

Welcome to the



Honey Bears Room 2020-2021



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. 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. I have been in the Early Childhood field for over 20 years. I have worked in small and large Preschools, I have also worked with childcare centers for client-based model, children with special needs and afterschool programs. Working with children, teachers and families is rewarding in different ways but providing a warm community feel for everyone to succeed is what I love about Early Education Programs. 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. My office is located past the front office, behind the keypad entrance. If you have questions, feedback, concerns, or just want to 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 2020-2021 school year!

Michelle Perez, Director
michelle@childsday.com



Dear Parents/Caregivers,

Welcome to the Honey Bear's classroom! I am delighted to be the Honey Bear's Lead Teacher this year! Toddlerhood is such a fun time for learning, growing, and gaining independence!

I have been working with toddlers for about 19 years, and I have been with Child's Day for 14 years. I earned my first degree in another field and my second degree in Early Childhood. This field of study has allowed me to focus on the early years of our lives which are such a critical time for physical, mental, and social/emotional development, and I am passionate about challenging, encouraging, and loving your children through this time of their lives. I am so excited to begin the year with each child and family.

I am the oldest of 8 siblings and I have four children of my own ranging from 34 years old to 20. I have six grandsons, the oldest is 14 and the youngest is 6 months old. I enjoy spending my free time with my children, grandchildren and with congregation activities. I thoroughly enjoy coming to work every day and being a toddler teacher.

Our goal is to foster a classroom community of trust, growth, and love among the Honey Bear families, and we hope you take advantage of the supportive community at Child's Day. Furthermore, parent/teacher partnerships are vital to the success of an early childhood classroom, so please contact any of us with any questions or comments you may have.

Sincerely,

Juanita Tremblay (Ms. Nita)
Honey Bear's Lead Teacher

Class e-mail: honeybears@childsday.com



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. This year, PAC meetings will take place via Zoom until further notice. During the PAC meetings, parents 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:

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

The first PAC meeting will be held on **Wednesday, September 9th, at 5:30 p.m.** via Zoom. 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 2020-2021 school year!

CLASSROOM PHILOSOPHY

We believe that the greatest gift we can give a child is a classroom atmosphere that honors and accepts a child's unique individuality while fostering the love of learning. In our classroom, children will be encouraged to explore and experiment freely without interruption. They will be given the opportunity to become active problem solvers through the use of open-ended materials and questions. By learning to respect one's self, respect others, and respect the environment in which we live, they will also learn how to function as part of a community. Children learn best by doing and by the example we adults set.

As teaching professionals, it is our duty to create a classroom environment that is nurturing, safe, and stimulating without being overwhelming. The following is an outline of how we utilize the Ten Principles of Care Giving by Magda Gerber in the classroom in order to achieve our goals for the upcoming year.

Principles of Care Giving

By Magda Gerber

Principle 1: Involve children in things that concern them.

- For example, ask if a child wants a hug, is finished with certain toys, etc.
- Give advanced warning that you are about to help them.
- Assist, as capable, in self-care tasks.
- Give opportunities to make age appropriate choices.

Principle 2: Invest in quality time

- Get on child's level to view room.
- Engage in child directed activities *with* children (play with them).
- Respect when children want to interact or want to play alone.
- Offer comfort when appropriate.
- Create time to be with children, i.e. care giving times.

Principle 3: Learn child's unique ways of communicating and teach yours.

- Speak normally to children (no baby talk).
- Verbally express what we see the child is doing (expanding vocabulary).
- Provide or model words which pertain to and/or will help them work through situations.

Principle 4: Invest time and energy to build a total person.

- Learn each child's individual way of learning
- Provide time for uninterrupted play and freedom to explore and interact with other children.
- Offer activities to foster a well-balanced development.

Principle 5: Respect children as individuals.

- Acknowledge and label feelings
- Allow children to move at their own pace whenever possible.
- Acknowledge the unique characteristics of each child.

Principle 6: Be honest about your feelings.

- Let children and co-teachers know how you feel about any given situation.
- Honor the children's feelings and your own as well.
- It's okay and important to model appropriate expressions of emotions.

Principle 7: Model the behavior you want to teach.

