

You are cordially invited to the
**Infant/Young Toddler
Classroom Open House.**

Thursday August 20, 2015

4:00-5:00 p.m.

Child Study and Development Center
22 O'Kane Rd.

Durham, NH

During this time we invite you and your family to visit the Infant/Young Toddler Classroom to meet new families and reconnect with familiar faces. You will have a chance to see the new classroom set up and talk with teachers about the upcoming year.



UNH Child Study and Development Center Infant/Young Toddler Program



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 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 working together to ensure every child in our classroom receives warm loving care and appropriate challenges to support every aspect of their development. The three classroom teachers are:

Sarah Jewell Leonard joined the CSDC staff in 2000. She graduated from the University of New Hampshire with a B.S. in Family Studies with a Young Child concentration and certification to teach Nursery School and Kindergarten. Sarah is currently a graduate student at Plymouth State University where she is pursuing a M.Ed in Educational Leadership with a focus on Teacher Leadership. Sarah holds credentials as a NH Master Teacher and Master Professional with endorsements for Workshop Trainer and Individual Mentor as well as an Infant and Toddler endorsement from the New Hampshire Child Development Bureau.

Lisa Pollaro joined the CSDC staff in 2007 and brought with her 20 years of experience teaching and caring for Infants across the country. She has a B.S. in Early Childhood Education and Advocacy from Granite State College (CLLL) and is currently a graduate student pursuing an M.Ed in Human Relations with a focus on Infant Brain Development. Lisa holds a NH Early Childhood Master Teacher Credential from the New Hampshire Child Development Bureau.

Alicia Andrews joins the CSDC staff in August of 2015. She is alumni of the Human Development and Family Studies department at the University of New Hampshire. Alicia joins us from the Children's Learning Center at St. Paul's school in Concord where she has been an Infant and Toddler Teacher since 2008. She holds a Master

Teacher credential from the New Hampshire Child Development Bureau with an Infant and Toddler endorsement.

There are a total of nine children in our room ranging in age from 6 weeks to 17 months at the beginning of their year. 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. It is our hope that a special relationship will be formed between the primary teacher and your child and family.

TRANSITIONING TO THE INFANT PROGRAM:

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 and therefore require a transition process that we have established.

Home Visits:

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 familiar 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 visit at CSDC in place of the home visit. These visits typically last 30 minutes.

Transition Visits:

Typically, we will schedule three to four short visits with parent and child together in the classroom beginning the first week of the new school year. 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, you and your child's comfort level will be heightened. 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.

Each of the three to four transition 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 three visits your child can start full-time in our program. Though these windows of time have a some flexibility within them, we ask that families are mindful of their time slot as we will be welcoming several families throughout the day for their visits. Part of the beauty of these visits is the focused time that the primary caregiver is able to give to the child and family- this is one reason we ask you to be prompt during your arrival and departures with your child during these visits. During this transition process, you may find that your child may need supplemental care prior to beginning full-time depending on your work needs. If you have any questions regarding our transition process please feel free to speak to us. We want to make you and your child's transition as positive and comfortable as possible.

Open House:

This year, we will be hosting an **Open House on Thursday, August 20 from 4:00-5:00 pm**. During this time, we invite you and your family to visit the Infant/Young Toddler Classroom so that you and your child can become familiar with the classroom and meet the other children and families that will be part of our classroom community.

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.

Vision and Mission Statements

One of the cornerstones in the philosophy of the Infant Young Toddler Program is the importance of the relationship between the child, families and teachers within our program, as children move from a secure attachment with family and home, to a shared attachment with the classroom and teachers. We believe in creating an environment in which all members of the community thrive in a welcoming atmosphere built on respectful, responsive, and reciprocal communication.

We are committed to supporting each child in:

- Developing curiosity and a sense of wonder.
- Acquiring a sense of trust.
- Exploring in their own way at their own pace.

We are committed to supporting each family member in:

- Developing a partnership with teachers, weaving together family, school, and home culture.
- Building open, respectful communication with teachers regarding each child's growth and development.
- Sharing knowledge, expertise and discoveries that provide unique insight about each child.

We are committed to providing an environment that is:

- Responsive to the diverse needs of children.
- Inclusive of each child, family, and teacher.
- Welcoming and familiar.
- Designed and constructed on observation and interaction with all participants.

