenges children to expand social, emotional, and intellectual tools. Enrollment in Extended Day includes programming on early dismissal and days when there is no school.

The before school program is designed as a gentle transition time from home to school. Children have the opportunity to read, finish homework, play board games or create artwork. Outside time and active games are also offered.

The after school program is designed to foster social and emotional learning in a play-based environment. Activities are designed to create opportunities for all children to explore new concepts and build friendships. We incorporate five learning areas: Friendship, Health + Wellness, Community + Service Learning, STEAM Learning, Imagination + Play. The afternoon is a blend of child-initiated and teacher-initiated activities including outdoor play, afternoon snack, group time, choice times, homework and reading time.

Our Extended Day programs have implemented the Second Step curriculum, a research-based, social-emotional learning (SEL) curriculum designed to foster the development of social-emotional skills like community-building, empathy, kindness, and growth mindset to school age children as young as Pre-K. Each Extended Day program includes a unit of study as part of their weekly lesson plans.

Important Information for All Programs

Family Engagement

Wonders encourages and supports family engagement activities at each of its programs. We believe that family engagement supports community building and strengthens children's learning. There are many ways for families to become involved in activities - we invite families to participate in ways that work best for them.

Family engagement activities

- ★ Serve as an Early Learning Classroom Ambassador - help plan and coordinate activities for the families in your child's class. Recruit and organize volunteers. Welcome new families and teachers to the classroom.
- ★ Volunteer in the classroom - read to the class, join the class on a walk, share a special skill
- ★ Volunteer for special events - join other Wonders volunteers to plan and implement program-wide or organization-wide events.
- ★ Serve on the Wonders Board of Directors
- ★ Serve on a Committee of the Wonders Board of Directors (Advancement, Finance, Strategy and Innovation)
- ★ Help communicate and encourage Wonders development efforts
- ★ Promote Wonders to your networks and the broader community



Anti-bias and Social Justice Education

A vital aspect of Wonders programming is our commitment to anti-bias and social justice education. We carefully create an environment that reflects not only the cultures of the families we serve but the world around us. We believe this validates children's experiences, teaches the importance of valuing similarities and differences, and builds the connection between home and school.

The Four Goals of Anti-bias Education are:

- ★ Each child will demonstrate self-awareness, confidence, family pride, and positive social identities.
- ★ Each child will express comfort and joy with human diversity; accurate language for human differences; and deep, caring human connections.
- ★ Each child will increasingly recognize unfairness, have language to describe unfairness, and understand that unfairness hurts.
- ★ Each child will demonstrate empowerment and the skills to act, with others or alone, against prejudice and/or discriminatory actions.

Guiding children to accept and respect individual differences is an integral part of our program. We provide an inclusive learning environment through an engaging curriculum, service learning, and by promoting respectful relationships.

Wonders is committed to partnering with families. We define family as “a network of people connected to each other legally, genetically and/or emotionally”. In our programs, this definition is translated into language that children understand: family are people who love you and people who take care of you. Our goal is to be inclusive of the groupings that constitute a family system and we encourage children to share aspects of their home lives. When the children have

questions about family, we attempt to answer them honestly and with sensitivity to individual circumstances. We understand that each family may approach this topic in a unique way. Our goal is to support these efforts in any way that we can. Wonders also welcomes and supports English Language Learners and can coordinate translation and interpretation services when necessary.

Inclusion

Wonders Early Learning + Extended Day makes every effort to accommodate children with special needs. We work closely with families to assess our ability to meet their child's needs and establish an open dialogue to ensure a successful experience in a Wonders program. Classroom teachers receive focused training to provide them with the tools needed to make the classroom accessible and supportive. If it is determined that one-on-one support is necessary, we will discuss arrangements with your family.

We have a partnership with Child Development Consultants, LLC (CDC), that provides consultation to our teachers and families when we believe a child would benefit from their expertise. CDC staff includes trained occupational therapists, speech/language pathologists and behavior therapists. Consultants from CDC serve as a community resource for teachers, parents and child care providers in support of children's successful participation in preschool classrooms and school age programs. Members of the Child Development Consultant team observe children in the classroom and prepare a report for the family and teachers. They make specific suggestions so that teachers can differentiate their approaches for children who need additional support.

The decision to invite Child Development Consultants in for a consultation is made jointly between the family and teachers. Parents sign a consent form prior to an

observation. If your child is currently participating in therapy, we request that you share this information with your child's teacher so we can best support them in the classroom.

In addition to CDC, families may also be referred to Maryland's Infant and Early Childhood Mental Health Support Services ([IECMH](#)) and to Montgomery County Infants and Toddlers Program ([MCITP](#)). Both of these programs are supportive, family-centered resources that help promote young children's social-emotional and developmental growth. These programs partner with families and educators to provide guidance, assessments, and services that support each child's overall well-being and success.

Developmentally Appropriate Guidance

Our learning environments and teaching practices are designed to support children's social and emotional learning, self-regulation, and overall development. Wonders fosters this learning through positive relationships, clear and consistent expectations, developmentally appropriate consequences, redirection, and supportive intervention when needed. Teachers use positive behavior support strategies such as modeling appropriate behavior, reinforcing positive interactions, offering choices, teaching problem-solving skills, and helping children express and manage emotions appropriately. The goal of this policy is to promote healthy social-emotional development while limiting the use of suspension, expulsion, and other exclusionary practices.

Wonders' teachers establish clear classroom boundaries and expectations that are developmentally appropriate for the children in their care. Once expectations are introduced, teachers maintain consistency and provide guidance that supports children in learning appropriate behaviors and social skills. When behavioral concerns arise, teachers assess the possible reasons or triggers for the behavior, including developmental, environmental, emotional, social,

or communication-related factors. Teachers work with children to understand and describe the situation, identify feelings, and explore appropriate alternative solutions to problems. Children are supported in developing coping strategies and problem-solving skills that can be used in future situations.

