

Welcome Packet

Toddler Classrooms





Dear Parents,

My name is Sheri Leonard and I am the Director here at Child's Day. I have been in the Early Childhood field for nearly three decades and I have served in all roles in the early childhood education field from infant, toddler and pre-K teacher, school administrator, to adjunct faculty at Austin Community College teaching the next generation of preschool teachers. 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 the new school year!

Sheri Leonard

Director

sheri@childsday.com



Dear Parents,

Thank you for choosing Child's Day, where children come first!

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.childsday.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!

Lauren and Neil Sicarelli

Owners

Child's Day



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. Meeting times will be posted on our website, but are usually held via Zoom from 12:00 to 1:00 or in the Activity Room from 4:30-5:30.

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)

We hope you'll participate in PAC and become an active part of our school community. Be sure to come to the first meeting of the year where the budget and the no-fuss fundraiser request amount will be determined and initial plans for the year will be kicked off.

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

Infants and Toddlers

What to Bring:

- ☐ Three complete changes of clothes and **one extra pair of shoes (for toddlers)**. 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)(Infants through young toddlers)
- ☐ Non-swaddling sleep sack without sleeves or drawstrings or weighted pouch.
- ☐ Cereal (as needed)
- ☐ Jars of food or individual containers (as needed) for infants
- ☐ 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.**
- ☐ **For Toddlers:** please pack a healthy well-balanced lunch 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

- ☐ **For Toddlers:** a labeled water bottle for us to refill for the week. Please take them home every Friday to be cleaned.
- ☐ **For Toddlers:** 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:☐ **Between 7:45 am and 9:00 am**

Please make every effort to have your child arrive prior to 9:00 am so he or she can participate in planned group activities and so the teacher can greet you and your child each morning. This policy is in place to help children have a smooth drop off and minimize disruptions in the classroom.

- ☐ Please make sure to evaluate your child's health before arriving and review our illness policy if you have questions about whether your child is well enough for school.
- ☐ 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
- ☐ Say Good-Bye to your child so that he/she knows you are leaving. A confident quick goodbye is MUCH more reassuring for your child than a long drawn out goodbye.
- ☐ Parents must sign their child in by scanning the QR code through the Brightwheel app. This is a TX Childcare Licensing requirement.
- ☐ If your child walks in with a toy from home, please take it with you when you leave.

At Pick Up:

- ☐ Please refrain from dropping off or picking up your child during transitions, lunchtime, or group naptimes. Please check with your child's teacher to determine this period. When classrooms are on a one-nap per day schedule, this time is generally between 11:00am and 2:30pm. If you have an extenuating circumstance and must pick up your child during this period, please let your child's teacher know in advance so that they can help minimize disruption to the other children.
- ☐ 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).
- ☐ Be sure to take sign out your child each day.

Reminders/ Notes:

- ☐ For the safety of your children and others, please keep your child and siblings close by at drop-off/pick-up. Texas law prohibits children under the age of 7 from being left alone in a car.
- ☐ 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.

Parent Communication Information

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

1. **Food, Naps, Diapers/Toileting:** Each day your child's teacher will track your child's naps, diapers/toileting, and food. This information will be shared daily either on a paper Daily Report or through Brightwheel. This will let you know how your child ate and slept throughout the day. You will also receive photos and updates about your child's day through Brightwheel.
2. **Reminders:** 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 send you a note through Brightwheel. Class-wide reminders and needs may be shared through Brightwheel and/or email.
3. **Child Development:** We want the information you receive about your child to be meaningful, consistent and reflective of where their developmental experience is. Teachers will share frequent updates and anecdotes about your child's development through photos, Brightwheel messages, emails, and three times per year at Parent Teacher Conferences. Teachers will provide input on your child's social emotional development, gross motor and fine motor development, language and literacy development, and their cognitive and math development.

Example Report:

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): Milk: _____

Time medication administered _____

My overall disposition today was: Happy Irritable Active Sleepy Sensitive

Reminders:

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, teachers will track your information about 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. This information will be shared daily either on a paper Daily Report or through Brightwheel.
- Teachers will share photos and information about daily activities through Brightwheel. Be sure to read these notes 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 you're 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 a weekly newsletter that shares information about activities and 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. You may also send notes to your child's teacher via Brightwheel. The teachers' main priority is supervision of and interactions with the children. They will respond to parent communications during their plan time or when the have a moment.
- Every classroom has its own email: classroomname@childsdays.com.