We are committed to our role as educators who are:

- Observing and documenting to facilitate curriculum, culture, and care.
- Demonstrating and implementing the influences of Magda Gerber and Reggio Emilia.
- Participating in building relationships through primary caregiving, communication, and respect.
- Nurturing learning, exploration, and trust.
- Inviting inquiry.

Foundation:

Respect is the foundation for how we build relationships with children and with families in our classroom community. Our idea of respect has evolved from the work of Magda Gerber (1998, pg. 4) who defines it as:

- Trust--Basic trust in the child to be an initiator, and explorer, and a self-learner.
- Environment--An environment for the child that is physically safe, cognitively challenging, and emotionally nurturing.
- Uninterrupted play--Time for uninterrupted play.
- Freedom to explore--Freedom to explore and interact with other infants.

- Active Participant--Involvement to the child in all caregiving activities to allow the child to become an active participant rather than a passive recipient.
- Sensitive Observation--Sensitive observation of the child in order to understand her needs.
- Consistency--Consistency and clearly defined limits and expectations.

Gerber, M. (1998). *Your Self-Confident Baby: How to Encourage Your Child's Natural Abilities- From the Very Start*. John Wiley & Sons, Inc.: New York

We are also influenced by the emergent curriculum work that happens in the school municipalities in Reggio Emilia, Italy. We use the observations that we have of children as described above to not only inform us about children's development but to also shape the curriculum we develop.

Intention:

It is our belief that infant and young toddler's ability to learn, thrive, discover, and explore in our classroom is directly tied to establishing a primary caregiver relationship based in respect, trust, and responsive interactions. This allows each child the foundation and security they need to begin to discover their world, explore their environment and navigate social interactions with other caregivers and peers within the classroom community.

Infants learn through play and free exploration. Every movement they make, every object they touch, and every relationship established is a part of their learning process. Current brain science can now capture synaptic connections happening as infants and young toddlers interact with their world. Researchers have also noted that it is repeated efforts and experiences by the child that make these connections permanent in each child's brain. Each child perseverates on a task until they master it and it becomes effortless, such as moving their hand toward a toy over and over until they make contact. Those movements are wired in, and a cognitive connection is created, and no more than a flicker of thought is needed to purposefully bring their hand to an object, role over, or reach toward a caregiver.

It is our intent that through primary caregiving we establish a solid foundation, allowing infants and young toddlers the support they need to freely explore and interact within the classroom environment. This maximizes those positive learning moments and myelinates the synaptic connections of neurons in the brain.

Framework

We support a respectful learning environment for our infants and young toddlers through collaboration with families, being sensitive to the unique needs of each child. We work closely with families throughout the year, sharing observations

and asking questions in order to create individualized schedules, classroom curriculum, and varied environments to meet the needs of every child.

We support a varied age range, from infancy to young toddlers and maintain a flexible environment by providing a variety of provocations and inspirations that reflect the developmental stages of the community of learners. It is our goal to create opportunities and curriculum based on the interests and current developmental stage of each child.

Throughout the week, we meet as a teaching team to analyze our observations and notes in order to inform the development of our curriculum. As we ponder what we believe children are curious about, we also use our knowledge of child development to develop engaging and emergent provocations and activities.

Curriculum:

Intended Curriculum:

We come together as a team at the beginning of each year to design our intended curriculum. We utilize the idea of **Progettazione**: which in Italian means *planning*, and 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. It can be found at the end of this packet.

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 child's play and social interactions in an attempt to understand their abilities and challenges. We then attempt to analyze these observations. This way we can provide subsequent provocations that are meaningful, challenging and support further development in areas in which children have expressed an interest.

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 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 and then leave the room. This sends your child a clear message that you are leaving and you will be back.

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. 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 and will work together to develop a transition plan.

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, communication/language, cognitive, and social-emotional into our daily routines.

Home-School 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. The following are some of the ways we do this:

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 excited to reconnect with them at the end of the day. Therefore, we try to save in-depth 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 information such as documentation of daily explorations, classroom news, special events happening at CSDC, and notices that need your attention.