Redirection, positive reinforcement, and providing appropriate choices are key strategies used by teachers to guide behavior. Within reasonable and developmentally appropriate limits, children are encouraged to participate in solving conflicts and building the social-emotional skills needed for success in the classroom environment. Because teachers understand child development and age-appropriate expectations, they are able to effectively address challenging behaviors while maintaining a safe, nurturing, and supportive learning environment.

Families are informed of significant behavioral concerns and the strategies used to support the child. "Disruptive or unsafe behavior" is defined as any behavior that interferes with a child's cognitive, social, or emotional development; is harmful to the child, other children, or adults; and places a child at high risk for later social problems or school failure (Kaiser, B. & Rasminsky, J.S. (2021). Addressing Challenging Behavior in Young Children: The Leader's Role. NAEYC). When disruptive or unsafe behaviors are persistent, unusual, or interfere with the child's participation in the program, teachers and administrators work collaboratively with families and, when appropriate, outside professionals to assess the causes of the behavior and develop individualized support plans. Positive behavior support strategies are incorporated into these plans to help children succeed within the classroom environment.

Staff may never use any form of physical abuse, psychological abuse, or coercion when disciplining a child.

Examples of physical abuse include, but are not limited to: shaking, hitting, spanking, slapping, jerking, squeezing, kicking, biting, pinching, excessive tickling, pulling of arms, hair, or ears, or requiring a child to remain inactive for long periods of time.

Examples of psychological abuse include, but are not limited to: shaming, name-calling, ridiculing, humiliation, sarcasm, cursing at a child, making threats, frightening a child, ostracism, or withholding affection.

Examples of coercion include, but are not limited to: rough handling such as shoving, pulling, pushing, or grasping any body part; forcing a child to sit down, lie down, or stay down except when restraint is necessary to protect the child or others from harm; or physically forcing a child to perform an action such as eating or cleaning up.

Through careful observation and ongoing communication with parents/guardians, staff may identify concerns regarding a child's development or other special needs. In these situations, families are provided with documentation of the observations and an explanation of the concerns identified. Staff will discuss suggested next steps with the family, including recommendations for additional expert consultation or evaluation when appropriate, and will provide information about available community resources and diagnostic evaluation services. Parents/guardians are expected to actively participate in the evaluation and strategy/support process. When an individual support plan is developed, Wonders works collaboratively with the family and other professionals to identify the child's needs and assess the program's ability to provide appropriate support. If additional resources are required, we work closely with parents/guardians to help access those supports. In some situations, parents/guardians may be responsible for funding a one-on-one staff member to work directly with the child.

When an individual support plan is developed, Wonders works collaboratively with families and relevant professionals to identify the child's needs and assess the program's ability to provide appropriate support and accommodations. If additional resources are required, Wonders will work closely with parents/guardians to help identify and access those resources. In some situations, parents/guardians may be responsible for finding a one-on-one staff member to work directly with the child.

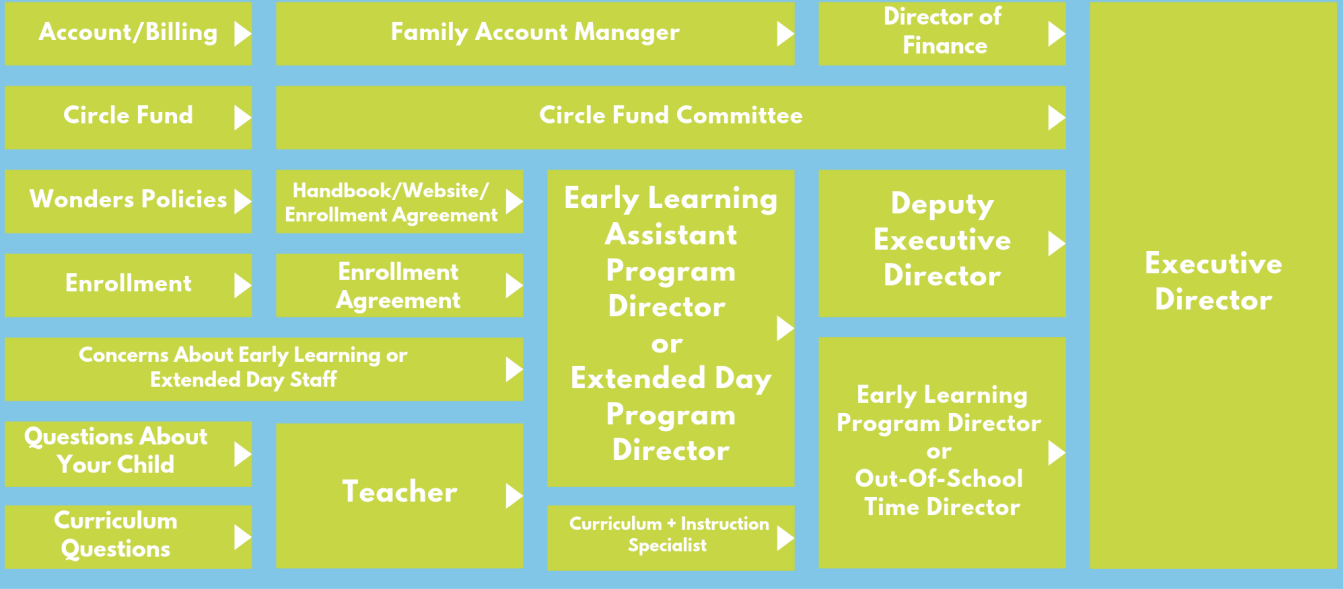
If intervention measures and supports have been exhausted and it is determined that Wonders is unable to appropriately meet a child's needs while maintaining a safe and supportive environment for all children, Wonders will assist the family in identifying a more appropriate placement. In such cases, teachers and parents/guardians will work together to develop a transition plan that minimizes disruption to the child and family.

Suspension, expulsion, and other exclusionary measures are only considered in rare and exceptional circumstances when a child's behavior presents an ongoing safety risk to themselves or others, or when repeated interventions have not resulted in sufficient improvement to maintain a safe and supportive learning environment. Prior to any consideration of exclusion, the program implements a structured support process that includes documenting behaviors, identifying contributing factors, developing and implementing individualized behavior support strategies, and collaborating with families and relevant professionals. Exclusionary measures are not used until all reasonable interventions and supports have been fully implemented and exhausted in accordance with program procedures.

