

# Welcome to the



# Puffins Room 2019-2020



Dear Parents,

Thank you for choosing Child's Day, where children come first! We will do our very best to make your time with us a safe, enjoyable, and rewarding experience.

We believe young children learn best by doing – through play and meaningful work. They need a safe, happy, stimulating, and nurturing environment offering concrete sensory experiences, positive social encounters, and age appropriate learning opportunities.

We believe children can achieve their full potential by experiencing success with activities which encourage development of a healthy self-concept and foster positive interactions with peers and adults. Children learn to feel good about themselves as people when they are treated in a positive, caring manner. Trust and emotional security result when children learn to expect positive experiences with caring, affectionate adults.

We believe each child is unique and part of a family system. Since parents are the most significant adults in a child's life and know their children better than anyone, respectful and supportive partnerships between teachers and parents are critical to meeting each child's needs. Daily communication between parents and teachers is very important.

We believe parents and teachers benefit from child development educational opportunities which enhance their skills and improve their ability to help children become independent, self-confident, inquisitive learners.

Please familiarize yourself with the Parent Handbook and other assorted documents and forms available on our web site: [www.childday.com](http://www.childday.com). Additional information and helpful hints about child development are also available from the staff.

We strive daily to be the best early childhood development center in Austin. Your comments and suggestions are welcome and expected. As owners, we want to know whenever you have a question or concern. Misunderstanding can occur when communication is lacking, so please be sure to let one of us (Lead Teacher, Director, or Owner) know when something is on your mind. We are proud of the faith you have placed in us and will work continually to justify your trust.

We look forward to having you with us!

**Shirley Gamble, Charley Tucker, & Lauren Sicarelli**  
***Child's Day***



Dear Parents,

My name is Michelle Perez and I am the Director here at Child's Day. My office is located past the front office, behind the keypad entrance. I am so excited to start a new school year with dynamic teachers, amazing children, and many new families!

I want all families to know that I have an open-door policy. If you have questions, feedback, concerns, or just want to stop by and say hello, I am here to meet with you and assist you in any way I can.

If I am in an appointment or otherwise unavailable, please feel free to email me and I'll do my best to respond to you in a timely manner. My contact information is below.

I am committed to ensuring your child has a great learning experience with us! As parents and guardians, I understand that you are the most important teacher in your child's life. Together the teachers and I join you in a partnership focused on helping your child achieve growth and success.

Welcome to our 2019-2020 school year!

**Michelle Perez, Director**  
[michelle@childsday.com](mailto:michelle@childsday.com)



Salutations Puffin Families, and welcome to the 2019-2020 school year! I am so pleased to be back in the Puffins classroom!

I am so excited to see your kids continue to grow! After observing their growth in their three-year-old year, it is a wonderful opportunity to continue with them on to five! The Puffins team will constantly encourage independence and help your child continue to develop the skills to do things on their own from dressing themselves, to opening their own lunch containers, to helping friends with similar tasks. We will ensure that your child has a safe and loving environment where they can feel comfortable to explore and try new things.

I've been a Texas girl most of my life, with a few brief stints in South Dakota, Ohio and New York. I attended Southwestern University where I received a BA in Theatrical Design (aka, advanced crafting) and Stage Management (extreme organization and relentless patience). It's amazing sometimes how similar the theatre and preschool worlds are (just please don't tell my actors I treat them like four-year-olds!).

I've worked with children in almost all the jobs I've had since high school: Seven years of teaching gymnastics, three years working at a summer camp, and three years of teaching theatre enrichment programs. I've been teaching full-time at Child's Day for the past four and a half years, most of that time as a Puffin.

I love working in early childhood education because I want to make sure their first school experiences are positive. We will spend a lot of time working on identifying numbers and letters, identifying sight words, writing our own names and developing our fine motor skills, but we will always strive to do it in a fun and engaging way. I'm a firm believer that it's easier to learn something that you're interested in! And of course, while academics are important, social-emotional development will be part of everyday in the Puffins class. We will practice initiating play, entering play groups, and the ever-important conflict resolution.

I'm looking forward to getting to know your family and your Puffin, and I'm honored to be a part of their growth and education.

Sincerely,

***Mindy Griffin***

***Puffins Lead Teacher***

Class Email: [Puffins@childsday.com](mailto:Puffins@childsday.com)



Congratulations on the beginning of a new school year and welcome to PAC! The Parents' Advisory Committee (PAC) is a volunteer group of parents whose children attend Child's Day. You are automatically a member of PAC with your child's enrollment!

PAC meetings are held once a month, on the second Wednesday of the month, from 5:30-6:30 p.m. Childcare is provided for you during these meetings. During the PAC meetings, we will plan events that will take place throughout the year in honor of our children and their families as well as the Child's Day teachers and staff. PAC meetings also provide a great forum for updates from faculty on happenings in the school and open discussions among the parents and faculty.

PAC provides a wide variety of opportunities for you to be involved with your child and the school throughout the year. We value whatever contribution you can offer – time, creativity, hands-on participation, leadership, etc. Your participation does not have to take a lot of time for you to make a significant impact. Through your participation in PAC, you can:

- Get more involved in your child's experience at Child's Day
- Meet other Child's Day parents
- Support your child's teachers
- Help organize and participate in fun family events

Historically, parent volunteers have asked their fellow parents to contribute to a "No-Fuss" fundraiser at the beginning of each school year to fund the PAC budget. Through this fundraiser, families make a one-time donation in addition to their tuition payment in October. A few examples of the ways parents have used the funds include:

- Family gathering events in the fall and/or spring
- Week of the Young Child (a week-long celebration of our children)
- Scholarships for faculty to broaden their teaching skills
- Parent education programs
- Staff appreciation events (like holiday breakfast and staff appreciation week)

The first PAC meeting will be held on **Wednesday, September 11<sup>th</sup>, at 5:30 p.m.** in the large Pre-K classroom near the elevator lobby (the Puffins classroom). During this important meeting, parent volunteers will determine the amount to request for the no-fuss fundraiser, set the budget, and discuss the exciting events for the 2019-2020 school year!