- Modeling is a very important teaching tool. Children learn by watching important figures in their lives.
- Children exhibit the behaviors that are modeled for them: for example, teachers will model washing hands before eating, talking about problems calmly, cleaning up spills, taking turns with toys, etc.

Principle 8: Let children solve their own problems.

- Children learn best by doing.
- Our goal is to encourage the children to be independent, self-confident, and inquisitive learners.
- When children are learning a new skill, teachers will set up the situation to aid successes. For example, when learning to put on his/her own shirt, a teacher might lay shirt flat on a surface and verbally direct child to grab shirt from bottom and pull over his/her head.
- When children encounter a problem, teachers will first ask open-ended questions to help the children solve their own problem rather than solving it for them. Likewise, when children want to gain more information about something, teachers will ask open-ended questions to facilitate independent thoughts before offering information.

Principle 9: Build security by teaching trust.

- Respond to children promptly
- Provide clear and consistent guidelines/limits.
- Verbally let them know we are there if they need help.
- Provide a safe environment both physically and emotionally.

Principle 10: Be concerned about the quality of development in each stage.

- Make frequent observations of the children and document developmental growth
- Make *Individual Development Plans* (IDPs) for each child.
- Allow the children to develop at their own rate but at the same time provide challenges to encourage further development.

Important Classroom Information

Infant Classrooms: Hummingbirds (HU), Chicks (CH), Finches (FI), Ducklings (DU), Cottontails (CT)

Toddler Classrooms: Kangaroos (KA), Otters (OT), Honey Bears (HB) and Koalas (KO)

What to Bring:

- ☐ Three complete changes of clothes and **one extra pair of shoes**. MUST be closed-toed shoes and have a back strap. Please put everything in Ziploc bags to prevent the spread of germs. – **Labeled**.
- ☐ Extra empty bottle (children under 12 months) **Labeled**
- ☐ Please no glass bottles unless they have a silicon sleeve **Labeled**
- ☐ Unopened formula in original container (children under 12 months) **Labeled**
- ☐ Powdered formula dispenser (3-4 sections) (children under 12 months) **Labeled**
- ☐ Breast milk to be stored in refrigerator if not using formula (children under 12 months) **Labeled**
- ☐ Large bag of diapers to be stored with your child's name
- ☐ Diaper rash cream/ointment plus signed permission form
- ☐ Sunscreen/ bug repellent or the money to cover the cost plus the signed permission slip.
- ☐ Baby wipes (if you choose not to use the wipes provided.)
- ☐ Pacifier (if needed)
- ☐ Non-swaddling sleep sack without sleeves or drawstrings.
- ☐ Cereal (as needed)
- ☐ Jars of food or individual containers (as needed) (infants: HU/CH/FI/DU)
- ☐ Jacket, hat, and mittens for cold weather
- ☐ Sun hat for hot weather
- ☐ Each child should bring in a family photo, include pets please if you have them.
- ☐ **ANY PRESCRIPTION MEDICATION MUST BE CHECKED INTO THE OFFICE**
- ☐ **Non-prescribed medication (i.e. teething tablets/gel/Benadryl/Tylenol) – MUST BE CHECKED INTO THE OFFICE. A note from your pediatrician stating the appropriate dosage will be required.**
- ☐ **KA/OT/HB/KO:** please pack a healthy well-balanced lunch and two snacks in a container they can work on opening. Please include a cold pack, if needed. **Please label every container and lid.**

Mabel's Labels www.mabelslabels.com

Oliver's Labels www.oliverslabels.com

- ☐ **KA/OT/HB/KO:** a labeled water bottle for us to refill for the week. Please take them home every Friday to be cleaned.
- ☐ **KA/OT/HB/KO:** your child may bring a small blanket, crib sheet, pillow and/or "lovey" for nap time that can be stored in their cubby. **Please take nap items home every Friday for cleaning.**

Child's Day provides crib sheets for infants which are laundered at least once a week or as needed. If your infant uses a sleep sack while napping, it will be sent home on Fridays for laundering.

Your child will have a cubby for storing non-perishable items as well as a refrigerator cubby for perishable food items. You may bring more than a daily amount of non-perishable food items to store in your child's cubby.