Giving Us Feedback

Have Questions or Concerns? Suggested Communication Path for Families

We value open communication and encourage families to contact us with questions or concerns. This guide is designed to help you find the information you need. It does not preclude you from directly contacting program leadership or the administration. (Find program director contact information for each site on the last page of this handbook.)



In our ongoing effort to be as responsive and collaborative with families as possible, we will ask you to complete a Parent Survey each program year and at the conclusion of each camp year. This survey provides us with useful feedback that informs our work and helps us as we plan long and short term goals for program improvement. Of course, we welcome your input any time of year and are receptive to your feedback.

Dispute Resolution

If there is a complaint with program staff, which the parties involved are unable to resolve, a formal meeting may be requested with a member of the Wonders administrative team. To the extent possible, all complaints will be handled with immediacy and confidentiality. All complaints will promptly be reviewed thoroughly and objectively. It is our goal to develop mutually respectful relationships within the Wonders community and we believe open and honest communication is the foundation of our partnership with families.

Open Door Policy

Parents are encouraged to visit any of our sites at any time, pending host facility guidance. Appointments are necessary only if you wish to confer with teachers or administrators at length. Informal, respectful communication is encouraged at all times.

Babysitting Policy

In an effort to maintain the professional status of our staff and prevent any potential conflict of interest, babysitting by Wonders staff of currently enrolled Wonders students is discouraged. Should you hire any Wonders staff for any reason, it must be off of Wonders premises, and with the understanding it is AT YOUR OWN RISK and that such arrangements and payment for services are solely between you and the staff member. Private arrangements are not sanctioned by Wonders and you agree to indemnify Wonders and hold it harmless against any and all claims arising out of any such arrangement. Families must sign a waiver, which is included in your child's enrollment packet.

Daily Arrival and Dismissal

Your child must be escorted to the drop off area inside the program in the morning and from the pick-up area inside the program at the end of the day, by an adult who is listed on your dismissal authorization form. Children must be signed in and out of the program each day using your Playground Parent app.

If alternative arrangements have been made, the staff must be informed in writing. Verbal authorization is not permitted without written authorization and will not be honored. All individuals listed on the dismissal authorization form and those who are occasionally authorized to pick up your child must be at least 16 years of age. Wonders requires photo identification of anyone who is picking up your child.

Wonders reserves the right to refuse releasing the child to anyone who appears to be impaired by or under the influence of alcohol or drugs. In the event that the person responsible for your child's arrival or departure appears to be impaired, our staff members will contact the parent(s) and/or emergency contacts to make alternative arrangements. If the individual becomes agitated or aggressive, our staff will contact the police for assistance.

If a family has child custody arrangements, a copy of the Custody Information form must be in your child's file along with supporting legal documents. If there are specific restrictions mandated by a court order, we must have a copy of the order on file in order to adhere to its requirements. In all other circumstances, we will release your child to either parent or legal guardian.

When dropping off and picking up from our programs please do not idle in your vehicle, unless you must do so in extreme temperatures to heat or cool the vehicles' interior. Please help us minimize the impact on the air quality of our outdoor learning environments and surrounding neighborhoods.

Field Trips and Learning Adventures

Venturing out of the classroom fosters children's connections within the community and offers opportunities to try new experiences.

Field trips are a part of our Early Learning Pre-K class programming. Field trips are planned carefully in conjunction with the curriculum and objectives particular to the group. Safety guidelines and supervision procedures are strictly adhered to at all times. Field trips are a part of our Extended Day programming. We also provide on-site field trips where the learning adventures come to us.

You will be notified of an impending field trip at least three weeks before the trip. The program year permission slip is included as a part of your annual enrollment packet, however a separate authorization may be required per each field trip. The departure time, destination and chaperone sign-up will also be distributed. On field trip days, we request that your child arrive at least 15 minutes prior to our departure time. If your child arrives after the group has departed, parents will need to take your child to the trip destination or make other arrangements.

Family Events

Family events are regularly planned throughout the year; we welcome your family participation and you will be invited to participate with extended family members, as each event allows. These events may be virtual or outdoor gatherings. These events allow us to share in celebration, learn from one another, build community and just have fun. We encourage you to join us, starting with orientation, at the start of the program year.

Nutrition

We provide a healthy afternoon snack at each of our programs and a prepared lunch at Wonders Early Learning at Edgemoor and Wonders Early Learning at Leland. The snacks offered at Milton Gottesman and Charles E. Smith are kosher. We follow USDA and state nutritional guidelines for the foods we serve, and limit salts, sugars and fat. We intentionally offer familiar as well as unfamiliar foods to encourage a wide range of healthy eating habits.

Our staff members create a relaxed environment for eating—teachers sit with the children, engage in conversation, promote self-help skills, model respectful interactions and encourage community building.

We let children eat as little or as much of the food that is presented to them. We do not force children to eat certain foods nor certain amounts of food. Children will eat more on some days than on others. This is to be expected during their development.

Extended Day children must bring lunch during full day programs. We encourage you to provide balanced and healthy food items for lunch. Please do not send more than one sweet snack. We do not permit candy, gum, or soda in lunches - these will be sent home with your child and will not be opened. Similarly, staff in our Early Learning programs will monitor any food that is brought from home and will keep a supply of nutritious food on hand in order to supplement with healthy options as necessary.

We are responsive to food allergies and work with families to ensure all staff are aware of the allergen, response and medication administration. If your child has a food allergy. This must be reflected in your enrollment packet. Wonders Early Learning at Edgemoor and Leland are both peanut and nut restricted centers due to the presence of infants and toddlers in the program.

We support breastfeeding in our Early Learning centers by accepting, storing and serving expressed breast milk for feedings. If parents prefer to continue direct breastfeeding while the child is attending the program, the child may be picked up and brought back to the program after feeding.