# Classroom Philosophy Statement

## 1. Children must feel valued.

- Speak to children respectfully at their eye-level.
- Use the children's name often.
- Listen to the children's ideas and concerns.
- Offer children choices whenever possible.
- Acknowledge children's feelings.
- Offer comfort when appropriate.
- Incorporate children's ideas and interests into the curriculum.
- Always be honest and a positive role model with/for the children.

## 2. Children need experiences that utilize their senses.

- Children need time to interact with materials and each other.
- Children must have hands-on experiences with new and familiar materials.

## 3. Children need creative exploration.

- Give children lots of time to experiment and explore.
- Make time for art, dancing, music, movement, building, construction and dramatic play.

## 4. The children are the "roots" of the classroom.

- They learn from each other.
- The curriculum is based on the children's experiences, interests, ideas, and developmental needs.
- The classroom is a safe place to make mistakes.
- The environment encourages independence and the opportunities to make choices.
- The children feel empowered in their classroom.

## 5. Special attention is given to each individual child and his/her developmental needs.

- The curriculum is geared towards each child's learning style.
- Activities, toys and books are chosen to meet the individual needs and interests of the children.
- Expectations for each child are based on their needs and abilities.

## 6. Family involvement in the classroom is very important.

- Join us on field trips.
- Provide/ share items to enhance our curriculum.
- Come in and help with a project.
- Read stories to the children.
- Share family traditions/culture with the class.

## 7. Social and Emotional Development are key components to learning.

*They are linked to all other developmental areas.*

- We practice cooperating with others and working independently.
- We practice sharing in a relaxed, non- threatening way.
- We take care of each other and ourselves.
- We always try because we can do difficult things and there is support available if we need it.
- The classroom is a safe place to express emotions.
- Feelings are acknowledged.

***With confidence and a strong self-image, children are more willing to try challenging new activities, utilize creative thinking in problem solving and share ideas.***

# Important Classroom Information

## Puffins and Field Mice

### Items to Bring:

- Three complete changes of clothes including socks, underwear (if applicable), and **one extra pair of shoes**. MUST be closed-toed shoes and have a back strap. Please **LABEL EVERYTHING** clearly with your child's name. Please put these clothes in a Ziploc to help reduce the spreading of germs
- Sunscreen/ bug repellent or the money to cover the cost, plus the signed permission slip.
- Blanket/ Lovey that your child might want during nap. It must fit inside the cubby.
- 1 Ream of Color or White Copy Paper
- 1 Black & White Composition Notebook
- Family photos include pets (if applicable); booklet will be handed out at home visits or orientation
- Well balanced meal in a lunch box with child's name; containers/ cups/ water bottles **MUST** be labeled. Please include a drink with lunch or water will be provided for them. Provide an ice pack or block to keep food cool; use thermos to keep items cold or hot
- Water bottles with a cap or folds down to prevent cross-contamination
- ANY PRESCRIPTION MEDICATION MUST BE CHECKED INTO THE OFFICE**
- Non-prescribed medication (i.e. teething tablets/gel/Benadryl) – MUST BE CHECKED INTO THE OFFICE.**

### Arrival Time:

- Early drop-off is in the Kangaroo Room from 7:00- 7:30a
- Sign-in upon drop-off. Sign-in/sign-out sheet is found on the clipboard by the front door
- Place your child's lunchbox in the designated area.
- Encourage your child or help wash your child's hands and sibling's hands at the hand washing sink.
- Be sure to help your child put away their items (things they may need in the class room e.g. blankets, extra clothes, etc.) in his/her "inside cubby"
- Communicate with the teacher:
  - How your child slept the night before
  - Your child's mood and demeanor
  - Did your child eat well for dinner and breakfast
  - Are there any changes in the routine for the family that may impact your child
  - Have there been any signs of fever, skin eruptions, vomiting, diarrhea, discolored mucus, extreme fatigue, discharge from the eyes.
- Please have your child at school by 9:00 a.m. We build on activities throughout the day, so it is important for your child to be here for most of them. **Circle Time begins at 9:45 am. Children may not be dropped off during naptime between 1:00 – 2:30.**
- Say Good-Bye to your child so that he/she knows you are leaving – Teachers will be there to assist in the event of a difficult drop off.

**Departure Time:**

- Sign-out on the clipboard.** Even if we are outside on the playground, we will have the official sign in/sign out sheet with us for you to sign.
- Important information and flyers are often posted on the front door, please be sure to read them on your way in.
- Please check your child's folder or cubby for any papers that need to go home. For instance, this will include monthly statements, weekly or daily communication from the teacher, art work, newsletters, invitations or other important information.
- Please read and sign any Incident Reports for your child. Please sign it and leave it with the closing teacher.
- Please check in with a teacher before leaving with your child.

