Welcome to the Infant/Young Toddler classroom at CSDC! We are happy to have your family join our program and we look forward to working and exploring with you and your child. Most importantly, we want you to know that our goal with our families is to develop relationships that support the growth of your child in all areas while supporting your needs as well. Please let us know your thoughts, ideas, concerns, and questions. To help make your transition as smooth as possible, we have compiled information that we hope will begin to answer some of the questions you may have. Let us tell you a little about our classroom.

We are a team of three teachers that work together to ensure that every child in our classroom receives warm, loving care and appropriate challenges that supports their development. There are a total of nine children in our room ranging in age this year from six weeks to 13 months. We believe that young children need to develop trusting and caring relationships with the people that care for them in order to feel safe and secure in their environment. In an effort to encourage these relationships, each teacher will be the primary caregiver for three children and their families. We refer to this approach in care as primary caregiving. It is our hope that a special relationship will be formed between the primary teacher and your child and family. This ensures that your child has a secure person with whom to touch base each day and that you have a contact person. However, we want to emphasize the important role all the teachers play in the life of your child. In the beginning, we focus more on the primary caregiver relationship, but over time, all three teachers work to form close bonds and relationships with your child. We are often assisted by undergraduate students. We are committed to providing the children with a respectful, nurturing environment that is sensitive to their many needs and that promotes positive interactions between all caregivers and children. We work collaboratively with one another in an effort to ensure continuity of care for you and your child.

One way that we work to make connections for children and families from home to school is by offering the opportunity for a home visit prior to starting the school year. A home visit is a time when your child’s primary caregiver, and on some occasions another teacher from the classroom, comes to your home and visits with you and your child. This gives your child the opportunity to see us in a setting outside of the school and also gives us a window into your child’s world. Your child’s primary teacher will be contacting you to schedule a home visit or if you prefer we can set up a conference visit at CSDC.
At CSDC, we have a unique way of transitioning children into our program. In order to show the most respect for our incoming infants/young toddlers and their families, we feel it best to transition children over a period of several days before they start full-time. Typically, we will schedule three to four short visits with parent and child together in the classroom. The reason for this is to give us, as teachers, the opportunity to learn about each child through observations of parent and child together in the classroom setting. These visits also help develop trusting relationships between teacher and family. During these visits, you and your child’s primary caregiver will discuss techniques and methods used that best accommodate your child’s needs. By seeing teachers and parents together in the school setting, your child’s comfort level will be heightened, as well as yours. These short visits are the first step in building a respectful and strong relationship between teachers, children and families. Another benefit of transitioning infants and young toddlers this way is that it allows more time to get to know each other on a personal level. These visits also foster mutual empathy and respect between teachers and parents while promoting respect for children.

The three to four transitions visits will be approximately 1-1 ½ hours. If during the third visit, your child seems comfortable and ready, we may suggest that you try a “trial separation” by leaving your child with us and going away from the classroom for a short period of time. You could watch from the observation booth, take a walk, run a few errands, or sit in the conference room. If your child exhibits strong separation anxiety, you will be asked to attend at least one more short visit. If your child seems to be handling the trial separation well they can stay for the rest of the day provided that we are able to reach someone via phone and you could arrive back at the center within 10-15 minutes if needed. At the end of these visits your child can start full-time in our program. If you have any questions regarding our transition process please feel free to speak to us about your concerns. We want to make you and your child’s transition as positive and comfortable as possible.

This year, we will be hosting an Open House on Thursday, August 18 from 3:30-5:00 pm. During this time, we invite you and your family to visit the Infant Classroom so that you and your child can become familiar with the classroom and also take this time to meet the families and children that your child will spend their days with.

We have also attached a packet containing information that will help you learn "All About the Infant/Young Toddler Classroom". Please take time to look through the information. Your primary teacher will be calling you soon to arrange a home visit during the month of August, prior to your child’s first day in the Infant/Young Toddler Room as well as to set up your transition visits during the first week of school.
# Name List

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sam</td>
<td>07/15/11</td>
</tr>
<tr>
<td>Lily</td>
<td>05/25/11</td>
</tr>
<tr>
<td>Abigail</td>
<td>07/24/10</td>
</tr>
<tr>
<td>Adam</td>
<td>11/30/10</td>
</tr>
<tr>
<td>Victoria</td>
<td>12/13/10</td>
</tr>
<tr>
<td>Sachin</td>
<td>03/10/11</td>
</tr>
<tr>
<td>Julia</td>
<td>01/06/11</td>
</tr>
<tr>
<td>Emma</td>
<td>03/07/11</td>
</tr>
<tr>
<td>Saddharth</td>
<td>01/25/11</td>
</tr>
</tbody>
</table>
We are very excited to have you and your child join our family. Most importantly, we want you to know that our goal with our families is to develop relationships that support the growth of your child in all areas of development while supporting your needs as well. Please let us know your thoughts, ideas, concerns, and questions. To help make your transition as smooth as possible, we have compiled information that we hope will begin to answer some of the questions you may have.

Teaching Staff:
We are a team of three teachers that work together to ensure that every child in our classroom receives warm, loving care and appropriate challenges that supports their development. There are a total of nine children in our room, this year children range in age from six weeks to 13 months as of August.

When one of us is absent due to sickness or personal time, it is may be that our full-time multi-classroom teacher will be the replacement. We also have undergraduate student interns who are present during various parts of each day so that they can gain first hand experience working with young children. These students participate in all aspects of program development yet are supervised by a full time teacher at all times. Work-study students from the university also assist us in the classroom. You will have the opportunity to meet these students during your visits to the classroom or at one of our parent events. Their pictures will be hung on the classroom door, accompanied by a brief biography so that faces will quickly become familiar.

We are committed to providing the children with a respectful, nurturing environment that is sensitive to their many needs and that promotes positive interactions between all caregivers and children.

Our Philosophy of Care and Education
Working with Infants and Families:
It is our belief that we work as a partnership with the parents and families we have in our classroom so that we can provide children with a high level of quality care. It is also our belief that parents are experts on their own children. We use a slow transition to bring children into our program so that we can learn about them through conversations and observations of interactions with their parents. To read more about our philosophies, please see the page in your packet entitled “Mission Statement”. There you will find the foundations, frameworks and intentions of our program.
Respect is a concept that can be applied to every aspect of working with children along with their families and works perfectly with the concept of the emergent curriculum and incidental learning. As teachers we draw on the philosophies of Magda Gerber and Tracy Hogg as an inspiration as they use respect for infants as a core value in their work. We believe children’s maximum intellectual and emotional development occur when they are allowed to inquire for themselves; not when they are interrupted or overwhelmed with colors, sounds or information. Respect is understanding that the children we care for are from varying family backgrounds and dynamics and understanding each family has their own individual set of family values. Respect is speaking with a child, letting them know what is happening while you are interacting with them and capitalizing on opportunities which ordinary daily tasks offer such as diaper changes, feeding, and sleeping. Respect is allowing children to have space and time to explore but also means being close enough to mediate if necessary. Respect is having faith in children’s abilities and scaffolding their learning so that they can begin to use higher order thinking. We feel that our approach to teaching is not only respectful, that it is also child-centered, gentle, flexible, and nurturing.