Screen Time Policy

Wonders understands that television and other electronic media can get in the way of exploring, playing, and interacting with others therefore, we follow the recommendations of the American Academy of Pediatrics and we restrict screen time according to the regulations put forth by the Maryland State Department of Education, as listed:

- ★ Children under 2 years of age are not permitted to view any passive technology.
- ★ For children age 2 and older, television, computers or other media devices are used infrequently and only when directly related to facilitated learning experiences that are connected to current curriculum topics.
- ★ If screen content will be used in a classroom the specific content will be indicated in advance on the week's lesson plan and all content will be previewed and pre-approved by the center administration.
- ★ The total amount of screen time experienced by a child age 2 or over will be no more than 30 minutes within one month.

Our Extended Day programs prioritize physical activity and increased personal social interactions and engagement. There may be times when learning plans include the use of interactive technology. Interactive technology, which is educational and age-appropriate technology, including programs, applications (apps), noncommercial television programming, videos, streaming media, and ebooks, that is designed to facilitate active and creative use of technology. Smart watches are considered screens for the purposes of this policy.

- ★ There will be no more than 30 minutes of interactive screen time per week.
- ★ There will be no use of passive technology, which is non interactive television, videos, and streaming media.

- ★ All cell phones must be stored in children's backpacks while they attend Wonders. If parents or guardians wish to communicate with their child, they must call the Wonders program phone number.
- ★ If Wonders provides full day distance learning support, (for example, if school is held remotely due to weather conditions and Wonders is open), students will be permitted to utilize their electronic device to complete distance learning during the school day and additional homework during Extended Day programming.

In order to promote health and well-being, the following are prohibited:

- ★ Screen time during meals and snacks
- ★ Media with brand placement or advertising for unhealthy or sugary food or beverages.
- ★ Personal devices during programming
- ★ Smart devices should not be used in the program.

Inclement Weather Policies

We make every effort to remain open during inclement weather. Our goal is to make sound decisions based on the safety of families and staff, while still meeting families' needs for child care. ***If the Federal Government is closed, Wonders is closed.***

Wonders may close or delay opening at the discretion of the Executive Director.

We make every effort to communicate a decision to close or delay opening as quickly as possible. Decisions are announced at or before 6:00 am. If the program closes early, you will be notified by Playground text alert and email,

as well as a posting on our Wonders website and social media pages.

It is imperative that you arrange to have your child picked up as soon as possible in the event of an early closing. Staff will stay until all children are picked up. Decisions are made separately for Charles E. Smith, DCPS, Milton Gottesman, and Montgomery County Public School Programs.

Wonders Extended Day at CESJDS

If CESJDS is open, Wonders will be open. Delays and closings are determined by CESJDS.

Wonders DC Public School Programs

If District of Columbia Public Schools are open, Wonders programs will be open. Delays generally follow Administrative Office openings and closings.

Wonders Extended Day at Milton Gottesman

If Milton Gottesman is open, Wonders will be open. Delays and closings are determined by the Milton Gottesman Jewish Day School of the Nation's Capital.

Wonders Montgomery County Programs

(Bethesda, Chevy Chase, Edgemoor, Leland)

The following outlines the most likely Wonders schedule based upon Montgomery County Schools' inclement weather decisions.

- ★ If MCPS Schools are CLOSED and MCPS Administrative offices are CLOSED then Wonders is CLOSED
- ★ If MCPS Schools are CLOSED and MCPS Administrative Offices have a delayed opening, Wonders will have a delayed opening.

- ★ If MCPS Schools are CLOSED or DELAYED TWO HOURS and MCPS Administrative offices are OPEN ON TIME then Wonders is OPEN ON TIME.
- ★ If MCPS Schools CLOSE EARLY and MCPS Administrative offices are OPEN then Wonders will close ONE HOUR EARLY.

Closings Due to Power Outages or Other Disruption

Licensing regulations require us to close for the following reasons:

- ★ No electricity
- ★ No water

If we need to close due to any of these reasons, a decision will be made by 11:00 am and pick up will be 1:00 pm. In the case of the Extended Day programs, there will be no after school program. We will contact families by Playground app, text alert and email to communicate this information.





Safety at Wonders

The all too frequent news reports of school shootings bring a different type of safety to the forefront of our daily operations – parents and caregivers are tasked with addressing this crisis with children. Wonders promotes and ensures a collaborative environment where parents and the Wonders teams are aligned on the priority to maintain safe spaces for all children. While the safe spaces certainly encompass emotional well-being, it also embraces physical safety. It is a critical factor to ensure and reassure their safety, particularly during times of high stress and conflict. As we process the frequency of the disheartening events that have occurred as a result of gun violence, we recognize that your child may be feeling many different emotions in the moment, during practice drills and over hearing it on the news or other media outlets.

Wonders takes the safety of our program, staff and children very seriously. We own our role in caring for your children, with pride and do not take this responsibility lightly. Our programs are located within secure buildings or facilities. All Wonders staff are trained annually on safety and emergency procedures, including response to inside and outside threats or acts of violence, including active shooter scenarios. In addition to the emergency training, we regularly cultivate resources for staff so they have the tools to comfort, educate, and reassure children when there is gun-related violence in the news. We hope that your conversations at home and within your individual spheres of influence will grow to create a meaningful change for the health and safety of our children and our society.

Emergency Contingency Plans

A copy of the emergency plan for each center is posted at each site.

Safe Space Policy

Wonders Early Learning + Extended Day (“Wonders”) creates classroom communities that are welcoming, respectful, and equitable. This philosophy extends to the families in our programs, as we actively cultivate connection between home and school.

The purpose of this Safe Space Policy is to ensure our services remain accessible to families who need them and to preserve the wellbeing of our staff and the children in our care, while complying with the law. To accomplish these goals, we believe it is essential to provide clear protocols for staff in case of immigration or other law enforcement actions at Wonders locations.

These protocols are not intended to interfere with lawful federal immigration enforcement and are not political in nature.