**WHAT YOUR CHILD WILL BRING HOME-** Your child will be bringing home work that he/she has chosen to do. It may not be apparent to an adult eye what the child has learned from the process, so ask your child about his/her work. Experience and observation make it clear to us that children learn much more when they are engaged in activities that are meaningful to them. As teachers, it is our job to offer a wide variety of activities each day and encourage each child to participate. Most of our activities are "hands on", which means that the children are learning by doing an activity (as opposed to listening to a teacher explain a concept). It is very hard to "show" this kind of learning taking place. We try to make you aware of these activities in several ways: in our monthly newsletter, in written observations of the children as they engage in an activity, through photographs that we take of the children as they work, and by sharing the children's thoughts from our group discussions.

**PROBLEM SOLVING-** One of the most important skills we will practice with your child this year is problem solving. This skill will help the children in all areas of the classroom, but most importantly it will help them socially as they practice negotiating and compromising. We will often ask the child "How can we solve this problem?" All ideas are considered and many will be tried before they are rejected, so that the children are able to actually see why a solution won't work. Our goal is for the children to eventually be able to work through their conflicts without adult intervention. The ability to negotiate and compromise is a life-long skill that is easier to learn at this age.

**BIRTHDAYS-**For safety reasons, Child's Day requests no balloons or lighted birthday candles. On the day of your child's birthday, our morning activities will include making birthday cards for your child. This makes the day special for your child, and also gives the children an opportunity to practice emerging writing skills.

Please let us know in advance if you wish to provide snack on the day of your child's birthday. Birthday treats are served after afternoon snack, around 3:30 pm.

**STAR OF THE WEEK-**In lieu of Show and Tell, our class will feature a "Star of the Week." On Monday, they will be given a special box to fill up with all of their favorite things. These can be items like books, toys, photos, awards, etc. On Friday, the Star of the Week will present their box of items to the class. I encourage parents to help their child select items and talk about why these items are important to them. We will top the week off with a book the class will create about the Star.



### Things to keep at home:

- Personal Toys: Toys brought from home are easily lost or broken and are not always shared willingly. Child's Day provides an abundance of toys. Please encourage your child to keep his/her toys at home. Books are always welcome. We will have scheduled Star of the Week times starting in September where children can bring items from home for a specific time.

### Reminders/ Notes:

- To help keep us in compliance with State regulations, be sure to **Sign-in/sign-out each day**
- For the safety of your children and others, please keep your child and siblings close by at drop-off/pick-up; **they must come into the classroom with you.** NO running down the halls
- Child's Day is a **CELL PHONE FREE ZONE.** Please hold all cell phone conversations for before or after pickup and/or drop off.

Please **LABEL EVERYTHING brought to school!** Label lunch boxes, water bottles, food containers and lids, clothing, shoes, socks, jackets, sweaters, gloves, etc. Many children have items that are the same or similar and determining whose is whose can be confusing to the child and the teacher! Labeling all of your child's belongings will prevent them from being lost or misplaced.

Here are a few websites with good sticker labels if you are interested:

[www.oliverslabels.com](http://www.oliverslabels.com)

<http://mabelslabels.com> (great for cups, containers and clothing)

# Puffins Daily Schedule

*\*Times are flexible and will vary to meet the needs of the children and our enrichment class schedule\**

Early Drop-off in the Kangaroo Room (7am-7:30am)

7:30 Puffins room opens- Daily Health Check/Free Centers

7:55 Transition Outside

8:00 Outside Play

9:10 Transition inside

9:30 Morning Circle

9:50 Free Centers/Snack

11:00 Clean up/Mid Morning Circle

11:30 Transition outside

11:45 Outside Play

12:15 Transition inside

12:25 Lunch/Mat jobs

1:00 Wind-down/Bathroom/Chapter Book

1:15 Nap

2:30 Wake up/Mat jobs/Free Centers

3:15 Small Groups/Free Centers/Snack

4:00 Clean-up

4:10 Circle Time with Story and/or Activity

4:25 Transition outside

4:30 Outside Play

5:20 Transition inside

5:30 Book Center and table-top activities

6:00 Departure

**\*This schedule is subject to change. Once the children have adjusted to classroom routines, playground schedules are finalized and enrichments begin, we will forward all parents a more permanent schedule. To avoid classroom disruption, we ask that all children be dropped off no later than 9am.**

**For the children's well-being and their need for uninterrupted rest, please no pick up or drop off between 1:00 – 2:30pm daily.**

# Pre-Kindergarten Curriculum

The curriculum at Child's Day is based on the principals of Developmentally Appropriate Practice, which recognize that children learn best by doing. In our PreK classroom, we use the Emergent Curriculum format. Children are empowered to make their own choices and the curriculum is based on the children's interests, experiences, and developmental needs.

It is a common misconception that Developmentally Appropriate Practice and "academics" are mutually exclusive. In reality, when children are involved in the hands-on activities provided in our classroom, they are acquiring the academic skills they will need to succeed in elementary school.

Children learn best while *doing*. Giving a child the opportunity to figure it out for himself/herself ensures that he/she will really understand the concept. Memorizing is *not* the same as understanding.

Before children can understand the importance of the alphabet, they have to understand that the letters mean something when put together in certain ways. The same is true of numerals – understanding "fiveness" is as important as being able to identify the numeral. Before children can write letters or numbers, they have to have enough small muscle control to be able to hold a writing instrument and control it. Small muscle control can be gained by stringing beads, manipulating puzzle pieces and Legos, etc.