How do we respect the infants in our care?
R---realize that infants communicate in a very different way than any other age group.
E---emotions play an important part in an infant’s communication skills.
S---show infants that you respect them by slowing down your body, your pace, and your routines and by being sensitive to their needs.
P---play is a baby’s way of learning about their world.
E---environment for infant’s needs to be safe (both physically and emotionally), cognitively challenging, and nurturing.
C---consistency is an important element in caring for infants.
T---trusting in infants to be capable of communicating, of being self-learners, and of being capable of exploring their environment in a way that is meaningful to their development.

Curriculum

Emergent Curriculum:
CSDC strives to utilize an emergent curriculum, which provides your child with developmentally appropriate activities. This means that we will be observing your children’s play and social interactions in an attempt to understand their abilities and challenges. We then attempt to analyze these observations so that we can provide subsequent experiences or provocations that are meaningful, challenging and support further development in the context of
areas in which children have expressed an interest. We believe that young children learn in a social context and we will provide them with as many social opportunities as possible.

**Progettazione:**
In addition to the emergent curriculum that we explore throughout the year, we also have what we call an intended curriculum. We use a phrase called progettazione, which when translated means *planning* in Italian. This planned or “intended curriculum” is a group of topics that we feel are relevant to all young children and are ones that we will be revisiting throughout the year. We have chosen to focus this year on *relationships, natural environments* and *creative arts*. We will be exploring a number of areas that fall under these topics such as communication, textures, the garden, snow, clay, worms and how our bodies move.

**Signing:**
As part of our teaching practice in the Infant Room, we begin using signs with children at an early age, using and teaching symbolic gesturing in the form of sign language. We use Signed English (signing the words that are spoken as they are said) and we use signs from *American Sign Language*. We have observed over the years, and studies have proven that signing with young children can serve to be a great communication tool. Infants who have not yet mastered their verbal language skills can learn many signs for words they use most. By acquiring these signs, young children can communicate to others their needs even before they can verbalize them. There are many benefits to signing. Children who can sign experience decreased frustration. They can tell their parents or caregivers specifically what they want by using signs. Signing leads to improved self-esteem as well as earlier and stronger communication skills. Using sign language also helps in developing relationships and the primary care bond between a child and a teacher which reassures children that their needs will be met. We have found that using signing gestures with young children has been beneficial in the communication between children and adults. Often children learn signs quickly and easily and use their signs often. It is a rewarding experience to be able to communicate with young children through signing and be able to understand what their needs are before they have acquired verbal language.

We will supply you with a sign language packet that we have put together. It will contain many ASL signs that we will be using with your child throughout
the upcoming year. This packet will help you to understand the signs your child may be using and what they mean. With the help of this packet, you may also find yourself communicating with your child through sign language. We hope that your family will enjoy this experience as much as we have!

Fostering Self-Identity in the Infant and Toddler Programs

Self-identity is an important curriculum thread within the CSDC community and one that we value as early childhood educators working with young children. We feel that children are entitled to self expression and self identity. They have the right to experience various families, cultures and traditions. We celebrate each child for their individuality and uniqueness giving them opportunities to explore who they are, what they look like and all the characteristics that are special about them. This is accomplished with the use of materials such as mirrors, books, photos, songs and various art mediums. One way in which the children in the older classrooms explore their identity is by creating self portraits at three specific points throughout the year. Our goal is to extend this opportunity to the Infant and Toddler classrooms in a developmentally appropriate manner so we turned our attention to the family.

In order to represent the youngest children in our school we will request the assistance of the people who know the children best, their parents. These identity boards are being created with the use of photographs taken at school and descriptive words generated by the parents. We will ask parents to choose two or three words that they feel describe their child at three different times throughout the year; their strengths, personalities, growth and/or development. A new photograph will accompany each set of words showing how they may have changed physically during this time.

Linking:

In an effort to establish and promote more meaningful interactions between the Infant/Young Toddler class and Toddler class, we have incorporated what we call “linking” activities with the two classrooms. What is meant by “linking” is that we choose several times during each week to link together with either the whole toddler classroom or with just a few toddlers and a few infant/young toddlers. These linking times are spent with children and teachers from both classrooms combining to do activities together. Activities can occur in the “linking space” located between the two classrooms, the Community Room (large room), on the playground or in either of the classrooms. One purpose of linking together is to foster a connection between both classrooms in an effort to familiarize the infants/young toddlers
UNH Child Study and Development Center
Infant/Young Toddler Program

with what will be their next classroom as they make their journey through the CSDC community. Another reason is to make a better, more cohesive atmosphere between the Infant/Young Toddler and Toddler programs. Linking together with different ages and developmental abilities offers young children the opportunity to enhance their socio-emotional skills. We feel that our linking times have had a positive impact on the children’s transitioning into the toddler program, thus making the transition smoother for children, teachers and families. We also offer this linking space as a warm welcoming space for both the Infant/Young Toddler Room and Toddler Room families to spend time with your child at the beginning and end of each day; sit on the comfy sofa and look at books together or just relax and enjoy a quiet space for you and your child.

Communication
We feel that communication is an essential part of the partnership we strive to develop between teachers and parents. We do our best to keep all lines of communication open, and share all pertinent information with you as soon as possible or appropriate. We will touch base with you at welcoming (drop-off) and reunion (pick-up) each day. A daily chart will be kept to inform you of how your child’s day has gone. We welcome your comments and participation at any time, whether it is a phone call, meeting, lunchtime visit, a special activity, or story time. Please feel free to call or stop in to visit at any time!

1. We will always connect with you at the **beginning and end of each day**. These times can however be busy as we attempt to engage your child in the morning or as you are anxious to reconnect with them at the end of the day. Therefore, we try to save substantive conversations for the telephone or for scheduled conference times.

2. Located just outside of the classroom is a **grease board** and **bulletin board**. On these two boards we will post such things as documentation of daily explorations, classroom news, special events happening at school, and notices and information.

3. In the classroom is a large **dry erase board** displaying every child’s picture as well as a sectioned off area where we will record daily notes of your child’s day. We will write down what time diapers are changed, whether it was wet, dry or BM, what time snack and lunch were eaten, when your child fell asleep and woke up, and what activities your child participated in during the day. On the chart, beside your child’s picture is an area where we ask you to jot down a few notes in reference to your child’s previous night and early morning.