Please inform your child's teacher about:

* How the child slept the night before, including hours of sleep * The child's mood and demeanor of the morning * If the child ate well for dinner and breakfast * If there is any change in routine for the family at home which may have an impact on the child * New pregnancy or baby * If there has been any sign of fever, skin eruptions, vomiting, diarrhea, discolored mucus, extreme fatigue, discharge from the eyes	* If the child is taking any medication (provide the time it was given) * If the child needs to leave earlier than normal * 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
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SAMPLE Toddler Daily Routine/Schedule

Center Time/Health Check for Drop Offs

Hand Washing, Snack, Milk Cups/Bottles

Diaper Changes/Center Time

Fine Motor Activity/Child's Choice Play

Circle Time

Outside Time- Playground/Buggy Ride

Transitioning Inside

Hand Washing/ Lunch/Bottles

Diapers/Nap/Rest Time (**Children may not be dropped off or picked up between 11:30 & 2:30PM**)

Wake Up/Diaper Changes/Child's Choice

Afternoon Snack, Milk Cups/Bottles

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 11:30 – 2:30 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.

Preparing and Serving Bottles and Food

Parents must bring in enough bottles for every feeding for the day – we cannot reuse bottles. You may want to provide an extra bottle for back up. Sometimes children may not finish a whole bottle, or they may have leakage or spills. Every bottle brought in must have a labeled cap.

Breast Milk Bottles

- Breast milk needs to be labeled with the child's full name and expressed date.
- Fresh breast milk can be stored in the refrigerator for 2 days.
- Unused liquid breast milk must be sent home at the end of every week.
- Previously frozen breast milk can be stored for only 24 hours after defrosting. Never put previously frozen milk back in the freezer.
- Once a baby begins drinking breast milk, the bottle can only be re-offered up to one hour. If the baby does not want the remaining breast milk, then the remainder must be discarded.
- Child's Day can store refrigerated or thawing breast milk. We do not store or keep frozen breast milk.

Formula Bottles

- All formula bottles need to be mixed at school from a factory sealed container.
- Pre-measured water bottles need to be provided and a sealed container of formula.
- Once a baby begins drinking formula, the bottle can only be re-offered up to one hour. If the baby does not want the remaining formula, then the remainder must be thrown away.
- Formula can be stored for only 24 hours. After 24 hours, the formula must be discarded.
- All unused bottles must be sent home at the end of the day.

Breast Milk and Formula Bottles

- Breast milk/Formula must be heated in water no more than 120°, for no more than 5 minutes.
- Breast milk/Formula needs to be gently mixed and not shaken.
- Always check the temperature of the breast milk/formula before serving.
- Children under 7 months must be held while taking a bottle.
- Bottles must not be propped. If the child cannot hold the bottle, the caregiver needs to hold the bottle for the child.
- Bottles must not contain solid foods unless prescribed in writing by the child's doctor for medical reasons.
- Bottles must always be capped if not in use.

Baby Food- 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.

- Each child will have a tray in the refrigerator for storing perishable food and a cubby for non-perishables.
- Homemade infant food needs to be provided in individual servings that can be warmed in water at no more than 120°.
- Foods for infants must be cooked (no raw foods), must be cut up into very small pieces and be appropriate for the child's age. Teachers may reach out if foods are chokables or not appropriate/safe to feed your child.
- We do not use microwaves to heat food.
- Unless a child will eat a whole jar of food, it must be placed in a bowl. Any food that has not been eaten must be discarded.
- Baby food can be stored for 24 hours after being opened.
- Teachers do not offer cow's milk to children less than 12 months of age.
- Teachers only serve whole milk to children between the ages of 12 – 24 months.

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 (ex: broccoli, raw peas, carrots) Soft, manageable vegetable pieces are ok.
- dried fruit (raisins ok)
- pretzels [including pretzel thins]
- chips
- peanuts
- popcorn
- marshmallows
- spoonful 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 zip lock 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 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.

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



Child's Day Illness Exclusion Policy

The health of your child is of the utmost importance to us. Child's Day 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, which may include 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. Children who are sick must be taken home within one hour of being contacted as we do not have facilities to care for sick children. If neither parent can be reached, other persons listed on your enrollment forms will be called.