## Goals for Pre-K

We help to facilitate our goals for the children by providing an environment where children feel safe, successful, and challenged. We plan for a variety of activities that encourage emergent literacy and writing, and activities that encourage emergent math skills. We also expose children to a variety of different topics and experiences (familiar, new, easy, and challenging). We help them to:

- Become enthusiastic learners
- Work for greater lengths of time independently, in small groups and in large groups
- Use words more frequently and successfully to solve conflicts, express emotions, share ideas, etc.
- Work cooperatively together
- Become confident, responsible, caring community members
- Make independent choices and deal with the consequences of those choices (positive and negative)
- Become self-sufficient with daily routines (dressing, cleaning up, conflict resolution, etc.)
- Self-regulate behavior more consistently
- Utilize a variety of creative outlets (art, dancing, storytelling, music, movement, building, construction, etc.)
- Expand language (storytelling, brainstorming, surveys, reading quality literature, journals, exposing children to other languages)

# Communication between Teachers and Parents

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We believe communication between parents and teachers are essential to the children's optimal development. There are many opportunities for parents to be aware of what is going on in the classroom and their children's lives.

- During pick-up, please allot yourself time for a **face-to-face** conversation with the teachers to talk about your child's day. This is a great opportunity to discuss any challenging behaviors that may have arisen during the day.
- For Hummingbirds, Chicks, Cottontails, Ducklings, Kangaroos, Otters, Honey Bears and Koalas, an individual **daily note** will be sent home every day providing information on what your child ate for snack and lunch, how long he/she napped, when diaper changes occurred and the type (urine or BM), your child's disposition, something he/she enjoyed, and reminders.
- For Little Lambs, Turtles, Robins, Colts & Pandas, you will receive a **Weekly Report** that shares developmental observations about your child for that week.
- For Puffins, Field Mice and school-wide, there will be a "What We Did Today" poster posted outside of every classroom at the end of each day. Be sure to read it and talk about it with your child...they love to talk about their fun day!
- A **developmental lesson plan** will be posted on the hallway bulletin board providing information on our curriculum for each week.
- If your child gets a mild injury at school (scratch, bite, scrape, etc...) or injures someone else, you will receive an incident report to sign. If the injury is on the face or head, we will give the parents a call.
- If your child becomes ill at school, we will contact parents. If we can't reach you after 30 minutes, we will contact your emergency contacts. We ask that all children be picked up from school within one hour of being contacted due to illness.
- You will receive an emailed weekly newsletter that shares our experiences, what we're learning about and any important information you need to know.
- Please be sure to read any **flyers** posted on the front door or letters sent in your child's cubby. They will often have important information, i.e. updates with the classroom, classroom parties, pre-conference worksheets, etc.
- Child's Day hosts three **parent-teacher conferences** a year to discuss with you your child's individual development and goals.
- You are welcome to request a **meeting** anytime during the year to address any concerns or to obtain more information regarding the development of your child.
- The Chicks & Ducklings have their own phone number. You can reach the Chicks and Ducklings at 512-327-8166. The Hummingbirds and Cottontails will have their own phone number and we will provide parents with that number as soon as it has been established.
- To leave a message for any other classroom, please call our main number: 512-327-3274.
- All messages regarding illness, attendance or time sensitive information must be made by calling the office at 512-327-3274. **PLEASE DO NOT EMAIL YOUR CHILD'S TEACHER WILL INFORMATION REGARDING ILLNESS, ATTENDANCE OR ANYTHING TIME SENSITIVE.** They do not always have the opportunity to check their email before the end of the day.
- Every classroom has its own email: classroomname@childsday.com. Please see my business card provided during the home visit or check our website at [www.childsday.com](http://www.childsday.com) to get more information.

Please Inform us about

\* How the child slept the night before, including hours of sleep

\* The child's mood and demeanor of the morning

\* If the child ate well for dinner and breakfast

\* If there is any change in routine for the family at home which may have an impact on the child

**\* If there has been any sign of fever, skin eruptions, vomiting, diarrhea, discolored mucus, extreme fatigue, discharge from the eyes**

\* If the child is taking any medication (provide the time it was given)

\* If the child needs to leave earlier than normal

\* New pregnancy or baby

\* Anyone visiting your home

\* Either parent traveling out of town

\* Random stay-home days

\* Illness or Death in the family


\* Extracurricular activities that may affect their temperament

# Parent Communication Information

Dear Parents,

We want to communicate your child's experience in meaningful ways. Here are some things to look forward to in your child's classroom:

1. **Daily Food & Nap Chart:** This will be a large bright poster board sized display in your child's classroom that you can refer to daily which will show how much your child ate and how long they rested. This will be updated throughout the day by all three teachers. **When you come and pick up your child, please review the Daily Food & Nap Chart.** It will be erased at the end of the day when the classroom closes at 6pm.
2. **Yellow Notes:** If your child has a need (such as a change of clothes, a reminder to bring their water bottle to school, needing to replenish a consumable, etc...), your child's teacher will personally hand you or place a yellow note in your child's cubby called "Important Message". You will only receive this yellow note if your child has a need or the teacher needs to share a specific reminder to your family. Class-wide reminders and needs will be communicated on the classroom door whiteboard and through email as usual.
3. **Weekly Report:** We want the information you receive about your child to be meaningful, consistent and reflective of where their developmental experience is. Therefore, your child will receive a WEEKLY report. Please see example below:



**Weekly Report**

Child's Name: \_\_\_\_\_  
Week of: \_\_\_\_\_ Teacher Initials: \_\_\_\_\_

*Here are a few of the developmental experiences your child engaged in this week:*

<b>Social-Emotional</b>	<b>Language/Literacy</b>
<b>Cognitive/Math</b>	<b>Large/Fine Motor</b>

Reminders/Notes:

This weekly report will document anecdotes based on early childhood developmental domains observed by the teacher as your child navigates through lessons and units of learning. These reflections will give you a real time snapshot of challenges and triumphs in your child's learning and growth spectrum. Teachers will also be using these developmental anecdotes to aid in creating your child's assessment report for Parent/Teacher conferences. You will receive your child's Weekly Report every Friday.