4. You will receive a **newsletter** at the beginning of each month. These newsletters are intended to share current and expected classroom happenings in detail. They will also include information about
curriculum and how children benefit from the activities we offer them. We will also include topics specific to the development of the children in the classroom. Let us know if there is a topic that you would like to know more about!

5. **Parent events** are scheduled throughout the year. These events might be in the form of potluck breakfast or dinners or they might be evening parent meetings to discuss a specific topic.

6. A **conference** will be offered twice a year. The purpose of these conferences is for teachers and parents to discuss shared observations and developmental goals for your child. An artifact binder will be provided at each conference that will contain examples of your child’s development in various developmental domains. A **developmental narrative** of your child’s progress as observed in the classroom will be provided for the last conference. This is a written piece of documentation of your child’s development.

A Glimpse in the Day in the Infant Room

**Arrivals (Welcomings):**

CSDC opens at 7:30am. We sometimes refer to this time as a welcoming rather than a drop-off time. When you and your child arrive in the morning, we will greet you and ask how your child’s night or weekend was. We ask that you place their beverages and food for the day in the refrigerator in our classroom and fill out their chart, and put their coat and bag in their cubbies in the hallway.

At this age, we are very aware that children may have a difficult time separating from their parents. We are also aware that when parents are indecisive about leaving, it can make separation even more challenging for the child because the child picks up on the parent’s apprehension. We plan to work closely with you on this very sensitive issue and ask that you come in, if possible, and spend a few minutes with your child in the classroom at arrival times. When it is time for you to leave, tell your child that you are leaving and that you will come back when you are done work, give your child a hug and a kiss, and then leave the room. This sends your child a clear message that you are leaving, you will be back, and you love him/her. At this point, we will assist in comforting your child, if needed, to help him/her through the moment. “Sneaking” out of the room without saying good-bye or without letting your child see you go leaves the child wondering what happened to you and may cause him/her to be confused and upset. By the same token, when a parent starts to leave, comes back, leaves again, comes back again, the child will receive a mixed message about what is actually taking place. If you are feeling uneasy after leaving your child please feel free to observe your child from the observation booth for a few moments to put your mind at ease. You may also stop in the office, call the classroom before you leave the
building to check-in or give us a call when you get to work. You may also call us at any time and as many times as you need to check in with us about your child. We want to make this transition as stress free as possible for both you and your child.

Because we respect the individuality of each child, we structure the day according to each child’s wants, needs and individual routines and by being sensitive to the cues they gives us. Therefore, the routine in the Infant/Young Toddler Room is subject to change at any given time. We incorporate all developmental domains including motor, language, cognitive, and social-emotional into our daily routines.

**Eating:**
In the Infant program, our philosophy in regards to feeding is to read young children’s cues and feed children based on their individual needs. When a child shows signs that they are ready to eat (crying, crawling to the table, signing, etc), we will offer that child the appropriate choices whether that be a bottle, baby food or finger foods.

**Nursing:** Nursing mothers are welcome to come to CSDC at any point during the day. We have spaces available in the classroom (a gliding rocker and a futon) where nursing can occur. We also have a rocking chair in our nap room for mothers who desire more privacy. Please speak with your child’s primary caregiver if you are planning to nurse during the day so that we can develop a plan to support you and your baby.

**Bottles:** If your child is drinking from bottles, we ask that you bring in enough prepared beverage for the day. Premixed formula or breast milk **MUST BE** labeled with **DATE** and **NAME**. It needs to be taken home every night. All milk should be in a plastic pourable style container. If your child needs four bottles a day, we need you to bring at least five bottles to the classroom. We ask that you bring in at least one extra bottle than you think your child will need as we cannot re-offer a bottle to children after they have used it once. If your child is drinking whole milk, we will provide the milk and we ask that you bring in an empty bottle, kept in the classroom kitchen area. Please remember to **label** all parts of the bottles as well! All used bottles need to be taken home and washed daily. Bottles that we have served and are not empty will get a sticky dot on them indicating that we are unable to offer that bottle again and placed in the refrigerator. This is a state regulation. Also, all bottles are warmed using a bottle warmer unless otherwise necessary.

**Food:** You will need to supply enough food to take care of two snacks and a lunch for your child. We will provide various dry foods, i.e. Ritz crackers, graham crackers, etc, as well as fresh or frozen fruits and vegetables for
snacks to children who are able to eat them. We will post a snack schedule in our classroom and also have a list posted that we would like you to fill out that indicates what foods your child is able to eat. When your child is drinking whole milk, we will provide the milk. All foods should be prepared to eat the way your child prefers at home. State licensing prevents us from serving particular foods to any children in the Infant-Young Toddler classroom. As per NH licensing guidelines and NAEYC, we cannot serve round firm foods such as whole or round slices of hotdogs, whole grapes, raw carrots, peas and celery. Circular foods such as grapes, hot dogs, olives, etc. all must be sliced lengthwise for young children to prevent choking. Carrots must be sliced lengthwise and cooked or heated until soft. In addition, we are unable to serve hard candy, seeds, or popcorn, chips and hard pretzels of any form and marshmallows.

All leftovers will be sent home so that you are able to see the eating habits of your child during the day. All food must be stored in sealed, airtight containers that are labeled with your child’s name and date. This means that any “baggies” you send in must have an airtight seal and therefore sandwich baggies that fold would not be acceptable. Please label all food and drink containers! We will not serve unlabeled food to children. Dry foods may stay in the snack bin over night with child’s name and date on them in airtight containers but all refrigerated items must go home at the end of every day including bottles and containers of formula/soy milk. Once your child has had their lunch or snacks that you have sent in, we will discard empty plastic baggies and will place airtight containers in a small handled basket in the kitchenette or in your child’s cubby. If you do not see your child’s container(s) in either of these places, they are likely to be found in the refrigerator. We provide bibs, cups with covers, forks and spoons. We have attached a list of lunch ideas and finger foods in the packet.

Food Allergies:
In our experience, the instances of food allergies have increased over the last few years. It is our policy to support children and families who are affected by food allergies. Please let your child’s teachers know if your child has a food allergy so that we can develop a plan to assist them.

We ask that children have been offered a food at least three times at home prior to it being sent in to school due to the risk of food allergies. “A food allergy is an immune system response to a food that the body mistakenly believes is harmful. Once the immune system decides that a particular food is harmful, it creates specific antibodies to it. The next time the individual eats
that food, the immune system releases massive amounts of chemicals, including histamine, to protect the body.” (Food Allergy and Anaphylaxis Network, FAQs, http://www.foodallergy.org/questions.html)

Due to growing research about the danger of peanut butter and nuts in general, CSDC has a no nut policy and we cannot serve any foods containing any nut or peanuts (This includes the nut product, pastes, flours or oils). If foods containing nuts are sent in we will not serve them to your child, we will substitute food from our kitchen. For the same reason, we cannot serve kiwi fruit as one of our parents who is also a teacher has a severe food allergy to kiwi. We ask that you please do not send in any of these foods. Thank you for your cooperation.