In the event of illness, the following policies and procedures must be followed:

Symptom/Diagnosis	When Child will Be Sent Home or Excluded	When Child may Return
Fever	Has a tympanic (ear) temperature, or for infants under six months old, an axillary (armpit) temperature, of 100 degrees or higher OR has had a fever of 100 degrees or higher during the previous 24 hours.	The child must be fever free for 24 hours without fever reducing medication before returning to school. The child must be well enough to comfortably participate in a group care setting.
Respiratory Symptoms	If child exhibits difficult or rapid, shallow breathing or severe coughing, the child shall be excluded from the program. If the child makes high pitched croup or barking sounds after he/she coughs, and the child is unable to lie comfortably due to continuous cough, the child shall be excluded from the program.	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 group care.
Cold Symptoms Nasal Congestion Sneezing Watery eyes Cough	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. The child must be well enough to comfortably participate in a group care setting.

Symptom/Diagnosis	When Child will Be Sent Home or Excluded	When Child may Return
COVID-19	Child tests positive for COVID-19	The child must be fever free for 24 hours without fever reducing medication before returning to school. The child must be well enough to comfortably participate in a group care setting.
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
Active Head Lice	When live nits/eggs are present	When exclusion criteria are resolved and after first treatment is complete
Hand, Foot & Mouth Disease	When spots/bumps/lesions are noticed or present in the following areas: • Hands, feet & mouth • Diaper area • Thigh/legs	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.
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, Irritability	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 comfortably and safely, they should remain at home.	When child can participate comfortably in the routine activities of the program.
Mouth Sores	When sores cause drooling	When exclusion criteria are resolved or with a doctor's note stating the child is not contagious.
Eye Discharge - Pink Eye (Conjunctivitis) - Allergies	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: • 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

Symptom/Diagnosis	When Child will Be Sent Home or Excluded	When Child may Return
Strep Throat	If child has a positive strep culture	After at least 24 hours of antibiotic medicine and note with return date
Vomiting	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.

For illnesses not specifically listed above, please refer to the Texas Department of Health and Human Services [School Communicable Disease Chart](#).

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.

The school will make efforts to notify your child's classmates of any illness in the classroom.

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

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 should drop off and pick up children at the classroom door.
2. Parents should evaluate their child's health and any symptoms BEFORE heading to school daily to make sure they are able to attend.
3. Health checks will be taken before teachers or children enter the classroom at drop-off and throughout the day, which may include temperature checks.
4. 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.
5. Please refer to the illness exclusion policy and keep your child at home if they are sick. This is the best way to prevent the spread of illness in a group setting.
6. All areas of children's play will be properly sanitized as needed, mid-day and at the end of the day.
7. All children's toys will be properly sanitized daily. Toys that come into contact with children's mouths will be placed in a designated container to be properly sanitized.
8. Home toys will not be allowed to support health and safety policies; comfort items/lovies are okay.
9. Teachers do not warm up food to reduce food handling. Parents may want to consider using a thermos to keep lunch warm.
10. All children should bring 2-3 changes of clothes in Ziplock bags that are labeled with child's name to be used when needed.
11. 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, 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 come to the front office any time **after 8:00 am** so that an administrator can 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.

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.

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.

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.

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

Classroom Name: _____

Please return this form to your child's teacher.



Sunscreen and Insect Repellent Permission Form

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 to your child's teacher as soon as possible. If you elect to participate in the classroom bug spray and sunscreen share, \$20 will be added to your ledger.

Child's Name: _____

- ☐ I will participate in the purchase of a class set of "Off Family Care" insect repellent and "H-E-B Baby Oxybenzone Free" or "H-E-B Kids Broad Spectrum" sunscreen (depending on availability). I give permission for teachers to apply these products on my child.
 - ☐ *\$20 will be added to my ledger to purchase insect repellent and sunscreen for the class.*
Please note: Teachers will notify parents if the classroom is getting low on insect repellent and sunscreen and needs to be replenished.

- ☐ I will provide my own sunscreen and insect repellent. I give my permission to apply the following products on my child:
 - _____ (sunscreen)
 - _____ (insect repellent)

- ☐ I elect to opt out of both of these options. I do not give permission to apply sunscreen or insect repellent on my child.

Parent's Signature

Date

Parent's Printed Name

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