3. In the classroom is a large communication station displaying each child's picture as well as a clipboard where we will record daily notes of your child's day. We will write down what time diapers are changed, 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 as well as 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 milestones for your child. A **Journey Book** 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 in the weeks after the conferences.

Meals

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 and the information families provide. 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. CSDC supports breastfeeding by accepting, storing, and serving expressed human milk for feedings. Frozen breast milk can be stored in our kitchen freezer for up to 12 months for backup. We have spaces available in the classroom or nap room where nursing can occur. 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 and Sippy Cups: If your child drinks from a bottle, we ask that you bring in enough prepared beverage for the day. Premixed formula or breast milk **MUST BE** labeled with **DATE** and **NAME** and stored in the refrigerator. All bottles should be prepared in a ready to serve fashion (ie: brought in the bottle that they will drink from). The only exception to this would be if a family needed to bring labeled bags of frozen milk that we could pour into a labeled bottle. When serving formula or breast milk, teachers will always check to ensure that the bottle they are offering is labeled with a child's name and with confirm that they have the correct bottle for the correct child with another teacher in the room. Bottles may not contain solid foods such as cereal unless prescribed by a health care provider.

Formula and breast milk is warmed in a bottle warmer, no more than 120 degrees Fahrenheit and for no longer than five minutes. All infants are held for bottle-feedings. Bottles are never propped and children never have bottles in their crib/bed.

All formula and breast milk bottles need to be taken home at the end of each day. 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 after they have used it. This is a state regulation. For example, if your child needs four bottles a day, please bring at least five bottles to the classroom.

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 be marked with time first served on them indicating that we are unable to offer that bottle again and placed in the refrigerator.

During the course of the year, the children in our classroom may begin to transition from a bottle to a cup. We find that this process looks different for each child in our program based on their personal preference and family culture. We often begin laying the groundwork for this process when children are offered water in a sippy cup. As your child begins to use cups at home, please share this with his or her teachers so that we can support this work at school as well.

Eating

Food:

- You will need to supply food for lunch for your child. All foods should be prepared to eat the way your child prefers at home. We offer a portion of each choice you send, allowing children to choose what and how much they eat.

- At snack time, we provide various dry foods, i.e. Ritz crackers, graham crackers, etc, as well as fresh fruits and vegetables to children who are able to eat them. Please inform us when your child is able to eat new table foods so we can start serving them at school.
- **If your child can not yet eat the snack foods the center provides, you will need to supply snacks.**
- We will post a snack schedule in our classroom that you can refer to. We require that foods be tried at least 3 times at home before we will serve them at school because of allergy concerns. There will be a list on our refrigerator door for you to check off as your child has tried these foods.
- When your child is drinking whole milk, we provide milk that can be offered to them. We will offer children fluids in a sippy cup as soon as families and teachers agree that the child is ready, taking into account cultural preferences. Children are not allowed to carry cups/bottles while crawling or walking.

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, raw peas, nuts, hard pretzels, raw celery or meats larger than can be swallowed.**

Circular foods such as grapes, hot dogs, olives, etc. all must be sliced lengthwise for young children in order to prevent choking. Carrots must be sliced lengthwise **and** cooked or heated until soft. In addition, we are unable to serve hard candy, seeds, popcorn, chips, and marshmallows of any form. In addition to these foods, children in the Infant Room cannot bring in kiwi fruit due to an allergy of one of the teachers.

All unserved food 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. **Please label all food and drink containers!** We cannot serve unlabeled food to children. **Dry** foods may stay in your child's white bin for two days 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 place empty containers in your child's cubby. If you do not see your child's container(s) in their cubby, they are likely to be found in the refrigerator. We provide bibs, cups with covers, forks and spoons.

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.**

CSDC has a no nut policy and we cannot serve any foods containing any nut or peanuts. This includes pastes, flours or oils or others foods containing nuts such as pesto or pad-thai. If foods containing nuts are sent in we will not serve them to your child and we may be able to substitute food from our kitchen instead.

Diapers:

At this time, the center provides disposable diapers for the children. Children will be changed approximately every 2 hours during the day and on an as needed basis. We ask that you supply topical creams if needed, such as any body lotion for dry skin or eczema or ointments such as Desitin, A&D ointment, and Vaseline. Please note that the some of the natural or organic creams may contain nut oils and therefore cannot be applied at the center. We ask that families carefully read the ingredients prior to bringing the creams to school. Per NH State licensing they must be in their **original** containers and labeled with your child's name. We will have you to fill out a permission form.