**Diapers:**
At this time, the center provides diapers for the children. Children will be changed approximately every 2-3 hours during the day and on an as needed basis. We ask that you supply topical creams such as any body lotion for dry skin or eczema or ointments such as Desitin, A&D ointment, and Vaseline. They must be in their original containers and labeled with your child’s name. We will have you to fill out a permission form that will be stored in the diaper changing room.

**Napping:**
Children are offered a nap according to their individual schedules. The Infant/Young Toddler Nap room is separate from the Infant classroom. Whenever a child is in the naproom, a teacher or teaching assistant is always present. Our nap room is also monitored by both visual and audio devices that are in the classroom. The audio and visual monitors are on at all times when children are in the nap room.

Each child has his/her own crib in our nap room. NH Childcare Licensing states that, in order to reduce the risk of Sudden Infant Death Syndrome (SIDS), children less than 18 months of age must be placed in their crib on their back to sleep, unless there are written medical orders requiring alternate positioning. We provide light blankets and sheets for sleeping. NH Child Care Licensing states that children under 12 months of age may not have pillows, quilts, comforters, sleep positioners, or any soft items or toys in their crib. Once your child is older than 12 months, if he or she has a special blanket or snugglie that they like to sleep with, please feel free to bring it in. We wash blankets and sheets weekly unless you specify otherwise, or whenever more frequent washing is needed. If your child uses a pacifier we ask that you bring one or more in from home labeled with your child’s name or initials.
Infant Room No-Shoe Policy:
In an effort to provide the safest, healthiest and cleanest environment possible for infants, the Infant classroom is a no-shoe classroom. We ask that everyone please either remove your shoes and put on the provided slipper socks before entering the classroom or cover your shoes or boots with cover-ups that we provide. There is a basket just inside the classroom door with both shoe covers and slipper socks in it for you to use. When you leave the classroom then you can place your worn cover-ups in the other basket so they can be washed. Thank you in advance for your cooperation in this matter. We want to keep our classroom floor and carpeting as dirt-free as possible so that infants can crawl and move about in a clean environment.

Extra change of clothes:
As you already know, young children can go through a lot of clothing in a day. Please keep several complete sets of clothes at school. Clothing (please initial them) should be kept in your child’s cubby. We will leave you a note on your child’s chart or on their cubby when replacements are needed. Remember that New England weather is often unpredictable; a day that begins sunny can often become cold and rainy without much notice. During the fall and summer we ask that you keep a sun hat in your child’s cubby. During the warm-weather months we often engage in quite a bit of outdoor, mud and water play, so swim diapers, play shirts and water shoes will come in handy! In the winter please supply hat, snow pants and extra mittens for your child. Please label all clothes!

We ask that children in the Infant program wear some type of covering on their feet. The tiles in our classroom can become a bit chilly during times when we have cooler weather. Socks, slippers and closed-toed shoes are all acceptable forms of footwear. Once children are wearing shoes on a consistent basis, we ask that you provide a pair of slippers for your child to change into during the day for nap or when we have transitioned the children inside from the playground. Each child has a place to store a pair of slippers in our diapering space. It is our goal to get each child “outside time” during the day. This may be in the form of a buggy ride, time on the deck or playing on our playground. Please keep this in mind when selecting your child’s footwear. We ask that children in our program wear closed-toed shoes whenever possible. Please refrain from sending your child to school in open-toed sandals. They can be challenging to keep on during the day and often pose a danger on our playground.

Departure (Reunions):
CSDC closes at 5:30pm. We ask that you arrive by 5:20pm to reunite with your child so that you have time to gather his/her belongings and leave the building
by 5:30pm. If you are going to be picking up another child, we recommend that you arrive prior to 5:15pm. If someone, who is on your emergency list, is picking up your child, we need to know in the morning or receive a phone call during the day. If a friend or relative that is not on your emergency list is picking up your child, we will need a dated, written letter of permission. Please inform family and friends that we will ask for identification if we have not met them previously. If you need to leave a car seat, there is a shed located in front of the building. Please label the car seat to avoid confusion of seats in the shed.

**Connecting Home and School:**
In our welcome letter, we talked about the transition visits that we do to support the families in our program as well as the home visits that we offer. We also have a few other methods of connecting home and school that we would like to share.

**“Inserimentio”**
When translated, *inserimentio* means slow (insertion) transition in Italian. In our welcome letter, we discussed the practice that we use of slowly transitioning children into the classroom. One of the reasons that we value this process is because we value parents as the experts about their own children. During this time, we strive to learn from you about your child, family, your beliefs and values.

**Family Pages**
In an effort to bring the two worlds of home and school together, we display a collage of each family in the classroom. We ask that each family compile a set of pictures that contains important people and animals in your child’s life. This collage can be displayed on a sheet of construction paper and we will be happy to protect it with clear contact paper for you. This is a great way for children to share their home life with new teachers and friends. Please feel free to add more photos whenever you would like!

**Open Door Policy**
Here at CSDC, we want families to know they are always welcome to drop in and visit their child whenever they have time. If, during the day you would like to check in about your child’s day, you can call our classroom directly at 862-1612. We promote parent participation and encourage you to visit your child whenever you wish. You may like to come read stories or just sit and play for awhile. If you have any special talents or interests i.e. playing
instruments, singing, dancing, or storytelling, for instance, please feel free to come share your talents with us!

**Center Policies:**
You will be receiving a packet from the administrative team outlining our centers policies in the form of a Parent Handbook. We have highlighted a few that we feel are particularly relevant to our classroom.

**Medication:**
All medication must be kept in the refrigerator located in the classroom or in the lockbox that is located in the cabinet above the changing table. We can only administer current medication that is in its original container with a prescription label with your child’s name on it. The medication will only be given at the specified times, and will only be administered by one of the three full time staff members. A blue medication form needs to be filled out and signed by a parent before we can administer any medicine to your child. We will then record the time, date and amount administered and initial the blue form after the medication has been given.

**Illness:**
We work very hard to keep the classroom as germ free as possible by cleaning not only the classroom but materials and toys as well. Children and adults wash hands frequently throughout each day in an effort to cut down on the transfer of germs. Unfortunately, it is inevitable that young children in group care will get sick.

CSDC has developed a sick policy that meets the needs of all children attending a group program while recognizing the demands that working families face. If it seems that your child is struggling to keep up with the routine of the day due to a physical ailment, we will give you a warning call. This call is provided so that you can finish up any necessary tasks at work and make a child care plan should we call a second time. It is not unusual for a child to lack energy at school and then pick up once getting home. Please keep in mind that a day at school with eight other children requires a greater deal of energy than being at home. In some instances, i.e. high fever or vomiting, we will request that your child be picked up as soon as possible, but no longer than thirty minutes after being called. You should have received a comprehensive sick policy that outlines the guidelines for excluding children from care.