Please note that due to limited space, we cannot accommodate storage for car seats. Please plan accordingly. Thank you for your understanding.

Arrival Time:

- ☐ We have set our schedule to allow time in between classrooms to support social distancing and meet the childcare licensing guidelines for staggering drop-off/pick-up times. Make sure to arrive for designated times. If you miss your window for drop-off, you will need to call the office (512-327-3274) to arrange drop-off. Any pick-ups outside of designated times need to be discussed with admin to plan with classrooms.
- ☐ The following items will occur at drop-off every day before you leave:
 1. Temperatures checks
 2. Questionnaire- verbal confirmation
 3. Signed in by Teacher.
- ☐ Please make sure to evaluate your child's health and check temperature before arriving.
- ☐ 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.
- ☐ Say Good-Bye to your child so that he/she knows you are leaving
- ☐ If your child walks in with a toy from home, please take it with you when you leave.

At Pick Up:

- ☐ The teachers will bring out the children to designated area and release children to parents as they arrive.
- ☐ Please read and sign any Incident Reports for your child. Please sign it and leave it with the closing teacher.
- ☐ Please remember to be on time for your designated window. This is important as we have classrooms scheduled for pick up back to back.

Reminders/ Notes:

- ☐ For the safety of your children and others, please keep your child and siblings close by at drop-off/pick-up.
- ☐ 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 note that the infant classes will eventually transition to a group-wide napping schedule. When that happens, please adhere to Child's Day policy of no dropping off children during naptime. Those no drop off times will be provided to you by your child's teacher.

SAMPLE Toddler Daily Schedule

Center Time/Health Check for Drop Offs

Hand Washing, Snack, Milk Cups

Diaper Changes/Center Time

Fine Motor Activity/Child's Choice Play

Circle Time

Outside Time- Playground/Buggy Ride

Transitioning Inside

Hand Washing/ Lunch

Diapers/Nap/Rest Time **(Children may not be dropped off or picked up between 11:00 & 2:15PM)**

Wake Up/Diaper Changes/Child's Choice

Afternoon Snack, Milk Cups

Centers Time/ Child's Choice Play/Diaper Changes

Outside Time/Small Playground/Gross Motor Work/Center Time

Hand Washing/Late Snack

Afternoon Activities/Center Time, Snack

***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, it is recommended that there be no pick up or drop off from 11:00 – 2:15 pm daily.

Also, please note that due to limited space, we cannot accommodate storage for car seats. Please plan accordingly. Thank you for your understanding.

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!

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.
- 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.

Communication between Teachers and Parents

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 infant and toddler classrooms, 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 two year old classrooms and older, 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.
- Parents may call infant classrooms directly. You can reach the Chicks and Ducklings at 512-327-8166. You can reach the Hummingbirds and Finches at 512-518-1701. 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 contacting the office at 512-327-3274 or office@chilsday.com. **PLEASE DO NOT EMAIL YOUR CHILD'S TEACHER WITH 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@chilsday.com.

Please inform your child's teacher about:

<ul style="list-style-type: none">* 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* New pregnancy or baby* If there has been any sign of fever, skin eruptions, vomiting, diarrhea, discolored mucus, extreme fatigue, discharge from the eyes	<ul style="list-style-type: none">* If the child is taking any medication (provide the time it was given)* If the child needs to leave earlier than normal* Anyone visiting your home* A move to a new 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 from your child's teachers:

1. **Daily Food & Nap Chart:** Each day your child's teacher will send home a daily report. This will let you know how your child ate and slept throughout the day. Please see example below
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 lunch box 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 through email.



Toddler DAILY REPORT

Date: _____ Child's Name: _____

Today I Enjoyed:

For morning snack I ate: ☐ All ☐ Most ☐ Some ☐ Very Little

For lunch I ate: ☐ All ☐ Most ☐ Some ☐ Very Little

For afternoon snack I ate: ☐ All ☐ Most ☐ Some ☐ Very Little

For nap I slept: _____ to _____ ☐ or rested.

(If applicable): Bottles: _____

Time medication administered _____

Reminders:

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.