[Click here to read our Safe Space Policy.](#)

Safety Drills

The Early Learning and Extended Day programs participate in regularly scheduled drills with the children and/or partner host schools. The frequency may vary based on the school or facility calendar. At a minimum, these drills include:

- ★ Fire drills - 12x/year(MD)
- ★ Fire drills - 10x/year (DC)
- ★ Shelter in place drills - 1x/year
- ★ Lockdown drills - 1x - 2x/year

In the event of a real-time emergency, Wonders Early Learning + Extended Day programs follow all guidelines from first responders, law enforcement and fire departments. The Executive Director, Deputy Executive Director and Out-of-School Time/Early Learning Director work closely with the Program Directors and school administration (for Extended Day programs) to receive status updates and make informed decisions. Should an

event occur that places a program in a shelter in place, lockdown status or otherwise alert status that causes a disruption to normal operations, parents are informed via immediate text message and Playground message alert. We will continue to send periodic updates as they are received.

Depending on the severity of the alert status, Program Directors may not be able to respond to parent communication attempts. During this time, families should contact the Wonders main office where we will provide updates or share any additional information, not initially disseminated in the first message alert.

The Executive Director is the main point of contact for any media inquiries into the alert status incident.

Weather Guidelines

Outdoor play is essential to children's health and well-being. Children need to run, climb and play outdoors. The time children spend outdoors each day is just as important to their learning as the time they spend in their classrooms. The outdoors offers many ways to enrich the curriculum and support children's learning and development.

It is our goal to take the children outside each day. We utilize weather guidelines to ensure that we have limited outdoor play during extreme weather. Flexibility in the schedule also allows us to extend our outdoor play on fair weather days.

To determine the amount of outdoor time allowed in various weather conditions, we refer to [MSDE's Child Care Weather Watch chart](#) and guidelines. At least once per day, our program directors determine the "feels like" temperature using the [National Weather Service](#) site.

The following guidelines have been established for healthy outdoor play:

- ★ If the "feels like" temperature is in the yellow zone on the Weather Watch chart, our teachers use caution, ensure children are dressed appropriately, and closely observe the children for signs of being too hot or cold. In addition, the amount of time outdoors is reduced for infants, toddlers and children who have asthma or other respiratory complications.
- ★ If the "feels like" temperature is in the red zone, children will remain indoors.

Cold Weather: Wind Chill

We ask that children have winter coats, hats and gloves each day during the winter season. We will put snow clothes on children when snow is on the ground. Therefore, we request that all children have snow clothes (snow pants, boots, etc.) with them as the weather dictates.



Hot Weather: High Heat Index

- ★ Outdoor activities will be limited to 15 minutes at a time. The total amount of outdoor time for the day will not exceed one hour.
- ★ Outdoor field trips or field trips requiring a non-air-conditioned bus ride of more than 45 minutes one way will be substituted with an indoor trip and a shorter bus ride. Swimming outdoors must be limited to one hour.
- ★ On all warm weather days, children are given frequent water breaks and are encouraged to play in the shade.

Air Quality

In addition, program directors will check at least once per day the Air Quality Index (AQI) using [Maryland's Department of the Environment Air Quality Conditions](#) site.

- ★ If the AQI is in the orange “unhealthy for sensitive groups” zone our teachers use caution and closely observe the children for signs of discomfort while outdoors. The amount of time outdoors is reduced for infants, toddlers and children who have asthma or other respiratory complications.
- ★ If the AQI is in the red zone children will remain indoors.

Sunscreen

The Center for Disease Control and Prevention recommends using a sunscreen with at least an SPF of 15, applied at least 20 minutes prior to outdoor play. To avoid any concerns related to possible allergies, parents will provide sunscreen, labeled with their child's name. Parents/guardians must apply sunscreen on their children before drop off. Teachers will reapply sunscreen on the children in the afternoon before their outdoor play.

Health Guidelines

The following guidelines have been developed with our Child Care Health Consultant and comply with DC and Maryland licensing requirements. It is our goal to curtail illness and promote healthy environments in our programs. Hand washing is the number one method of prevention to reduce the spread of infections. All children are required to wash their hands upon entering the program each day.

Respiratory Virus Policy

It is our priority to create and maintain healthy and safe environments for children, their families, and staff. The Maryland Department of Health (MDH) and Maryland State Department of Education (MSDE) have updated their guidance for child care programs and schools. This new guidance incorporates recommended protocols issued by the Centers for Disease Control and Prevention (CDC). The Respiratory Virus Guidance for use in schools and child care programs is the guidance that Wonders will follow.

[Click here to read our Respiratory Virus Policy.](#)

Lice Policy

If lice are detected on a child while they are in the program, we will notify parents/guardians immediately and provide information on treatment options. Wonders strongly recommends parents/guardians of children with live lice to be picked up for immediate treatment. If only nits (lice eggs) are found, the child can remain until the end of the program day. Wonders will provide instructions on how to treat lice at home, including recommended products and methods. A proof of treatment (e.g., a prescription from a healthcare provider or a treatment receipt) is required before the child can return to the program. Teachers will perform a head check for live lice when the child returns to the program after treatment, and

will continue to monitor the child and the rest of the group to prevent re-infestation.

Wonders will inform parents and staff about lice detection and prevention. Wonders will maintain privacy when checking for and reporting lice to avoid stigmatization. Wonders will ensure regular cleaning of the facility, focusing on areas where children's heads may come into contact with surfaces.

The following require a child to leave the program:

- ★ Breathing difficulty
- ★ Diarrhea more than twice
- ★ Yellow or white discharge from eyes, along with fever, eye pain, or eyelid redness
- ★ Vomiting 2 or more times within 24 hours
- ★ Persistent wheezing or coughing
- ★ Significantly reduced energy or alertness impacting classroom participation
- ★ Fever higher than 100.4°F, in conjunction with behavior changes or other symptoms or signs of an acute illness.
- ★ Rash with fever or behavior change, or new rash that is rapidly spreading

Children who become ill while at the center will be removed from classroom activities to rest until a parent or designee arrives. When notified, parents/guardians are expected to pick up their child within 2 hours after notification. If the parents/guardians cannot be reached, we will contact the emergency contacts listed on the emergency card.