When a child has vomited, had more than one instance of diarrhea, or has an excessively high fever at school or at home, they must be out the day of the incident (day 1), out the whole next day (day 2), and may return the following
day (day 3) provided they are symptom free all of day 2 without the assistance of medication. We work hard in the Infant Room to carefully distinguish between spit-up, “sour burps” and vomit. Please refer to the detailed school health policy for more information.

We hope that this information has helped you to learn all about the Infant/Toddler program at CSDC. We can discuss this and any other information during our home visit. We are excited to have you join CSDC family!
CSDC Infant-Young Toddler Nap Position Policy

As early childhood teachers we are dedicated to providing infants with the safest environment possible. In keeping with NH Childcare Licensing regulations and to promote the safe sleep routines advocated by the National Institute for Child and Human Development Back To Sleep Campaign, which provides a guide for safer sleeping methods to protect babies from SIDS, we will continue to advocate for the safest sleeping environment possible for infants while at school. Following are the licensing regulations that we will be implementing:

- To reduce the risk of Sudden Infant Death Syndrome (SIDS), infants (birth – 18 months) shall be placed on their backs to sleep, unless there are written medical orders requiring alternate positioning.
- For infants 12 months and younger, there will be no pillows, quilts, comforters, sleep positioners, stuffed animals or any other soft items or toys in the crib.
- Light blankets may be used and should be tucked in on both sides.
- Infants may be swaddled, if needed, with a light blanket. Swaddling blanket should be under the infant’s arms at the chest level.

In keeping with the NH Childcare Licensing regulations we would prefer to keep other soft items and other bedding out of infant’s cribs if possible. We understand that some infants may be using these in their cribs at home and what we would like to do, for now, is store these items in your child’s cubby and see if they are comfortable sleeping without them. We appreciate your cooperation in this matter with the understanding that these napping policies are put in effect to enable us to protect infants from the risk of SIDS. Please feel free to talk to us if you have any questions or concerns.

Warmly,

The Infant/Young Toddler Team
School-wide Celebrations and Birthday Policy

Several years ago we were prompted to re-examine our practice concerning celebrations. Many early childhood professionals do not believe that schools should celebrate traditional holidays, such as Halloween, Easter, Christmas, etc... There are at least two reasons for this belief: 1) it is often difficult to give holidays meaning that is developmentally appropriate for young children and 2) it is challenging to be inclusive of all children and their families.

After much discussion, we have decided to host three Centerwide events each year that all children and families can be a part of. In planning these events, we will follow basic principles for developmentally appropriate practice: Children will have choices and input about their environment; children’s individual needs will be supported; activities will be designed to engage children and families; the celebrations will promote positive values; and celebrations will be designed to fit within the overall curriculum.

The three Center celebrations are:

*Harvest Festival (September)
*Literacy Week (February)
*Week of the Young Child (April)

Families will receive information about the events and how they can participate in advance.

Individual classrooms sometimes choose to host their own special days, based on the interest and relevance in the lives of the children and/or families. In the past, classrooms have chosen to recognize milestones in children’s development (walking for the first time, tying shoes); honor special events for children and their families (birth of a sibling); celebrate historical events (Martin Luther King Day, Chinese New Year) and host special events (wear your pajamas to school day).

Birthday Celebrations at CSDC

A child’s birthday is a special opportunity to celebrate the uniqueness of each individual. It is a symbolic marker for the passage of time and year of growth. As teachers at the Center, we have moved towards celebrating the child and involving friends in planning the celebration. This might mean going outside to pick flowers for a friend who loves flowers or working together to create a
construction sight in the sandbox for a friend who likes to dig and move dirt (keeping in mind the question “What would this child like to do for his/her birthday?”) The children, along
With teachers, plan a birthday celebration after taking a close look at who your child is and what they really enjoy. Along with the celebration of the child, the friends will make a birthday snack, chosen by the birthday child. If you would like to bring in the ingredients for us to make a special snack, we would love to include you. You are welcome to stay and help us cook the snack as well. We ask that you think of healthy choices without an overwhelming amount of sugar.

When hosting birthdays at home, teachers would appreciate that invitations be mailed and not distributed through cubbies for two reasons: uninvited children feel left out and it can disrupt the day’s events. Thank you for your cooperation with this request.

Finally, we recognize and respect that some parents may not want their children to participate in certain celebrations. We encourage you to discuss any concerns you may have with your child’s teachers. Likewise, if there are particular traditions and rituals that have particular meaning for your child and family and you are interested in sharing them, please talk with your child’s teachers.

If you are interested in reading some early childhood literature on celebrations, please see one of us.
Mission Statement

Foundation

We believe that infants and young toddlers develop and thrive best when given a nurturing, loving and responsive environment. One that promises a commitment to each child and supports a variety of learning opportunities where children are free to explore. We strive to create meaningful experiences for children that extends the four developmental domains: cognitive, language, physical and socio-emotional. Since infants and young toddlers have not yet mastered their verbal communication skills, we use basic American Sign Language with children to enhance communication. We believe that developing a sense of trust, security and attachment children become secure and competent in their journey towards autonomy as they gain mastery over their world.

We understand that children develop at different rates and therefore, we provide a curriculum that is based on respect for each child's individual needs, interests, and routines. Infants learn through play. Everything they do is a learning process. Our role is to be a facilitator of this learning process, offering an environment rich in challenging and age-appropriate activities.

In addition to facilitating the learning experience for children we also offer regular opportunities for families to become involved. We encourage parents and siblings to visit the classroom throughout the day. We write monthly newsletters and provide a group parent meeting every six months. We also write assessments of each child in our care and recommend individual family conferences twice a year to discuss the development of their child. We also provide other events such as; pot luck dinners, lectures, field trips, discussion groups, etc. Parents are always encouraged to participate in our activities and to bring their own interests into the classroom as well.

Framework

We support a respectful learning environment for our infants by being sensitive to each of their needs and by following the children's cues. Infants have very individualized schedules; therefore we plan our curriculum around each child's routine. We provide a variety of materials and activities that reflect the developmental stages of the children. We maintain a flexible environment that is sensitive to the infants' tolerance levels. We have a varied age range, from infancy through young toddler-hood and it is important to meet the needs of each developmental stage by supplying activities and opportunities that will be challenging to each child.

Another part of our program is the "looping" process. In some transition years, when infants transition into the toddler classroom, one, or sometimes more, infant teacher(s) may move along with the children. The purpose of looping is for the infant teachers to provide
continuity of care for the entire family. As the children further move on into the preschool classroom, one or more teacher(s) may loop back to the Infant classroom and begin the cycle again with a new group of young infants.