Learning Through Play in a Toddler Classroom

The whole world is a potential curriculum for children, and our curriculum acknowledges and supports the interests that emerge from their daily lives. The curriculum will provide students with opportunities to explore the world through their senses. They will learn by doing! Our explorations will also be guided by the five domains of early childhood education: social, emotional, cognitive, gross motor, and fine motor development.

Self-Help Skills, Social Competency, and Emotional Development

Toddlers crave independence and obtain a sense of pride when they begin to accomplish tasks on their own. Throughout the day, they have tons of opportunities to exert their autonomy. Furthermore, toddlers are egocentric beings, and through their everyday interactions with adults and other children, they learn how to express their needs and how to respect and care for others. We don't expect toddlers to grasp the concept of sharing, but we do encourage patience. Important self-help skills we will focus on are:

- Self-feeding
- Hand-washing
- Communicating needs to others via non-verbal and verbal skills
- Self-soothing
- Drinking from an open cup
- Dressing and undressing

Fine Motor Development

Activities to develop small muscles are carefully planned to enhance hand awareness, dexterity, strength, and eye-hand coordination. Activities such as:

- Stacking blocks
- Turning pages in a book
- Experimenting with Play-Doh
- Manipulating puzzles with knobs
- Manipulating writing/art tools
- Tearing paper
- Scooping and pouring
- Stacking pegs

Gross Motor Development

Activities to develop large muscles are designed to enhance body awareness in space, unilateral and bilateral movements, balance, core strength, and eye-hand coordination.

- Crawling → Toddling → Walking
- Catching and throwing
- Climbing large structures
- Carrying heavy objects
- Walking up and down stairwell
- Rolling
- Kicking

Cognitive Development

The curriculum is flexible and encourages intellectual growth by developing the thinking process. Careful planning of the learning materials allows for learning through play. Some examples are:

- Exposure to variety of textures
- Use words to describe feelings
- Demonstrates simple symbolic play
- Rote counting to 2
- Classifies objects, i.e. vehicles, food
- Identifying objects/pictures
- Singing songs with motions
- Exposure to a variety of writing materials
- Talking about what you see, hear, feel
- Names family members
- Uses cause and effect toys
- Uses positional (on, off) words
- Uses directional words (up, down)
- Identifies body parts and clothing
- Language-rich environment
- Imitate sounds and uses non-verbal and verbal communication

In the event of illness (staff, parent or child) at our center, the following policies and procedures must be followed:

Guidelines for Excluding Children & Staff with Illness
Revised 7/8/20 Covid-19 Pandemic

Your child's health is a matter of major importance to us. CDC/Licensing requires that precautions be taken to safeguard the health of all children enrolled. This includes excluding children from attending with symptoms outlines below. **Parents, please be responsible and notify the school when your child is out sick and if any testing/diagnosis are confirmed and must keep them at home until exclusion criteria are resolved.** The school will notify families and staff about any illnesses.

Accepting Admin/staff will question all parents at drop off and if a child appears to be sick, it is also the Admin/staff's responsibility to ask a parent to take a child back home if the child is deemed not well enough to be at school.

Teachers will also conduct health checks on each child during the day including temp checks. Admin/staff will question parents about scrapes, bruises, etc. that are visible. Child's Day does not employ a school nurse; therefore, any first aid administered, or medication given will be done by the child's teacher or the office personnel.

A child who becomes ill at school will be removed from their classroom and cared for in a separate space by one caregiver until their parents are able to promptly pick them up from school.

COVID-19 Guidelines

Symptom/Diagnosis	When Child will be sent home/excluded	When Child may return
Child/Staff Has any COVID Symptoms Fever 100 (Travis County guidelines) Cough Shortness of Breath/Trouble Breathing Chills Muscle or body aches Sore throat loss of taste or smell Fatigue Headache Congestion or runny nose Nausea or vomiting Diarrhea	Immediately	Must be tested before being allowed back to school. If they test positive for COVID-19 they must be quarantined for the designated 14 days before returning to school with Doctor's note. Children/Staff who do not test positive may return to school after being fever and symptom free for a period of 24 hours without medication.

