



# **Pre-K Rooms**

## **2021-2022**



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. 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 2021-2022 school year!

**Michelle Perez, Director**  
[michelle@childsday.com](mailto:michelle@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. We will start the year with PAC meetings held via Zoom until the rate of COVID transmission is much lower in our community.

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 8<sup>th</sup>, at 12:00 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 2021-2022 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(PU) and Field Mice (FM)

## 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:

- Between 7:45 am and 9:00 am**  
Drops-offs will be at your child's classroom door (or at the playground gate if the class is outside). Parents may not enter the classroom or the playground. This policy is in place to help children have a smooth drop off and minimize disruptions in the classroom.
- Between 9:00 am and 11:00 am and between 2:30 pm and 3:00 pm**  
Parents with children in Building 1 should check in at the front office to drop-off or pick up their child. Parents with children in Buildings 4 or 6, should call the main office when you arrive (512-327-3274) and we will confirm if your teacher is available to meet you at the classroom door (teachers in the infant and toddler classes will be engaged in child caring activities and may not immediately be available to greet your child after 9:00 am). If a teacher is not available in your classroom, we will ask you to come to the main office and administrative staff will help you.
- The following items will occur at drop-off every day before you leave:
  1. Temperatures checks
  2. Questionnaire- verbal confirmation
  3. Parents must sign in children
- 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:**

**Between 3:00pm and 5:45pm**

Pick up will be at the child's classroom door (or at the playground gate if the class is outside). The program day ends at 5:45. Parents are asked to leave the building by 5:45pm. After 5:45pm, late fees will apply (\$20.00 for the first 5 minutes + \$2.00/minute after 5:50pm).

**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 5 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. NO running down the halls
- Child’s Day is a **CELL PHONE FREE ZONE**. Please hold all cell phone conversations for before or after pick-up 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)



# SAMPLE

## Pre-K Daily Routine/Schedule

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

Room opens- Morning health check upon arrival  
Free Choice: Open Centers and/or Journaling  
Bathroom/Wash Hands  
Playground  
Morning Circle Time:  
    Morning Message, Pick Jobs, Calendar  
Small Group Activities:  
    Story Dictations, Handwriting Without Tears, Math, Group Projects  
Snack  
Playground  
Wash hands/mat jobs  
Lunch  
Rest Time  
Wake up, wash hands  
Afternoon circle time  
Free Choice: Open Centers and/or Journaling  
Afternoon Snack  
Clean up, Bathroom  
Playground  
Afternoon Activities  
Field Mice room closes

**\*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 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](mailto: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](mailto:classroomname@chilsday.com).

Please inform your child's teacher about:

<ul style="list-style-type: none"><li>* How the child slept the night before, including hours of sleep</li><li>* The child's mood and demeanor of the morning</li><li>* If the child ate well for dinner and breakfast</li><li>* If there is any change in routine for the family at home which may have an impact on the child</li><li>* New pregnancy or baby</li><li>* <b>If there has been any sign of fever, skin eruptions, vomiting, diarrhea, discolored mucus, extreme fatigue, discharge from the eyes</b></li></ul>	<ul style="list-style-type: none"><li>* If the child is taking any medication (provide the time it was given)</li><li>* If the child needs to leave earlier than normal</li><li>* Anyone visiting your home</li><li>* A move to a new home</li><li>* Either parent traveling out of town</li><li>* Random stay-home days</li><li>* Illness or Death in the family</li><li>* Extracurricular activities that may affect their temperament</li></ul>
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# 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:** The teachers will send home whatever lunch and snack has not been eaten by your child. This will allow you to see how they ate throughout the day. Your child's teacher will also send home a nap chart so you can see how long your child rested during naptime.
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.
3. **Bi-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 BI-WEEKLY report.
4. This bi-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 Bi-Weekly Report every other Friday. Please see example:



## **Bi-Weekly Report**

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

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

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

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

Reminders/Notes:

## 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.

# 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.



## 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 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.



### Child's Day Illness Exclusion Policy

The health of your child is of the utmost importance to us. CDC and Child Care Licensing requires that precautions be taken to safeguard the health of all children enrolled. This includes excluding children from attending with symptoms outlined below. **Please notify the school when your child is out sick and if a specific diagnosis is confirmed.** The school will notify families and staff about any illnesses.

Administrator or staff will ask parents at drop off how their child is feeling and if a child appears to be sick, it is also the Administrator or 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 temperature 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 administrative 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.