# What Do Children Learn Playing in Classroom Centers?

*In early childhood classrooms, the rooms are arranged so that the learning can take place in centers. These are the basic centers your child experiences every day at school. Your child will also have access to sensory centers, science centers and special themed spaces that offer limitless opportunities for hands on learning through play.*

## **Block Center**

Children are learning math skills (spatial relationships, shape identification), science skills (texture, thickness, hard or soft, gravity), social skills (sharing, teamwork), language development (vocabulary building, tone of voice, auditory memory).

## **Manipulative/Puzzle Center**

Children use fine muscles that need to be developed for later handwriting. They also use visual memory and visual motor skills to determine how things fit together. Manipulatives and puzzles require children to use reason in order to use the toys appropriately. Much use of language takes place in this center as children discuss among themselves and ask questions of the teacher.

## **Dramatic Play**

This center is the focal point for language development. Children must be able to speak and listen as “make-believe” games develop. Social skills are put into practice during the give and take of sharing. Cognitive development takes place as children express ideas and bring “make-believe” to reasonable conclusions. Much of what children intuitively learn from parents and teachers is put into practice in this center.

## **Art Center**

Children’s creativity is encouraged through exploration with the art media provided (paint, glue, finger paint, construction paper, craft items, crayons, markers, etc.). Also, fine motor development and coordination are encouraged as they use their hands to make things. It is in the process of making something that children learn, not in producing the product. Therefore, teachers are not concerned with how the end product looks, rather how the child approached the project. All activities have the underlying purpose of getting children ready to use their fingers and hands for handwriting.

## **Book Center**

Literacy development takes place every day in the class book center. Children have the opportunity to explore printed material and gain an understanding of print awareness, vocabulary development, and pre-reading skills. Alphabet skills are naturally encouraged in this center.

## Positive Guidance and Discipline

Guidance and discipline are techniques used to teach children positive, appropriate behaviors needed to coexist with others. We believe this social learning and development of inner control is best accomplished through important adults modeling appropriate behaviors. These are behaviors we would like to see the children mimic. These skills develop slowly with experience and age. Physical punishment, shaming, withholding food and discouraging words can be frightening and/or diminish a child's self-worth and are not part of our guidance and discipline philosophy.

We use the following positive approaches to guidance and discipline:

- 1) **Prevention:** All classroom environments are set up to be safe and developmentally appropriate. We limit the number of guidelines the children have to follow. It is our goal that the children be able to experience the environment with as little restraint as possible in order to develop their own internal control.
- 2) **Observation:** We get to know the children, their interests, personalities and their stages of development so we can meet all of their needs.
- 3) **Modeling:** We believe that children learn from behaviors modeled for them by important adults in their life. We treat the children and other adults with respect and act and speak to them the way we want the children to interact with others.
- 4) **Acknowledgment:** We comment when they are using appropriate behaviors. (i.e. "You are being gentle" or "You helped your friend!") We call this positive reinforcement.
- 5) **Choices/Problem solving:** We encourage children to assist in very simple ways with care giving routines as is appropriate for their age. We encourage the children to find solutions when challenges occur. We also observe and comment on their choices. We often give children very structured choices rather than open-ended questions. This insures that the choices they make are choices we as adults can live with. This begins even in infancy and helps to develop self-confidence.
- 6) **Redirection:** We will remove a child from a situation or encourage a child to act or try a behavior in a more appropriate manner (i.e., I see that you're pushing. You can push this car. We have gentle hands with our friends.)
- 7) **Clear limits and follow-through:** We will state the rules and expectations in a simple way and have an adult step in and help the child follow rules when necessary.

When changes or patterns in behavior are observed, we may notify the parents to set up a meeting. At times, it is helpful to involve the director or assistant director as we put our heads together to form a positive support plan for your child. During these meetings, we ask parents to share their observations and we all work together as a team to ensure each child's success. If it is recommended that your child receive an assessment or any type of outside service to help them have a more successful school experience, we will gladly partner up with those services in any way we can.



## Child's Day Food Policy

In Child's Day's effort to prevent choking and keep children safe, we offer the following guidelines for lunches and in class party snacks. Please pack a balanced, nutritious meal with variety for your child to eat. The children are learning to self-feed; please choose finger foods that will help increase their success.

**Here is a reminder of possible choking hazard foods that are prohibited at Child's Day according to the Texas Department of Family and Protective Services Child Care Licensing Division.** If any of these foods are accidentally packed in your child's lunch box, we will send it back home with a reminder note. This is applicable for every student in every classroom. We understand that your child may eat some of these foods at home. **Please be mindful that these foods are prohibited in group care.** At the bottom of this page is a lunch food list filled with great ideas for your child. Your child's teacher reserves the right to not serve a food item (even if unlisted) if they suspect it may be a possible choking hazard. Thank you for helping us to keep your children safe and to remain in compliance with Texas Minimum Standards!