Child/Parent/Staff has a confirmed COVID- 19 Positive Test	<p>Protocols that include – No entry Notification of illness to parents/staff Complete sanitation of the classroom, Call to health officials and following CDC recommendations for the centers next steps.</p> <p>If parents test positive, their children need to remain quarantined for 14 days before they are allowed back to school.</p>	<p>In the case of a confirmed positive COVID-19 test,</p> <ol style="list-style-type: none"> 1) the individual may return when all three of the following criteria are met: at least 3 days (72 hours) have passed since recovery (resolution of fever without the use of fever-reducing medications); and the individual has improvement in respiratory symptoms (e.g., cough, shortness of breath); and at least 10 days have passed since symptoms first appeared; or 2) In the case of symptoms that could be COVID-19 and does not get evaluated by a medical professional or tested for COVID-19, the individual is assumed to have COVID-19, and the individual may not return to work until the individual has completed the same three-step criteria listed above; or 3) In the case of symptoms that could be COVID-19 and individuals want to return before completing the above self-isolation period, the individual must obtain a medical professional's note clearing the individual for return based on an alternative diagnosis.
Child/Staff Has Been in Contact with someone under Quarantine for a suspected case of COVID-19	Cannot attend until 14 days after contact or after contact person has been tested and proven to be NOT positive. Documentation provided.	Cannot attend until 14 days after contact or after contact person has been tested and proven to be NOT positive. Documentation provided.
Child/Staff Has Been in Contact with someone with a confirmed case of COVID-19	Cannot attend until 14 days and no symptoms during the 14-day period.	Cannot attend until 14 days after contact and no symptoms during the 14-day period.
Family/child has traveled internationally in the last 14 days	Until person who traveled has been home for 14 days without any symptoms.	After 14 days of returning for 14 days without any symptoms.

Additional Illness Guidelines

Symptom/Diagnosis	When Child will be sent home/excluded	When Child may return
Fever – No other COVID-19 symptoms	If your child has a temperature of 99.6 or higher as currently recommended by Travis County	The child shall be fever free for 24 hours without fever reducing medication before returning to school.
Respiratory Symptoms – No other COVID-19 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	When exclusion criteria are resolved or with a doctor's note stating the child can return

	after he/she coughs, and the child is unable to lie comfortably due to continuous cough, the child shall be excluded from the program.	
Cold Symptoms Runny Nose Stuff Nose Sneezing Watery eyes Cough (see above COVID)	If accompanied by Fever (see fever criteria)	When exclusion criteria are resolved or with a doctor's note stating the child is not contagious
Diarrhea	After 2 occurrences within a 24-hour period	When diarrhea subsides for 24 hours without medication or doctor's note stating child is not contagious
Diaper Rash	If sores are oozing and leak body fluid	When exclusion criteria are resolved
Hand, Foot & Mouth Syndrome	When spots/bumps/lesions are noticed or present in the following areas: <ul style="list-style-type: none"> • Hands, feet & mouth • Diaper area • Thigh/legs 	When exclusion criteria are resolved or with a doctor's note stating the child is not contagious and has taken medication for at least 24hrs
Active Head Lice	When nits/eggs are noticed or present	When exclusion criteria are resolved and 24-hrs after first treatment
Irritability	If irritability cannot be redirected and/or prevents child from being able to participate comfortably and safely	When child can be redirected
Itching	If itching is suspected to be caused by any of the following: Scabies, Impetigo or Ringworm	When exclusion criteria are resolved or with a doctor's note stating the child is not contagious
Appearance or Behavior Changes -Lethargy	If the child looks or acts differently, is lethargic, 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.	When exclusion criteria are resolved
Mouth Sores	When sores cause drooling	When exclusion criteria are resolved or with a doctor's note stating the child is not contagious and has taken medication for at least 24hrs
Eye Discharge -Pink Eye (Conjunctivitis) - Allergies	<ul style="list-style-type: none"> • Thick mucus or pus from eyes • When discharge is noticed • Pinkish/red swollen or irritated eyes 	When exclusion criteria are resolved or with a doctor's note stating the child is not contagious and has taken medication for at least 24hrs
Rash – Skin/Scalp	When unidentified rash is noticed and is accompanied by: <ul style="list-style-type: none"> • Behavior change • Persistent itching • Fever • Has oozing/open wound/sores • Child is unable to participate 	When exclusion criteria are resolved or with a doctor's note stating the child is not contagious and return date