**Intentions**

We provide children with a safe, secure environment while encouraging them to explore and make choices. We support their learning experiences by facilitating a child-initiated teacher-guided atmosphere. Infants are supported in their development of strong attachments to their caregivers and peers. Emphasis is placed on respect for their individual needs and developing skills. We adjust the curriculum to accommodate each child's needs. It is our goal to provide an inviting, supportive environment where we facilitate child-initiated and age-appropriate activities that challenge and guide infants in the development of their emerging skills.
CSDC Infant/Toddler Policy Regarding Biting

Biting can be an emotional issue and while we know that this behavior can be developmentally appropriate for children in the Infant and Toddler classrooms, it is our goal to take pro-active measures to create an environment that promotes self-regulation in alternative ways. Teachers in the Infant and Toddler programs, together with the CSDC Administrative Team, have developed a policy that fits best with our philosophy in respect to working with all our families and supporting children’s individual differences, while at the same time ensuring the safety of every child. Children are never excluded from the Infant and Toddler classrooms based solely on biting. Even with all of these measures in place, it is impossible to ensure that children will not be bitten. We begin by creating an environment that will reduce the possibility that a child will choose to bite.

Proactive Strategies to prevent biting:
- Provide a developmentally appropriate curriculum
- Teachers are responsive to children’s individual communication patterns and needs
- Using Sign Language to improve communication
- Supporting children to work through conflicts with various strategies
- Teachers being physically close to children when they may experience frustration to “talk them through” the interaction

When a bite has occurred:
- We will work to ensure that the child who has been hurt is immediately cared for first and that the child who has done the biting is addressed soon afterwards in keeping with a time frame that is developmentally appropriate.
- When it is developmentally appropriate, we will have children who have been bitten use words or signs to communicate the discomfort of the bite. Children who have done the biting will “check in” with the hurt child to see if they are alright.
- We will wash the bite area with soap and water (to clean it) and apply ice (to reduce swelling) with all bites.
- We will fill out an accident report for parents/guardians to sign. This report is also signed by the Center Manager and placed in the child’s file.
- We will always keep the identity of the child who has done the biting and the child who was bit confidential.
When it becomes a pattern for a child to bite:
- We will observe this child in play to determine what, if any “triggers” can be determined and find strategies to alleviate the occurrence of biting.
- We will work to develop an action plan to support that child through dialogue with parents/guardians.
- Action plans may include strategies such as shadowing, smaller group sizes, changes to the classroom environment, etc.

When it becomes a pattern for a child to be bitten:
- We will give children signs/words to help them empower themselves, as we don’t want children to feel helpless or without a voice.
- Sharing action plans that we have developed with families.
- Keeping the lines of communication open between home and school.
Intended Curriculum

At the beginning of the school year, teachers in each of the classrooms develop a working document that we call our “intended curriculum”. This document includes core learning goals and experiences that we intend to offer children throughout the year. From this base, we develop an emergent curriculum derived from our observations of children’s ideas, questions and interests. We believe that children should have the opportunity to revisit experiences and materials over periods of days, weeks, and months in order to gain an understanding and knowledge base of their world.

This year, we have chosen to focus on the following areas as our intended curriculum – Supporting Relationships, Communication, The Natural Environment and Creative Arts. When choosing these areas for our focus, we have considered the developmental stages of the children in relation to the New Hampshire Early Learning Guidelines and the criteria set forth by the National Association for the Education of Young Children (NAEYC) for infants and toddler/twos.

Supporting Relationships

“A child’s sense of self and awareness of others – family, friends, community and culture- are the most powerful elements which influence a young child’s experiences and learning.”

(New Hampshire Early Learning Guidelines, Social/Emotional Development)

Infancy and young toddlerhood is a time rich in developing relationships. We believe that young children need to develop trusting and caring relationships with the people that care for them in order to feel safe and secure in their environment. We value the importance of relationships for the developing infant and young toddler and practice relationship-based care which encompasses several elements. These elements include child-child, child-parent, parent-community, teacher-parent, teacher-teacher, and child-teacher relationships. In an effort to support these caring connections we begin by providing each child/family with a primary caregiver. The primary caregiver is one of the three full time teachers in the classroom. We believe that once children develop a safe and secure relationship with their primary caregiver, they will then branch out to form relationships with the other teachers and children in the classroom. We also believe that strong relationships between teachers and parents are extremely important in order to support the development of the child. As teachers we aim to work closely with and
communicate closely with families to ensure the best quality care for their children.

**Intended Learning Goals:**

- Develop a secure bond/attachment to his/her primary caregiver
- Develop a sense of security and trust within the classroom environment
- Develop an awareness of their peers through observations and interactions.
- Develop a positive self-identity and sense of self.

This area of Intended Curriculum meets the following NAEYC criteria for Infants and Toddler/Twos:

1. **B.01** – Teaching staff foster children's emotional well-being by demonstrating respect for children and creating a positive emotional climate as reflected in behaviors such as frequent social conversations, joint laughter and affection.
2. **D.01** – Providing role models and visual images of adult roles, differing abilities, and ethnic or cultural backgrounds that counter stereotypical limitations.
3. **L.01** – Children are provided with learning opportunities that foster positive self identity and an emerging sense of self and others.
4. **D.04** – Opportunities for children to interact with children of various ages.

**Communication**

“Young children have the ability to communicate and understand language long before they speak their first words. Infants use their voices, eyes, facial expressions, and bodies to express themselves and engage others.” New Hampshire Early Learning Guidelines, Communication and Literacy.

We believe that communication is a vital part of our curriculum. Infants and young toddlers use many ways to communicate. It is our goal as teachers to be able to read and understand children’s individual communication techniques, in order to offer children the support they need. Some of the ways we facilitate communication are: reading books with children, understanding children’s body language and non-verbal and verbal cues, talking with children face to face about their day and the world around them, using ASL as a means to communicate and offering new vocabulary through varied explorations. The communication skills children learn in infancy will develop and mature throughout their early childhood experiences. Our goal is to foster these skills which will enable them to be curious learners, risk takers, question askers, and have the ability to problem solve conflict situations.
Intended learning Goals:

- To understand and use some ASL gestures as a communication tool
- To develop skills to communicate needs, feelings and ideas in ways which are meaningful to each individual child, such body language, facial expression, verbal and non-verbal expression
- Respond to verbal and non-verbal cues from others

This area of Intended Curriculum meets the following 5 NAEYC criteria for Infants and Toddler/Twos:

1A.03 - Ongoing communication with family members to learn about children’s individual needs and ensure a smooth transition between home and school.
2D.04 - Varied opportunities for children to develop vocabulary through conversations, and experiences such as field trips and books.
2E.01 - Varied opportunities for infants to experience songs, rhymes, routine games and books through individualized play that includes simple rhymes, songs and interactive games.
3D.04 - Opportunities for children to interact with children of various ages.