*\*Please note: This is the most updated list as of August 14, 2017.*

### Prohibited Foods List

Research has shown that 90% of fatal choking occurs in children younger than four years of age. It is a requirement and best practice for **ALL CHILDREN** in group care (this includes infants through Pre-Kindergarten, regardless of age) to abstain from packing potential choking hazards and bringing them to school. Examples of foods that present a risk of choking include:

- hot dogs sliced into rounds
- whole grapes
- hard candy
- string cheese
- nuts
- seeds
- hard chunks or very small pieces of uncooked raw vegetables (eg; broccoli, raw peas, carrots) Soft manageable vegetable pieces are ok.
- dried fruit
- pretzels [including pretzel thins]
- chips
- peanuts
- popcorn
- marshmallows
- spoonfuls of peanut butter
- chunks of meat larger than can be swallowed whole

Again, please bring the lunches in labeled containers that the children can open and are safe for children to handle, drop, and use (do not send glass or ceramic containers to school except for infant food in glass jars). **Please label every item inside your child's lunch, including things like ziplock bags, pouches and individual packets of food to avoid mix-ups!**

**Note:** Food for infants should be cut no larger than ¼ inch square. Food for toddlers/2s should be cut no larger than ½ inch square.

## School Lunchbox Ideas

Put together a simple delicious lunch by mixing together ideas from the 3 categories.

Note: Lunches should also include healthy dairy options.

### Grains

whole wheat tortillas • pita pockets with sun butter, banana • bagel with cream cheese or sun butter • whole wheat muffins • whole wheat waffles • naan/flatbread with dipping sauce • pasta with marinara • whole wheat sandwich • mac n cheese • cheese quesadilla • bean and cheese tostadas

### Protein

Hardboiled egg • cottage cheese • tacos • sliders • hummus • grilled chicken • sun butter with apples • turkey rollups • tuna • cheese slices • yogurt with fruit or granola • leftovers dinner • roast beef • refried beans

### Fruits/Veggies

banana • peaches • apples • pears • pickles • nectarines • black beans • salsa • cole slaw • honeydew melon • strawberries • mango • papaya • cucumber slices • orange slices • plums • avocado • soft sweet peas • steamed vegetables • pepper slices

# **Parties & Celebrations Frequently Asked Questions Sheet**

## **Q - Can I celebrate a special event for my child in their classroom?**

Yes! Birthdays and holidays are an especially exciting time for young children and the Center will be pleased to help your child celebrate with classmates and staff **if arrangements are made in advance.**

## **Q - What do I need to know if I want to plan a celebration in my child's classroom?**

Email your child's lead teacher and share your thoughts on how you would like to celebrate your child. Party planning should attempt to minimize disruption of routine and prevent unwarranted anxiety for the children.

## **Q – How do I share the information about my child's celebration to other students? Can the lead teacher do that for me?**

Lead teachers have many tasks that they must oversee and complete in order to make sure your child is having a high quality experience in school every day. If you need help getting birthday information to other families, here are some recommendations:

- Use your classroom directory to reach out to parents. Sometimes, classroom directories are not complete until the end of September. If a classroom directory is not available, please utilize one of the next recommendations.
- Print paper invitations and place them in every child's cubby.

Please help us to honor each teacher's very full schedule by utilizing one of the recommendations above to reach out to parents for celebrations.

## **Q - What kind of snack can I bring to share at a celebration for my child?**

**First, please be aware of any food allergies in your child's classroom, including if it is a peanut free zone.**

Child's Day recommends **healthy – low sugar snack** options for celebrations. Here is a list of the popular celebration snacks that have been used in the past:

- Fresh fruit such as apple slices, pear chunks, bananas, cut up berries, etc...
- Mini muffins made with banana, pumpkin, corn, cranberries or blueberries.
- Cookies such as crunchy oatmeal and raisin or blueberry.
- Healthy cereal or granola bars.
- Dried fruit or 100 percent dried fruit rolls.
- Fresh fruit kebabs with a dipping sauce of vanilla yogurt.
- Yogurt buffet served with a variety of toppings like chopped fruit and berries, granola and shredded coconut.
- Strawberry tips or banana slices dipped in dark chocolate.
- Fruit shakes made from blended fresh fruit, ice and yogurt

## **Q - What is prohibited at a celebration hosted at Child's Day?**

- Balloons are a choking hazard for young children and should not be brought into the center. If you absolutely cannot do without balloons, Mylar balloons are an alternative.)
- State licensing prohibits any type of open flame in the center; birthday candles are not permitted.
- **If your child's classroom is a nut-free zone, any snack that you bring in to share must be nut-free.**

**Q – My child has many allergies and I would prefer they not eat food that is brought in from outside of the school. What can I do so my child doesn't feel excluded?**

- If there is going to be a celebration in your child's classroom, the lead teacher will inform all parents. If your child has allergy or dietary restrictions, please send in a "special" snack that we can serve them during the celebration so that they don't feel excluded. Some parents opt to send in a box of frozen treats that we can keep at the school so that we can pull one out in the event of a celebration and you don't have to worry about possibly forgetting to send something in.

**Q - A student in my child's class is having a birthday party in the classroom. Do I as a parent have to attend?**

No. If your child's classroom is celebrating another child, your participation is welcome but not required.

**Q - I want to have a celebration outside of Child's Day but I'd like to use our classroom directory or personal invitations handed out at school to invite my child's classmates. Do I have to invite everyone in my child's class?**

Yes. If celebration invitations are distributed at the Center or your child's classroom directory is utilized for invitations, all children in the class should be invited.

Please return this form to your child's teacher.



## Sunscreen and Insect Repellent Permission Form

Dear Parents,

To protect the children from sunburn and insect bites during outside time, we recommend selecting one of the following options for sunscreen and insect repellent.