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

Symptom/Diagnosis	When Child will Be Sent Home or Excluded	When Child may Return
<b>Fever – No other COVID-19 symptoms</b>	If your child has a temperature of 100.0 or higher.	The child must be fever free for 24 hours without fever reducing medication before returning to school.
<b>Respiratory Symptoms – No other COVID-19 symptoms</b>	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.	When exclusion criteria are resolved or with a doctor's note stating the child is not contagious and the child can cope with the routine activities of the program.
<b>Cold Symptoms</b> Nasal Congestion Sneezing Watery eyes Cough <b>(also see COVID-19 information below)</b>	If accompanied by fever (see fever criteria above)	The child must be fever free for 24 hours without fever reducing medication before returning to school or with a doctor's note stating the child is not contagious
<b>Diarrhea</b>	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
<b>Diaper Rash</b>	If sores are oozing and leak body fluid	When exclusion criteria are resolved
<b>Active Head Lice</b>	When live nits/eggs are present	When exclusion criteria are resolved and 24-hrs after first treatment

Symptoms/Diagnosis	When Child will Be Sent Home or Excluded	When Child may Return
<b>Hand, Foot &amp; Mouth Syndrome</b>	When spots/bumps/lesions are noticed or present in the following areas: <ul style="list-style-type: none"> <li>• Hands, feet &amp; mouth</li> <li>• Diaper area</li> <li>• Thigh/legs</li> </ul>	The child must be fever free for 24 hours without fever reducing medication before returning to school. If lesions or spots are still present, the child must have a doctor's note stating when the child is no longer contagious.
<b>Irritability</b>	If irritability cannot be redirected and/or prevents child from being able to participate comfortably and safely	When child can participate comfortably in the routine activities of the program.
<b>Itching</b>	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
<b>Appearance or Behavior Changes -Lethargy</b>	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
<b>Mouth Sores</b>	When sores cause drooling	When exclusion criteria are resolved or with a doctor's note stating the child is not contagious.
<b>Eye Discharge -Pink Eye (Conjunctivitis) - Allergies</b>	<ul style="list-style-type: none"> <li>• Thick mucus or pus from eyes</li> <li>• When discharge is noticed</li> <li>• Pinkish/red swollen or irritated eyes</li> </ul>	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
<b>Rash – Skin/Scalp</b>	When unidentified rash is noticed and is accompanied by: <ul style="list-style-type: none"> <li>• Behavior change</li> <li>• Persistent itching</li> <li>• Fever</li> <li>• Has oozing/open wound/sores</li> <li>• Child is unable to participate</li> </ul>	When exclusion criteria are resolved or with a doctor's note stating the child is not contagious and return date
<b>Chicken Pox</b>	<ul style="list-style-type: none"> <li>• When lesions are noticed or present</li> </ul>	When all lesions are dried and crusted. Typically takes 6+ days and doctor's return date
<b>Strep Throat</b>	If child has a positive strep culture	After at least 24 hours of antibiotic medicine and note with return date
<b>Vomiting</b>	After one occurrence 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 comfortably in the routine activities of the program.

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.

### COVID-19 Policies

Symptom/Diagnosis	When Child/Staff will be sent home/excluded	When Child/Staff may return
<p><b>Child/Staff exhibiting COVID-19 Symptoms</b></p> <ul style="list-style-type: none"> <li>Fever 100.0</li> <li>Cough</li> <li>Shortness of Breath/Trouble Breathing</li> <li>Chills</li> <li>Muscle or body aches</li> <li>Sore throat</li> <li>Loss of taste or smell</li> <li>Fatigue</li> <li>Headache</li> <li>Congestion or runny nose</li> <li>Nausea or vomiting</li> <li>Diarrhea</li> </ul>	<p>If your child has a temperature of 100.0 or higher and/or has two or more symptoms of COVID-19.</p>	<p>If a child is showing signs or symptoms of COVID-19, or has a temperature of 100.0 degrees or above, they must stay home. Children and staff with fever or other COVID-19 symptoms are required to stay home until they are free of these symptoms or fever, without the use of medication, for 24 hours, or they provide a doctor's note clearing them for return.</p> <p>Children presenting with <b>two or more</b> symptoms of COVID-19 will be required to get a note from a doctor clearing them or a negative COVID-19 test before returning to school.</p>
<p><b>Child/Parent/Staff is a confirmed positive COVID-19</b></p>	<p><b>Protocols that include –</b></p> <ul style="list-style-type: none"> <li>No entry</li> <li>Notification of illness to parents/staff</li> <li>Complete sanitation of the classroom,</li> <li>Call to health officials and following CDC recommendations for the centers next steps.</li> </ul> <p>If parents test positive, their unvaccinated children need to remain quarantined for 14 days <b>after their last exposure</b> to the positive parent before they are allowed back to school.</p>	<p>In the case of a confirmed positive COVID-19 test, and individual may return after:</p> <ul style="list-style-type: none"> <li>• 10 days since symptoms first appeared <b>and</b></li> <li>• 24 hours with no fever without the use of fever-reducing medications <b>and</b></li> <li>• Other symptoms of COVID-19 are improving (loss of taste and smell may continue beyond contagious period)</li> </ul>
<p><b>Child/Staff has had close contact with a confirmed positive COVID-19 case</b></p>	<p>When an unvaccinated child or staff member has had close contact with a positive COVID-19 Case. Close contact is defined as within 6 feet of an infected person for a cumulative total of 15 minutes or more over a 24-hour period.</p>	<p>An unvaccinated individual who has had close contact with someone who has (suspected or confirmed) COVID-19 should stay home for 14 days <b>after their last exposure</b> to that person. Individuals that are fully vaccinated against COVID-19 do not need to quarantine.</p>