Safe to Sleep Policy Regarding Our Nap Room (Updated 10/14/15):

As early childhood professionals at the Child Study and Development Center, we are dedicated to providing infants with the safest environment possible. In accordance with the Safe to Sleep campaign, the New Hampshire Child Care Licensing Rules, the National Association for the Education of Young Children criteria and the American Academy of Pediatrics, we have developed a Safe to Sleep Policy for the nap room in order to reduce the risk factors for SIDS (Sudden Infant Death Syndrome) and SUID (Sudden Unexpected Infant Death). While the diagnosis of SIDS is reserved for infants birth to 1 year of age, SUID is a finding for children up to age 4. With that in mind, we will abide by the Safe Sleep policy for all children in the Infant/Young Toddler classroom regardless of age because they will all be sleeping in cribs in our nap room.

- All children will be placed in their cribs on their backs. Once a child can roll over, they may do so in the crib and will be allowed to maintain that position. Additionally, all children will nap in the nap room in a crib. Should a child fall asleep in a car seat or in a stroller, they will be transferred to a crib upon arriving to school.
- Children may sleep in a sleep sack, a swaddler or with a light blanket that will be tucked under the child's arms and around at least 3 sides of the crib. These light blankets will be provided by the center to ensure that they are the

correct size and weight. The blanket will be laundered weekly unless laundering is needed more frequently.

- Cribs will have appropriately sized sheets that the center will provide and launder weekly unless laundering is needed more frequently.
- Children may be placed to sleep with a pacifier. The pacifiers will be sterilized after each use and checked for rips or cracks. Parents are asked to provide replacement pacifiers on a regular basis that are the appropriate size for the child's age.
- No pillows, quilts, comforters, sleep positioners, stuffed animals, (including stuffed animals attached to pacifiers), crib bumpers, mobiles or any other soft items or toys in the crib.
- We have a constant sight and sound policy in regards to supervision of children in which the teacher in the nap room will go to each sleeping child every 5 minutes to monitor their sleep. This means, whenever a child is in the nap room, a teacher or teaching assistant is always present and will observe the rise and fall of the child's chest and the color of their cheeks. 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.
- Any teaching staff who will be in the nap room will have attended a Safe Sleep workshop or participated in a SIDS in Child Care online training.

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 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 carpet 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 for various weather conditions. 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.

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. Please refer to the late policy in the CSDC Family Handbook or online. 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, please let us know in the morning or give us 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 and it is a good idea for them to have it each time because of rotating teacher schedules. 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.

Center Policies

CSDC Infant/Toddler Policy Regarding Biting:

Biting can be an emotional issue and while we know that this behavior can be typical at this stage of development, 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
- Knowing individual children well and reading emotional cues
- 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 or teachers will model the words and actions of checking in.
- 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.

Medication:

All prescription 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 on a daily basis. 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 attempts to meet 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 Community.

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 Center wide 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. In the older classrooms we have moved towards celebrating the child and involving friends in planning the celebration. To celebrate a child's birthday in the Infant/Young Toddler room, we think about the child and their favorite foods. We ask families to help us determine a favorite snack that we could cook with the children and will serve these foods at one of our snack times.

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.

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.

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 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

Physical Development

"Through movement and play young children gain control of and use their bodies to increase their understanding of their world." (New Hampshire Early Learning Guidelines, Physical Development.)

From infancy children use their bodies to explore the environment and to gain a better understanding of their world. Through physical movement, children not only gain better control and awareness of their body but they also learn to move their bodies in different ways, promoting both large and small muscle development. Physical development also entails children's ability to use their eyes and hands together to accomplish tasks. Moving through physical milestones has a direction correlation to children's cognitive development. It is our philosophy to allow children to reach these milestones in their own space and in their own time. For example, we do not place children in a sitting position until they are able to accomplish this on their own.

Intended Learning Goals:

- To provide opportunities to allow children freedom of movement
- To support children in taking safe physical risks
- To offer age appropriate challenges

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.

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.