The Natural Environment

“Young children regularly encounter many forms of beauty in their lives. From such experiences, children become increasingly aware of the world around them and in turn, contribute to this beauty through their own creative expression.”

(New Hampshire Early Learning Guidelines, Creative Expression/Aesthetic Development)

There is a sense of wonder and beauty that occurs when the leaves blow in the wind, snow falls from the sky or a seed blooms into a flower. We believe that young children have the right to explore the world around them and, as they grow, the way that we all have an affect on the earth. Living in New England, we have the opportunity to explore the four seasons – winter, spring, summer and fall. For many of our children, it is the first time in their life that they are able to be exposed to the different attributes that the seasons bring. We offer many opportunities throughout the year for children to explore the natural environment; buggy rides in the fall to the apple orchard, going outside during the winter and bringing snow and ice inside, exploring mud, worms, puddles and rain on a warm and drizzly spring day. The summer provides many opportunities for outdoor play on our playground, in the back yard and many hands-on
experiences in our community garden. Throughout all the four seasons we strive to ‘bring the outside in’ to our classroom environment as well.

**Intended Learning Goals:**

- Demonstrate a curiosity, joy and wonder about the natural environment by being involved in related explorations and experiences.
- Develop an awareness of the natural environment by utilizing all their senses.
- Become increasingly aware of and comfortable in the natural environment.
- Engages in explorations around the CSDC garden and Growing A Green Generation activities.

**This area of Intended Curriculum meets the following NAEYC criteria for Infants and Toddler/Twos:**

2. A.09 – Materials and equipment used to implement the curriculum for infants and toddler/twos encourage: exploration, experimentation and discovery; sensory and motor learning; the practice of developing physical skills through self initiated movement.
2. G.01 – Infants and toddler/twos are provided various opportunities and materials to: use their senses to learn about objects in the environment; discover that they can make things happen and solve problems.
3. E.03 – Teachers use children’s interest in and curiosity about the world to engage them with new content and developmental skills.

**The Creative Arts**

“The arts – music, dance, drama, and the visual arts- foster a child’s ability to conceptualize and solve problems, develop their imagination, and experience joy.”

(New Hampshire Early Learning Guidelines, Creative Expression/Aesthetic Development)

We believe that young children have the right to explore their creative abilities with art materials, music, dance and drama through open-ended activities. We believe that children have the right to appreciate themselves as artists and that they should have the opportunity to explore and use materials such as clay, paint, crayons, collage materials, glue and wire in order to become comfortable with their properties. It is our hope that exposure to these materials
at a young age will become the foundation for children to use art mediums in ways which represent their knowledge of the world around them. Many times children have their first experiences with such materials when they are in the Infant Room. Another area of creative arts is music. We support the musical arts by using musical instruments, rhythm sticks, singing songs and dancing. Providing these opportunities helps children develop fine and gross motor skills, allows children to investigate different sensory characteristics and their emerging ability to distinguish detail and supports children's ability to explore their world with a sense of joy, confidence, and wonder. (NHELG - Creative Expression/Aesthetic Development)

**Intended Learning Goals:**
- To develop their ability to imagine, create, invent and participate in open-ended activities.
- To express their ideas, feelings and creativity through the use of different art mediums, writing tools, music and movement.
- Develop an interest in listening, vocalizing, signing, and movement.
- Use their bodies, objects and materials for self-expression.

*This area of Intended Curriculum meets the following NAEYC criteria for Infants and Toddler/Twos:*
2. A.09 – Materials and equipment used to implement the curriculum for infants and toddler/twos encourage: exploration, experimentation and discovery; sensory and motor learning; their practice of developing physical skills through self initiated movement.
2. E.01 – Infants have varied opportunities to experience songs, rhymes, routine games and books...
2. J.01- Children are provided with varied opportunities to gain an appreciation of music, drama, and dance in ways that reflect cultural diversity.
2. J.02 – Infants and toddler/twos are provided varied opportunities to explore and manipulate age-appropriate art materials.
2. J.03 – Infants and toddler/twos have varied opportunities to express themselves creatively by freely moving to music and engaging in pretend or imaginary play.
Dear Parents,

In recent years, as we journeyed through our re-accreditation with NAEYC, we discovered that one of their “emerging practices” is related to screenings. A screening is an assessment tool that allows us to identify areas in which children are working on in both their health and/or development.

We have chosen to use the Ages and Stages Questionnaires in the Infant classroom as our screening tool. One of the reasons that we have chosen this screening tool is because it is one that views the parents as experts – a philosophy that we hold true in our program.

In the first part of October we will be giving you a questionnaire that corresponds with your child’s current age (give or take one month). We ask that you take a moment to fill out the questionnaire and return it to us no later than Friday, October 31st.

NAEYC requires that we have 100% parent participation so we would appreciate your cooperation in our efforts. If you misplace the copy that is attached, we would be more than happy to get you another one. We feel pleased and confident in this questionnaire and in our relationships with you. Thank you in advance for taking part in this process.

Warmly,
The Infant/Young Toddler Team
Introducing Finger Foods

By about one year of age, children are often able and ready developmentally to eat much of what their parents eat. For example, they are able to chew and swallow child-sized portions with ease. Some foods which your family is eating may require extra preparation in order for your child to enjoy them. More mashing, extra cooking time to soften, taking care to choose soft, ripe fruits, and cutting food into bite-sized pieces will all help a young child to make the transition from pureed food to table food. Children will sometimes eat table foods and pureed foods together for a period of time until they are able to eat enough table food alone to satisfy their hunger. It is important to keep in mind that as infants reach the one-year mark their appetites may begin to decrease a bit. Their period of early rapid growth is beginning to slow down and as their body adjusts to this change they may not need as much food as before. Some children need help adapting to new foods. They may need to try foods several times before they eat them regularly. They might eat something one time and not the next. Keep offering though. Parents and caregivers are responsible for providing and modeling healthy and developmentally appropriate food choices and children are responsible for how much and which foods they want to eat.

There are some specific foods that we request that you not bring into the classroom as part of your child’s lunch. The first is any product that contains nuts, such as peanut butter or pesto. There are often numerous children who are allergic to these foods. Another food is kiwi. We have a parent who is also a teacher who is allergic to kiwi so we ask you to not bring kiwi into the classroom. We will not serve these foods to your child if sent into school. We also ask that you serve foods at home at least three times before sending them into school to be sure that your child is not allergic to it.