Please mark your preferred option, fill in any blanks, and return the form (and money) to your child's teacher as soon as possible.

---

Child's Name: \_\_\_\_\_

- I will participate in the purchase of a class set of "DEET Free Bullfrog Mosquito Coast Sunscreen with Insect Repellent SPF 30" lotion. I give permission for my child to use this lotion. *\*\*Please provide \$10 with this form if you select this option\*\**
  
- I will provide my own sunscreen and insect repellent. I give my child permission to use the following products:
  - \_\_\_\_\_(sunscreen)
  - \_\_\_\_\_(insect repellent)
  
- I elect to opt out of both of these options. I do not give my child permission to use sunscreen or insect repellent.

---

Parent's Signature

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Date

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Parent's Printed Name

\*According to Childcare Licensing, this form must be renewed every 6 months.

## Child's Day Illness Exclusion Policy

### PLEASE KEEP YOUR CHILD AT HOME IF HE/SHE:

- ⇒ Has a tympanic (ear) temperature, or for infants under six months old, an axillary (armpit) temperature, of 100 degrees or higher OR has had a fever of 100 degrees or higher during the previous 24 hours – see school policy stated below
- ⇒ Has diarrhea (two episodes of loose, watery stool within the previous 24 hours).
- ⇒ Has vomited within the last 24 hours– see school policy stated below
- ⇒ Is within 12-hours of the first dosage of an antibiotic for any ailment (including non-contagious illnesses such as an ear infection)
- ⇒ Exhibits unexplained rash
- ⇒ Has symptoms of an eye infection
- ⇒ Has active lice or nits
- ⇒ Has an illness that causes them to need more care than can be given without impacting the health, wellbeing, and safety of the other children or has sustained an injury that would prevent comfortable participation in routine indoor and outdoor activities
- ⇒ Has symptoms and signs of possible severe illness such as lethargy, abnormal breathing, mouth sores with drooling, or other signs that the child may be severely ill

### IF YOUR CHILD BECOMES ILL AT SCHOOL

The following are the steps taken by the school: 1) the child is separated from the other children in the classroom and a familiar person is assigned to watch over the child. 2) The child is kept comfortable and when possible moved to a location where new individuals are not exposed 3) Parents are immediately called. Children who are sick must be taken home within one hour of being contacted as we do not have facilities to care for sick children. If neither parent can be reached, other persons listed on your enrollment forms will be called. *It is very important that all telephone numbers and information be kept current, in case we need to call you.*

### SCHOOL POLICY: SPECIFIC SYMPTOMS

The school's policy with regard to specific symptoms is as follows:

- ⇒ **Fever:** If the child has a tympanic (ear) temperature, or for infants under six months old, an axillary (armpit) temperature of 100 degrees higher OR has had a fever of 100 degrees or higher during the previous 24 hours, the child shall be excluded from the program. The child shall be fever free for 24 hours without fever reducing medication before returning to school.
- ⇒ **Diarrhea:** Parents will be notified when the first episode of watery bowel movement occurs. Parents will be informed that if a second watery movement occurs during the school day, parents must pick up the child. Parents will be asked to pick up a child immediately if abdominal pain, fever or vomiting accompanies the first or second occurrence of diarrhea. To be certain that the diarrhea does not re-occur; children must be diarrhea free without the use of medication for 24 hours before returning to the program.
- ⇒ **Vomiting:** If one or more episodes of vomiting occur within the previous 24 hours, the child shall be excluded from the program. If vomiting occurs during the school day, parents will be called and asked to pick up child immediately. Gagging due to excessive crying does not constitute vomiting.
- ⇒ **Ear Infection:** If your child has an ear infection, they may return to school 12 hours after their first dosage of antibiotics provided they have been fever free for 24 hours without fever reducing medication and do not have any more exclusion symptoms. If your child is not taking antibiotics, they may return once they are comfortable enough to cope with the daily activities and routine of school.
- ⇒ **Skin Rashes:** If the child has undiagnosed skin rashes or sores, the child is prevented from attending school. If the child has untreated and/or undiagnosed persistent itching of skin or scalp, the child shall be excluded from the program.
- ⇒ **Eye Discharge:** If thick mucus or pus is draining from the eye, the child shall be excluded from the program. If the doctor indicates that the discharge is due to allergies and is not contagious, a note from the doctor specifically stating that information must be brought to school in order for the child rejoin the program.
- ⇒ **Active Lice:** If your child has active lice or nits they shall be excluded from the program.
- ⇒ **Respiratory Symptoms:** If child exhibits difficult or rapid, shallow breathing or severe coughing, the child shall be excluded from the program. If the child makes high pitched croup or barking sounds after he/she coughs, and the child is unable to lie comfortably due to continuous cough, the child shall be excluded from the program.
- ⇒ **Appearance or Behavior Changes:** If the child looks or acts differently, is unusually tired, pale, lacking appetite, confused, irritable, or difficult to awaken, the child should remain at home for further observation. If the child is not able to participate in the daily activities and routine of school, they should remain at home.



## **PRESCRIPTION & NON-PRESCRIPTION MEDICATION PROCESS**

Do you need to drop off prescription medication (Amoxicillin, drops for eye infections, epi-pens, asthma inhalers, etc...) or over the counter medication (ibuprofen, acetaminophen, teething tablets, diaper cream, anti-itch cream, etc...) for your child?

**ALL MEDICATIONS** must be received by an administrator. Classroom teachers will **CAN NOT** accept medications from parents. There are no Prescription or Non-Prescription authorizations forms in the classroom. They are available in the front office and in the Director/Assistant Director office.