- ★ Children must remain at home for 24 hours after a fever has broken without medication.
- ★ Children must remain at home for 24 hours or longer, until vomiting or diarrhea has ended, unless clearance has been given by a health care provider.

These communicable illnesses require written clearance from a health care provider prior to the child's return to the program, indicating that the child is no longer contagious:

- ★ Strep throat – May return 24 hours after the start of antibiotic treatment.
- ★ Chicken pox - Until all lesions are completely dried or crusted over, usually 5 days after the onset of the rash.
- ★ Viral diseases – Determination of length of time to stay at home will be dependent upon the specific virus and recommendations based on the diagnosis by the child's health care provider.
- ★ Flu – Until fever free for 24 hours and upon recommendations of the local health department.
- ★ Rash with fever or behavior change, or new rash that is rapidly spreading

All absences should be communicated to the program by 10:00 am. Please notify us if the illness is contagious, so we can alert families to be vigilant for signs of illness. We welcome children back to the program when they are



ready to join us in all our activities, including outdoor play.

Wonders' NAEYC accredited Early Learning programs require a written statement from a parent/guardian or health care provider indicating that the child may resume a regular schedule, if the child has been absent due to illness for 3 days or more.

Medication

Prescription and Non-Prescription Medications (including over the counter drugs) will not be administered without a completed Medication Authorization Form signed by the parent and health care provider. All topical non-prescription diaper rash treatments, sunscreen, insect repellent, lip balm and lotions must be accompanied by a completed Medication Authorization Form and Topical Treatment form signed by the parent. Medication must be provided to the classroom teacher or program director in the original container in which the medicine was dispensed, including pharmacy labels. Never place medicine in a lunch box or backpack. Over the counter drugs ordered by the health care provider must be marked with the child's name.

All prescription and non-prescription medications are stored in a locked box, located in the office, except those that must be readily available for emergency use. Emergency use medications are inaccessible to children.. Medications requiring refrigeration are kept in a locked box in the refrigerator. Only staff trained in Medication Administration are authorized to administer medication.

Wonders has a medical needs policy in place to support the health, safety, and well-being of children who require specialized medical care. An appropriately trained staff member is always present whenever a child with specialized medical needs is in attendance. Staff members receive the necessary training to implement individual medical care plans, administer required care, and respond

appropriately to medical needs or emergencies.

Medical Emergencies

In the event of an extreme medical emergency, requiring immediate treatment, the following procedures will be followed:

- ★ Parents/Guardians will be notified via phone and, concurrently, the staff will contact emergency personnel.
- ★ The responding emergency team will determine whether hospitalization is necessary.
- ★ If a hospital visit is required, the child will be transported to the closest hospital by ambulance and will be accompanied by a staff member.
- ★ If injury occurs while the class is participating in an off campus field trip, the injured child will be transported to the closest hospital with a staff member.
- ★ In the event the injury does not require an ambulance, but does require a hospital visit, you will be required to pick your child up from the program and take them to the nearest hospital
- ★ In the event the parents are not available, Wonders will notify the emergency contacts listed on the emergency cards.

Immunizations

Immunization records must be provided at enrollment. The record will provide evidence that the child has had immunizations appropriate for the child's age and which meet the immunization guidelines set by the Maryland Department of Health and Mental Hygiene or District of Columbia Department of Health, the child should have at least one dose of each vaccine appropriate for the child's age before entry and the infant must be scheduled to complete the required immunizations.

If a child does not have immunizations, documentation must be provided by a licensed physician or health officer stating that it has been determined that immunization is medically contraindicated according to accepted medical standards. If the parent objects to the child's immunization because it conflicts with the parent's bona fide religious beliefs and practices, documentation must be provided for the child's record.

In the event of a vaccine preventable disease occurring in the program, a child who is under immunized and susceptible to the disease will be promptly excluded from the group and parents/guardians will be immediately contacted to remove the child from the program.

Reporting Suspected Cases of Child Abuse and/or Neglect

All child care providers are required by law to report any suspected cases of physical, mental or sexual abuse and neglect to the Office of Child Protective Services. Once a report is made, staff members are expected to cooperate with any investigation undertaken by Child Protective Services or the police.

Clothing

Children should wear closed-toe sneakers or rubber soled shoes to prevent injury during outdoor play. We do not allow crocs or flip flops. Please remove any cords or strings, which may become entangled in playground equipment, from jackets, sweatshirts and other outerwear.

Please do not dress your child in personalized clothing or other identifying accessories, to prevent identification by strangers.

Please dress your child in weather-appropriate clothing at all times. We go outside in a variety of weather conditions.

Children in our Early Learning programs must have a change of weather-appropriate clothing stored in the classroom. Please be sure to label each item with your child's name and include two pairs of underwear, socks, shirts and long or short pants.





Enrollment Guidelines

Wonders Early Learning + Extended Day is dedicated to a policy of non-discrimination. We enroll children on a first come, first served basis, but do give alumni, siblings and children of staff priority at all of our sites. Additionally, due to our required lease arrangement, employees of the Montgomery County government receive priority at Wonders Early Learning at Edgemoor and Leland. Wonders also accepts & enrolls families who utilize Child Care Scholarship, Working Parents Assistance, serving in the Military. The number of spaces available for enrollment at each site is determined by the licensed capacity of each classroom.

Enrolling Your Child

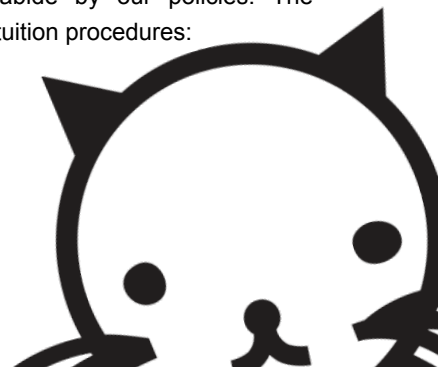
- ★ Visit our website www.wonderslearning.org and submit your application with your applicable application fee for Early Learning or Extended Day
- ★ Virtual and in-person program tours are available at our Early Learning and Extended Day programs.
- ★ If a full or part time space is available, you will be contacted to complete your enrollment agreement and packet
- ★ There is an annual non-refundable re-registration fee in the Extended Day Program. You may access re-registration through app.tryplayground.com.
- ★ There is an annual fee of \$100 to remain in the waiting list in the Early Learning programs.
- ★ If no spaces are available, your application will be held on the waiting list for up to one year. To remain on the Early Learning waiting list beyond 1 year, a fee of \$100 is due annually.