Whether your child is excited by the new tastes and textures, or seems unsure about the new experience, you can be assured that offering the opportunities to try finger foods is very appropriate, healthy, and a logical part of growing up and empowers children to begin making appropriate and healthy choices for themselves. In order to help you decide what foods to try, we have compiled a list of foods, which we have seen many children eat over the years. Please feel free to tell us if we have forgotten any great finger foods so we can add them to the list!
**Table Food Ideas (partial list)**

<table>
<thead>
<tr>
<th>Grains</th>
<th>Dairy</th>
<th>Protein</th>
<th>Vegetables</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rice</td>
<td>Yogurt</td>
<td>Eggs, scrambled or hard boiled</td>
<td>Broccoli</td>
</tr>
<tr>
<td>Noodles with butter or sauce</td>
<td>Cream cheese</td>
<td>Tuna fish</td>
<td>Cooked Peas</td>
</tr>
<tr>
<td>Bagel with cream cheese, jam</td>
<td>Grated cheese</td>
<td>Chicken pieces</td>
<td>Beans</td>
</tr>
<tr>
<td>or butter</td>
<td>Cottage cheese</td>
<td>Hamburger (cooked)</td>
<td>Squash</td>
</tr>
<tr>
<td>Toast with cream cheese, jam</td>
<td>Butter, on bread or noodles</td>
<td>Ground turkey or chicken</td>
<td>Potato</td>
</tr>
<tr>
<td>or butter</td>
<td>Parmesan cheese</td>
<td>Fish, flaked or fish sticks</td>
<td>Zucchini</td>
</tr>
<tr>
<td>Pancake with yogurt or jam</td>
<td></td>
<td>Hummus spread</td>
<td>Summer squash</td>
</tr>
<tr>
<td>Waffle with yogurt or jam</td>
<td></td>
<td>Cooked beans</td>
<td>Avocado</td>
</tr>
<tr>
<td>Crackers with cream cheese,</td>
<td></td>
<td></td>
<td>Corn (steamed)</td>
</tr>
<tr>
<td>or jam</td>
<td></td>
<td></td>
<td>Carrots, cooked &amp; cut</td>
</tr>
<tr>
<td>Cereal with milk or dry</td>
<td></td>
<td></td>
<td>lengthwise</td>
</tr>
<tr>
<td>Sandwiches</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pita bread</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corn bread</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tabouli</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Fruits**
- (fresh and ripe)
- Melon
- Banana
- Strawberries
- Blueberries
- Grapes (cut in half)
- Peaches
- Pears
- Cooked apples

**Vegetables**
- Broccoli
- Cooked Peas
- Beans
- Squash
- Potato
- Zucchini
- Summer squash
- Avocado
- Corn (steamed)
- Carrots, cooked & cut
  lengthwise

**State regulations prohibit us from serving peanut butter, whole or rounds of hot dogs, whole grapes, hard candy, raw carrot rounds, peas or celery, chips or hard pretzels, and marshmallows, nuts or seeds, popcorn and other foods that may pose a choking hazard.**
The Infant/Young Toddler classroom schedule is a very flexible one. We base our daily curriculum on the understanding that each child has his/her own individual needs, routines and schedules and that infants develop at different rates. Therefore, our daily activities will reflect the needs of each child. We practice emergent curriculum and through careful observations we learn where each child is in their stage of development and where their interests lie. We then plan our curriculum from these observations. Throughout the year we will guide the children in their mastery of developmental milestones by offering activities and materials to facilitate this process. We will also build on each child’s interests by implementing new and more challenging activities as the children show a readiness to move on to the next level. We use our observations of children’s development and interests to guide us in the daily planning of routines and activities. Again, this is a very tentative, possible schedule of a day in the Infant/Young Toddler Room.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30-9:00</td>
<td>Greeting families/Transitioning infants/young toddlers into classroom  &lt;br&gt; Individual and small group interactions and activities</td>
</tr>
<tr>
<td>8:30-9:30</td>
<td>Preparing and serving snacks, as needed</td>
</tr>
<tr>
<td>9:30-11:00</td>
<td>Large Room/Outdoor activities, investigations and documentation</td>
</tr>
<tr>
<td>10:30-11:00</td>
<td>Linking space activities with Toddlers or classroom explorations</td>
</tr>
<tr>
<td>11:00-11:45</td>
<td>Preparing and serving lunches  &lt;br&gt; (according to children’s individual schedules)</td>
</tr>
<tr>
<td>11:45-2:30</td>
<td>Napping/Rest time according to children’s individual schedules</td>
</tr>
<tr>
<td>12:30-2:30</td>
<td>Individual activities and interactions</td>
</tr>
<tr>
<td>2:30-3:30</td>
<td>Preparing and serving snacks  &lt;br&gt; (according to children’s schedules)</td>
</tr>
<tr>
<td>3:30-5:00</td>
<td>Large Room/Outdoor activities and explorations</td>
</tr>
<tr>
<td>5:00-5:30</td>
<td>Departures/Greeting Families &lt;br&gt; Activities in classroom, outdoors or Large Room with Toddlers</td>
</tr>
</tbody>
</table>
Parent Questionnaire

In the first few weeks of your child's time in our Infant/Young Toddler Program, it would be very helpful to us to have some notes to help us get to know your child better. By answering the following questions, you will help us to know such things as eating habits, comforting toys, napping routines, etc. We will keep this questionnaire in a binder so that we can refer to it at any time during the day. By having this information readily available we can respond to your child’s needs in a more familiar way. Thank you.

Child’s Name: _____________________ Birthdate: _______

1. Has your child been in a childcare setting before? If so, where and for how long?

2. Generally what time do you drop off in the morning and pick up in the afternoon?

3. Does your child have any comforting items such as blankets, toys, stuffed animals, etc., that he/she uses at home?

4. How do you comfort your child when they are upset?

5. What is your child’s napping routine at home? How long do his/her naps usually last?
6. Does your child use a pacifier, and if so, what times of the day does he/she use it?

7. Does your child prefer to sleep on his/her back, side or stomach?

8. Is your child drinking breast milk, formula or milk? How often do you feed him/her?

9. What kinds of foods is your child eating?

10. Does you child have any special diet or health concerns or allergies that we should know about?

11. Do you foresee any challenges or difficulties for your child during the school day in the following areas: separation in the morning, naptime or eating?

12. Do you have any questions or concerns about your child’s physical or emotional development?

13. We would love to know what your professions are and what kind of work you will do while your child is at school.
Home Language Word List

Please share some words from your home language that would help support your child’s transition and participation into the classroom. Your teacher will complete the phonetic spelling to help them with pronunciation of the word.

Child’s Name:___________________________ Classroom:_____________________

Home Language:______________________

<table>
<thead>
<tr>
<th>Home Word</th>
<th>English Meaning</th>
<th>Teacher Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mangia</td>
<td>eat</td>
<td></td>
</tr>
</tbody>
</table>