### **I'm a parent dropping off medication...what should I do?**

Please stop by the front office or the Director/Assistant Director office any time **after 7:30am** if you have ANY type of medication that needs to be administered to your child during school hours. The medication needs to be in the original packaging with the original dispenser. If the prescription for the medication is on the box, you must bring in the box with the prescription.

### **Do I need to have a prescription from my doctor and are there any forms I need to fill out as a parent?**

Yes. All prescription and non-prescription forms are available in the admin offices. A doctor's note is required for **ALL MEDICATIONS** excluding over-the-counter topical creams such as diaper rash ointment, anti-itch cream for bug bites, lotions, sunblock, etc... When in doubt, call the office for clarification.

### **Who are the admins that I can give my child's medication to? When will my child get their medication?**

Michelle Perez (Director), Sheri Leonard (Assistant Director), Tina Guajardo (Assistant Director), and Lauren Sicarelli (Office Manager). After receiving the medication and making sure that we have all the required documentation, the administrator will bring the medication directly to the classroom.

### **What if no one is in the main office or in the Director/Assistant Director office?**

Please wait in the front lobby area and call the school phone number. An administrator may be away from their desk but they typically travel with a portable phone and can meet you in the front office to receive any medications that you are dropping off. In the rare occurrence that you still are unable to reach an admin, please see Ms. Kerry in the Field Mice classroom. **DO NOT LEAVE UNATTENDED AND UNCHECKED MEDICATION IN ANY OFFICE OR ANY CLASSROOM.**

### **Why can't I give my child's medication directly to their teacher?**

During drop off and pick up times, our teachers are visiting with children and parents, they are supervising the students still in their classrooms, and often they are also managing multiple hands on activities. It can be challenging to make time to go over the required paperwork, ask clarifying questions, and lock up medication in the midst of so much transition. For the safety of your child, we want to ensure that something as critically important as medication has a consistent and uninterrupted intake process.

# Child's Day Parent Volunteer Opportunities

Research shows that children are more successful when their parents are involved in their classroom experience. Volunteering in your child's class is one way to help meet this goal. Please take the time to read through the opportunities listed below and determine where you would like to help this year. Your time and efforts will be well spent while enriching the children's learning experience. We encourage both parents to sign up and volunteer.

---

Child's name

---

Parent Volunteer's name (please print)

Email Address

---

Parent Volunteer's name (please print)

Email Address

## **\*Volunteer Opportunities\***

*Please indicate areas of interest by checking below:*

\_\_\_\_\_ Parent Advisory Committee (PAC) Volunteer: PAC meets once a month, for one hour, to discuss Center-wide issues and plan events.

\_\_\_\_\_ Room Parent: Supports classroom and helps organize classroom events.

\_\_\_\_\_ Story-time Reader: Comes in during a scheduled time to read to the children.

\_\_\_\_\_ Talent Search: Share your interests, hobbies, etc. with the children.  
specify: \_\_\_\_\_

\_\_\_\_\_ Miscellaneous: (specify) \_\_\_\_\_

# 2019-2020 SCHOOL CALENDAR

AUGUST 2019						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

SEPTEMBER						
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29	30					

OCTOBER						
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27	28	29	30	31		

NOVEMBER						
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DECEMBER						
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29	30	31				

JANUARY 2020						
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FEBRUARY						
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MARCH						
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29	30	31				

APRIL						
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MAY						
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<sup>24</sup> / <sub>31</sub>	25	26	27	28	29	30

JUNE						
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28	29	30				

JULY						
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19	20	21	22	23	24	25
26	27	28	29	30		

**August 2019**

- 1, 6, 7, 8 Parent Orientation Nights
- 12 – 16 Center Closed – Staff Work Days
- 19 First Day of Program Year

**September**

- 2 Center Closed - Labor Day
- 11 First PAC Meeting
- 25 Back to School Night

**October**

- 4 Early Dismissal @ 5:00 pm (ACL)
- 9 PAC Meeting
- 11 Early Dismissal @ 5:00 pm (ACL)
- 14 Center Closed - Staff Training

**November**

- 3 Fall Family Festival (Zilker Park)
- 13 PAC Meeting
- 27 Early Dismissal @ 5:00 pm
- 28-29 Center Closed – Thanksgiving

**December**

- 6 Early Dismissal @ 5:30 pm (Staff Meeting)
- 23 Early Dismissal at 5:00 pm
- 24-31 Center Closed - Winter Holiday

**January 2020**

- 1 Center Closed - New Year's Day
- 2 Delayed Start @ 8:30 am
- 8 PAC Meeting
- 20 Center Closed - Staff Training

**February**

- 12 PAC Meeting
- 17 Center Closed – P/T Conferences

**March**

- 11 PAC Meeting
- 18 Early Dismissal @ 5:30 pm (Staff Meeting)

**April**

- 8 PAC Meeting
- 10 Center Closed - Staff Training
- 13-17 Week of the Young Child

**May**

- 4-8 Teacher Appreciation Week
- 13 PAC Happy Hour
- 25 Center Closed – Memorial Day

**June**

- 24 Early Dismissal @ 5:30 pm (Staff Meeting)

**July**

- 3 Center Closed – Independence Day Observed

**KEY**

- Center Closed
- Abbreviated Hours
- PAC Meeting
- Child's Day Event
- First Day of Program Year

**Important Note:**

Child's Day will be closed for one week in August 2020 prior to the new program year for staff training and to prepare classrooms for the new program year.