Refunds and Withdrawals

- ★ For Early Learning: Your deposit will be held until you indicate your decision to withdraw from the program. For your convenience, the deposit will hold your child's space from year to year.
- ★ Early learning programs are 12-month programs. To withdraw you must submit 60 days' written notice to the Program Director. You are responsible for the full tuition during the last 30 days of enrollment.
- ★ You may choose to use your deposit as a contribution to the Wonders Circle Fund, apply it towards your last month's tuition or have it refunded to you. Failure to comply with the notification requirement will result in forfeiture of your deposit.
- ★ Extended Day programs are 10-month programs. To withdraw you must submit 30 days' written notice to the Program Director. You are responsible for the full tuition during the last 30 days of enrollment.

Tuition Policies

When you enroll, the Program Director will confirm the monthly tuition amount. Each family will receive an enrollment agreement, which must be signed prior to matriculation. Your signature on this document indicates your agreement to pay the applicable fees throughout your child's enrollment and to abide by our policies. The following policies govern our tuition procedures:



Payment

- ★ Tuition invoices and statements are managed through Playground and can be accessed through your Billing Portal on the app or on the web version of Playground.
- ★ Your Tuition Billing form (Autopay Tuition Form) is included with your enrollment agreement. You may select EFT (Electronic Funds Transfer) or Automatic Credit Card payment.
- ★ Early Learning Program invoices are issued bi-weekly and the first tuition payment will be due August 29, 2025 and subsequently every two weeks.
- ★ Extended Day Program invoices are issued monthly on the first of the month. Tuition is due on the first day of enrollment and subsequently on the 10th day of every month. The first payment for the new school year is due on August 10, 2025.
- ★ If your child's first day falls between billing periods, tuition will be prorated until the start of the next billing cycle.
- ★ Payments received 15 days after the due date will incur a \$50 late fee.
- ★ Families whose accounts are in arrears for 30 days or more will no longer be admitted to the program.
- ★ A \$50 charge will be assessed in the event that a payment is returned due to insufficient funds.
- ★ There is a processing fee of 2.99% on debit or credit card payments. The processing fee on ACH payments are waived.
- ★ The full tuition rate is due regardless of absence due to illness, vacation, inclement weather closings, federal holidays or other causes.

The Circle Fund

Wonders offers a unique financial program that annually provides approximately \$200,000 in child care tuition-assistance to families. The Circle Fund is fundamental to who we are as a child care organization and a community. We strive to make our programs accessible to as many families as possible.

Applying for tuition assistance

- ★ Families may apply for tuition assistance after enrolling in the program.
- ★ Prior to applying for the Circle Fund, families must apply for city, county, and/or state subsidies in which they qualify for, if accepted for their Wonders program
- ★ Interested families must complete the [application form](#) and submit it with all required documentation. For any questions, please email Family Accounts at familyaccounts@wonderslearning.org
- ★ The Circle Committee confidentially reviews each application.
- ★ If tuition assistance is awarded, you will receive notification from the Committee via email.
- ★ Applications will be accepted throughout the year.
- ★ Families receiving tuition assistance must reapply annually and must be current in their tuition payments in order for their application to be considered.
- ★ We accept several Child Care Subsidy vouchers. A complete list of accepted child care subsidies is available on our website.