Chicken Pox	When lesions are noticed or present	When all lesions are dried and crusted. Typically takes 6+ days and doctor's return date
Strep Throat	If child has a positive strep culture	After at least 24 hours of antibiotic medicine and note with return date
Vomiting	After 1 or 2 occurrences within a 24-hour period. Gagging/minimal drool/spit-up due to excessive crying/anxiety does not constitute vomiting.	When vomiting subsides for 24 hours without medication and able to participate

Children who are sick must be taken home immediately or 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 especially important that all telephone numbers and information be kept current, in case we need to call you.

Your child's exclusion and readmission to the program is subject to review by their receiving classroom staff and/or a Director. If your child has a chronic illness or disability, please discuss a plan for reasonable admission/exclusion criteria with a Director.



PRESCRIPTION AND 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 brought to the front office and a parent/guardian must complete a prescription or non-prescription medication authorization form. A doctor's authorization is required for all medications, even non-prescription medications. Classroom teachers **CAN NOT** accept medications from parents. Prescription and Non-Prescription authorizations forms are available in the front office.

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

Please call the front office any time **after 8:00 am** so that an administrator can come outside to receive the medication and give you the proper form to fill out. 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, we must have a doctor's authorization to administer both prescription AND non-prescription medications. The doctor's authorization should include dosage and timing instructions. Prescription and non-prescription forms are available in the front office. 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 where it will be stored in a medication cabinet or designated refrigerated area. Epi-pens are stored in insulated storage containers which are taken out to the playground.

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. **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 are busy times for our teachers as they visit with parents and supervise children simultaneously. It can be challenging to go over the required paperwork, ask clarifying questions, and secure 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.

2020-2021 SCHOOL CALENDAR

AUGUST 2020						
S	M	T	W	T	F	S
2	3	4	5	6	7	1/8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEPTEMBER						
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			

OCTOBER						
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

NOVEMBER						
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					

DECEMBER						
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		

JANUARY 2021						
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
24/31	25	26	27	28	29	30

FEBRUARY						
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						

MARCH						
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			

APRIL						
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	

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

JUNE						
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			

JULY						
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

August

11, 12, 13 Parent Orientation Meetings
17-21 Center Closed – Teacher Work Days
24 First Day of Program Year

September

7 Center Closed - Labor Day
9 First PAC Meeting

October

7 PAC Meeting
12 Center Closed – Parent Teacher Conf.

November

11 PAC Meeting
25 Early Dismissal @ 5:00 pm
26-27 Center Closed – Thanksgiving

December

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

January

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

February

10 PAC Meeting
15 Center Closed – Parent Teacher Conf.

March

10 PAC Meeting
17 Early Dismissal @ 5:30 pm (Staff Meeting)

April

2 Center Closed - Staff Training
7 PAC Meeting
12-16 Week of the Young Child

May

3-7 Teacher Appreciation Week
12 PAC Happy Hour
19 Early Dismissal @ 5:30 pm (Staff Meeting)
31 Center Closed – Memorial Day

June

23 Early Dismissal @ 5:30 pm (Staff Meeting)

July

5 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 2021 prior to the new program year for staff training and to prepare classrooms for the new program year.





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 50 spray. I give permission for my child to use this lotion. ***Please provide \$20 with this form if you select this option** Please note: Teachers will notify parents as classroom supplies need to be replenished throughout the school year.*
- ☐ 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

Date

Parent's Printed Name



Please return this form
to your child's teacher.

Over The Counter Diaper Cream / Ointment Permission Form

Child's Name: _____

Today's Date: _____ Classroom: _____

*** (Note: this permission slip expires at the end of the school year) ***

I hereby give permission for Child's Day to apply the following brand(s) of over the counter diaper cream / ointment to my child as needed:

Diaper Cream/Ointment Brand Name(s):

If you'd like to OPT OUT, please check below:

☐ I do not want diaper cream applied to my child.

Parent's Printed Name

Signature

Date