## **Child's Day Illness Reduction Policies and Procedures for Parents and Staff**

**Effective August 23, 2021**

The following are the most updated CDC, licensing and local requirements for childcare centers caring for children. They are in place to protect the health and safety of our children, families, and staff. Please read the requirements carefully.

**Protecting the health of our teachers and the children in our care is our top priority. In order to help reduce illness in our school, the following procedures must be followed:**

1. Parents will drop off and pick up children at the classroom door. Parents are not allowed in the classroom.
2. Parents and staff will continue to wear masks while inside the building until an announcement is made otherwise.
3. Parents should take their child's temperature and evaluate their symptoms based on our updated illness policy BEFORE heading to school to make sure they are able to attend.
4. Temperatures and health checks will be taken before teachers or children enter the classroom at drop-off and throughout the day.
5. Adult and child hands should be washed throughout the day including each time a child or adult enters the classroom, after toileting/diaper changes, before eating, after wiping noses, when returning from outside, and after group play activities.
6. Our routine illness and COVID-19 policies remain fully in effect. Please keep your child home if they are sick.
7. All areas of children's play will be properly sanitized as needed, mid-day and at the end of the day.
8. All children's toys will be properly sanitized daily. Toys that come into contact with children's mouths will be placed in designated container to be properly sanitized.
9. Home toys will not be allowed to support health and safety policies; comfort items/lovies are okay.
10. We will not do warmups at this time to avoid handling of foods for health and safety practices. Parents may want to consider using thermos to keep lunch warm.
11. All children should bring 2-3 changes of clothes in Ziplock bags that are labeled with child's name to be used when needed.
12. All bottles, bottle caps, sippy cups, and water bottles from home used for feeding or drinks should be labeled with child's name.



## **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.

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 "OFF Family Care Smooth & Dry" insect repellent and "Coppertone Pure & Simple" sunscreen. 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.

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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.



# 2021-2022 SCHOOL CALENDAR

AUGUST 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	25	26	27	28
29	30					

SEPTEMBER						
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26	27	28	29	30		

OCTOBER						
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24/31	25	26	27	28	29	30

NOVEMBER						
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28	29	30				

DECEMBER						
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JANUARY 2022						
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30	31					

FEBRUARY						
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27	28					

MARCH						
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27	28	29	30			

APRIL						
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MAY						
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29	30	31				

JUNE						
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JULY						
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24/31	25	26	27	28	29	30

**August 2021**

- 10, 11, 12 Parent Orientation Meetings
- 16-20 Center Closed – Teacher Workdays
- 23 First Day of Program Year

**September**

- 6 Center Closed - Labor Day
- 8 First PAC Meeting
- 22 Back to School Night - 4:00 to 5:00 pm  
Koalas, Little Lambs, Turtles, Robins
- 23 Back to School Night - 4:00 to 5:00 pm  
Colts, Pandas, Puffins, Field Mice

**October**

- 1 Early Dismissal at 5:00 pm (ACL)
- 8 Early Dismissal at 5:00 pm (ACL)
- 11 Center Closed – Parent Teacher Conf.
- 13 PAC Meeting

**November**

- 10 PAC Meeting
- 24 Early Dismissal at 5:00 pm
- 25-26 Center Closed – Thanksgiving

**December**

- 23 Early Dismissal at 5:00 pm
- 24-31 Center Closed - Winter Holiday

**January 2022**

- 3 Delayed Start at 8:30 am
- 12 PAC Meeting
- 17 Center Closed - Staff Training

**February**

- 9 PAC Meeting
- 21 Center Closed – Parent Teacher Conf.

**March**

- 9 PAC Meeting

**April**

- 4-8 Week of the Young Child
- 13 PAC Meeting
- 15 Center Closed - Staff Training

**May**

- 2-6 National Teacher Appreciation Week
- 30 Center Closed – Memorial Day

**June**

- 20 Center Closed - Juneteenth Observed

**July**

- 4 Center Closed – Independence Day

**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 2022 prior to the new program year for staff training and to prepare classrooms for the new program year.