Wonders Programs and Contacts

Early Learning

Wonders Early Learning at Edgemoor

4805 Edgemoor Lane, Bethesda, MD 20814

Full Day Infants, Toddlers, Preschool + Pre-K

Mon - Fri, 7:45 am - 6:15 pm

Ndara Miles, Assistant Program Director

edgemoor@wonderslearning.org

(301) 907-4080

Wonders Early Learning at Leland

4301 Willow Lane, Chevy Chase, MD 20815

Full Day Toddlers, Preschool + Pre-K

Mon - Fri, 7:45 am - 6:15 pm

Kiana Stewart, Assistant Program Director

leland@wonderslearning.org

(301) 654-8143

Extended Day

Wonders Extended Day at Horace Mann

4430 Newark St NW Washington D.C. 20016

Horace Mann Elementary School

Before and After School Care

Mon - Fri, 7:00 - 8:40 am | 3:15 - 6:30 pm

Chris Powers, Program Director

horacemann@wonderslearning.org

(240) 994-9429

Wonders Extended Day at Bethesda

7600 Arlington Rd. Bethesda, MD 20814

Bethesda Elementary School

Before and After School Care

Mon - Fri, 7:00 - 9:00 am | 3:30 - 6:30 pm

Kyria Woodard, Program Director

bethesda@wonderslearning.org

(301) 654-6003

Wonders Extended Day at John Francis

2425 N St NW, Washington, DC 20037

John Francis Education Campus

Before and After School Care

Mon - Fri, 7:00 - 8:40 am | 3:15 - 6:00 pm

Stephanie Perry, Program Director

johnfrancis@wonderslearning.org

(240) 274-0508

Wonders Extended Day at Charles E. Smith

1901 E. Jefferson St. Rockville, MD 20852

Charles E. Smith Jewish Day School

After School Care

Mon - Thurs, 3:25 - 6:00 pm

Friday, varied schedule due to Shabbat

Lori Schantz, Program Director

cesids@wonderslearning.org

(301) 366-9064

Wonders Extended Day at Milton Gottesman

6045 16th St NW Washington DC 20011

Milton Gottesman Jewish Day School

After School Care

Mon - Thurs, 3:30 - 6:00 pm

Friday, 2:30 - 6:00 pm

Shawntay Cook, Program Director

milton@wonderslearning.org

(202) 709-1309

Wonders Extended Day at Chevy Chase

4015 Rosemary St Chevy Chase, MD 20815

Chevy Chase Elementary School

Before and After School Care

Mon - Fri, 7:00 - 9:00 am | 3:30 - 6:30 pm

Eryn Mitchell, Program Director

chevychase@wonderslearning.org

(301) 654-7914

Wonders Extended Day at Murch

4810 36th St NW Washington D.C. 20008

Ben W. Murch Elementary School

Before and After School Care

Mon - Fri, 7:00 - 8:40 am | 3:15 - 6:00 pm

John Martinez, Interim Program Director

murch@wonderslearning.org

(240) 274-0246

Wonders Extended Day at Garrison

1200 S ST, NW, Washington, DC 20009

Garrison Elementary School

After School Care

Mon - Fri, 3:15 - 6:00 pm

Dakia Koon,, Program Director

garrison@wonderslearning.org

(301) 385-0306

OTHER IMPORTANT INFORMATION

Wonders Administration

Joanne Hurt, Executive Director

Shari Oliaee, Director of Finance

Rose Wasserman, Deputy Executive Director

Miciel DeMarco, Early Learning Director

Ebony Ellis, Out-of-School Time (OST) Director

Anila Rawasia, Recruitment and Employment Manager

LaQuetta Lopez, Family Accounts Coordinator

Caryn Warner, Staff Accountant

Rachelle Saint Jean, Operations Coordinator

Ellie Hughes, Communications Assistant

Curriculum + Instruction Specialists

Liza Pringle, Early Learning
lpringle@wonderslearning.org

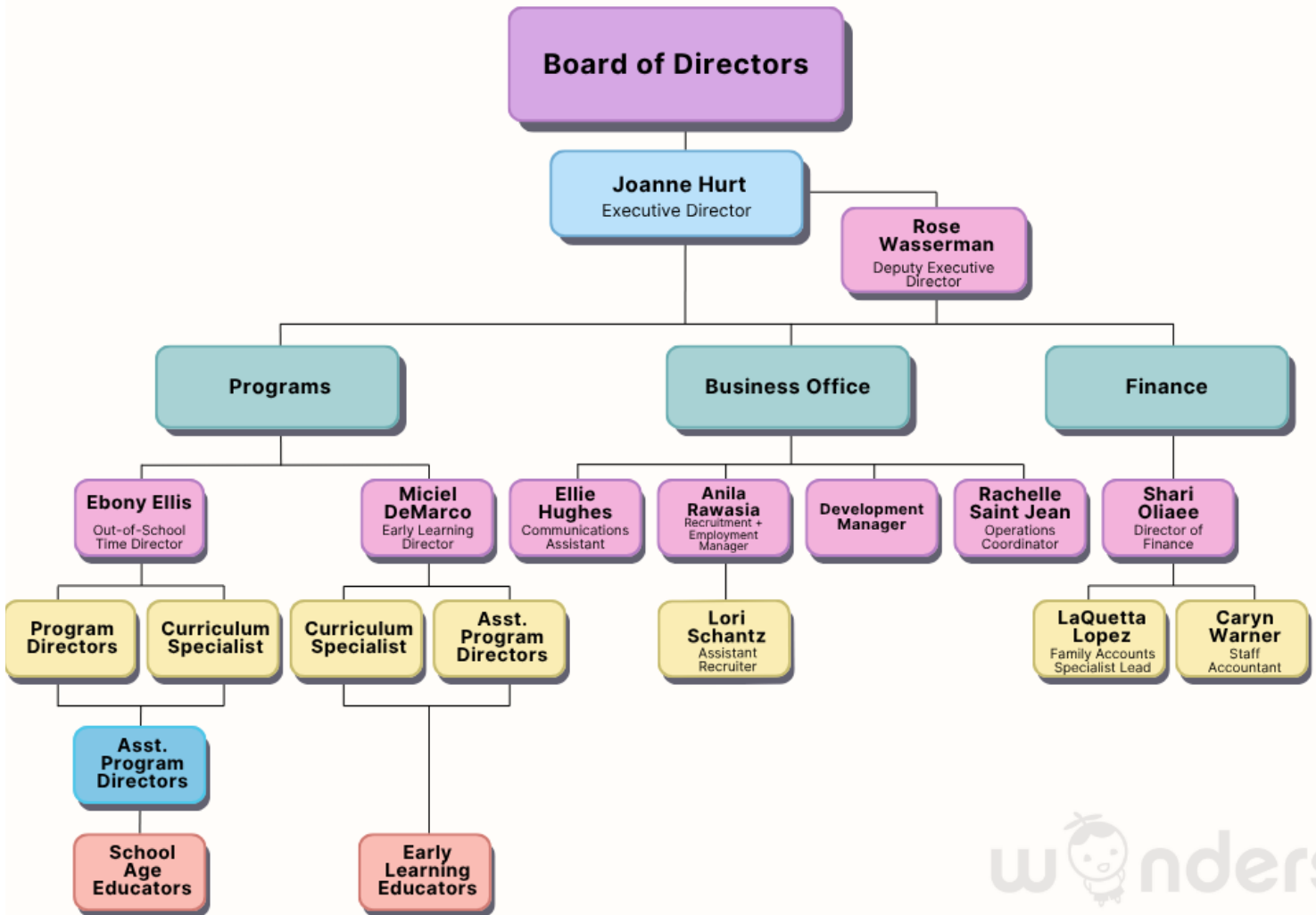
Gerald Bolden, Extended Day
gbolden@wonderslearning.org

Wonders Summer Camp
summercamp@wonderslearning.org

Tuition + Invoicing
familyaccounts@wonderslearning.org

Wonders Business Office
5272 River Road, Ste. 530
Bethesda, MD 20816
admin@wonderslearning.org
(301) 654-5339

WONDERS EARLY LEARNING + EXTENDED DAY ORGANIZATIONAL CHART



Final note about communications

These policies are subject to change. Any updates will be communicated by the Executive Director.

Please make sure you have provided us with current contact information so that if we ever need to reach you, we can.

Visit us at:

wonderslearning.org

WONDERS EARLY LEARNING + EXTENDED DAY
HANDY FAMILY BOOK 2026