Toddler Classroom
Family Packet

UNH Child Study & Development Center
2015-2016 School Year
Welcome to the Toddler Program! We are very excited to have you and your child as part of our community. It is very important to us that we develop a relationship to support the growth and development of your child as well as the needs of your family. 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: Sandy Cormier, Cassie Lavoie and we will soon welcome a new staff member to our teaching team. We work together to ensure that every child in our classroom receives warm, loving care and appropriate challenges that support their development. There are a total of twelve children in our room ranging in age from eighteen months to thirty-three months. We also have undergraduate students who are present during various parts of each day fulfilling an internship in order to 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. Teaching assistants from the University also assist us in the classroom. These students are qualified and have early childhood education credits as well as experience working with young children. We value our teaching assistants as part of our teaching team. Their pictures will be hung on the classroom door, accompanied by a brief biography so that faces will quickly become familiar.

Our Philosophy of Care and Education

Working with Toddlers and their Families:
It is our belief that the families are the experts on their own children and we work in a partnership with families in our classroom so that we can provide children with a high level of quality care. We plan on working closely with your family as well as learning to read your child’s cues in order to meet their individual needs during this time of transition. 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. To read more about our philosophies, please see the page in your packet entitled
“Mission Statement” where the foundations, frameworks and intentions of our program are listed.

We believe in a combination of primary caregiving and a team approach. Given the fact that we are offering group care on a full time basis it is important that all three teachers build relationships and connections with each child and their family. Each teacher does have four families with whom they will work with closely with especially at the beginning of the year as we get to know each child and family. Your primary caregiver will take the lead in attending a home visit, making the initial connection with your family, opening the lines of communication, and beginning to build a trusting and secure relationship with your child and your family alongside the other two teachers in the classroom. It is important to note that we work very closely as a team of teachers to ensure that each and every child and family in our classroom needs are being met.

Respect:

Respect is a concept that can be applied to every aspect of working with children and families which fits perfectly with the concept of the emergent curriculum and inquiry based learning. We believe children’s maximum intellectual and emotional development occur when they are allowed to inquire for themselves in an intentionally created environment.

Respect involves understanding that the children we work with come from different backgrounds and families, and appreciating each family’s values. Respect is speaking to a child, letting him/her know what is happening while you are interacting, and capitalizing on the time that ordinary daily tasks offer such as diaper changes, eating and napping. Respect entails allowing children to have space to explore but also means being close enough to support them as needed. Respect involves having faith in children’s abilities and scaffolding their learning so that they can begin to use a higher order of thinking.

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 child’s play and social interactions in an effort to understand their abilities and challenges.

We then analyze these observations in order to provide subsequent experiences or provocations that are meaningful, challenging and support further development in the areas in which children have previously expressed an interest. We believe that young children learn in a social context and we will provide them with as many opportunities as possible.
Intended Curriculum
Our intended curriculum serves as a foundation for the ideas and concepts that are projected to be explored and investigated throughout the year. The teachers gather information based on Toddler development, references from the NH Early Learning Standards, and Teaching Strategies GOLD™ Objectives Curriculum as well as our passions and interests in teaching. This framework partners with our philosophy of an emergent/negotiated curriculum model. We base our core curriculum on observations, interests, and the relationships children have with themselves, each other, their family, teachers, the materials in the classroom, and with the natural world. All of this supports our belief that children have the right to learn in an engaging, authentic, wondering, and dynamic learning environment.

Sign Language:
Signing is an integral part of the teaching practice that takes place in the Infant Room and one that we will continue utilizing in the Toddler Room. If your child has not yet been exposed to sign language this will give them another way to communicate their needs.

We use Signed English (signing the words that are spoken as they are said) and we utilize signs from American Sign Language. Studies we have read, along with our observations over the years, have proven that teaching young children sign language can serve to be a great communication tool. We offer each family a signing packet of our commonly used signs. Toddlers who are in the process of mastering their language skills can utilize signs to support their communication. By using signs, Toddlers can communicate their wants and needs at times much faster than they can with the spoken word, due to the capacity that children have to understand much more than they can say. There are many benefits to signing including decreased frustration. Children can tell their families, teachers and peers specifically what they want by using signs. Signing leads to improved self-esteem as well as earlier and more elaborate communication.

Cross Classroom Collaboration: Linking
In an effort to establish and promote more meaningful interactions between the Toddler class and Infant class, we have incorporated “linking” activities. Linking occurs several times during each week as the two classrooms come together in either small or large group activities, merging children and teachers from both classrooms to participate in a variety of explorations. This can occur in the “linking space” located between the two classrooms, the community room, the playground, or in either of the classrooms. One of the purposes of linking together is to foster a connection between both classrooms in an effort to continue the relationships that were formed the previous year. Another reason is
to make a stronger, more cohesive atmosphere between the Toddler and Infant programs. Linking activities also have connected the Infant and Toddler programs in a more meaningful and interactive way.

**Communication:**

We feel that communication is an essential part of the partnership we hope to develop between teachers and families. We do our best to keep all lines of communication open and share all pertinent information with you as soon as possible/appropriate. We will touch base with you at times of welcoming in the morning and at reunions in the afternoon. We invite your comments and participation, whether it is a phone call, meeting, lunchtime visit, a special activity, or story time.

1. We will connect with you at the **beginning and end of each day**. Please feel free to call us at school if you have any questions. The number to call is 862-2835, please note that we may not be in the classroom but you can leave a message with the office and we will call you back. It is extremely important to us that you feel welcome to come to us right away with any questions or concerns. Please refer to the open door policy for more information.

2. Located just outside of the classroom is a **white board**. Each morning we will have a greeting for you along with some of the activities we will be engaging in. We also have a bulletin board located outside our door where we may hang up notices or other information.

3. Our **nap chart** will tell you what time your child fell asleep and what time they woke up. The chart is located outside our classroom door so you can view it at any time. We also have a **diaper/potty chart** located on the half wall in the bathroom.

4. You will receive **curriculum updates** during the week highlighting activities and explorations that children are working on, including photos and a description.

5. You will receive a **newsletter** at the beginning of each month. These newsletters are intended to share current and expected classroom happenings. On occasion we will try to 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!

6. **Family events** are scheduled several times a semester. These events might be in the form of a muffin and coffee morning, a brown bag lunch talk, potluck breakfast or dinner or they might be evening family meetings to discuss a specific topic.
7. **Assessment** is done on an ongoing basis to observe the developmental changes occurring for individual children. We use several types of tools to gather evidence and a variety of reporting methods. Through systematic observation of children interacting with each other, their environment, and engaged in play, teachers are able to record interests, strengths and challenges for each child. In addition to informing our curriculum development, these observations also give us an insight to where children are in their development. These assessments are intended to provide a detailed story about the child and form the basis for further discussion and sharing of information with parents. Teaching teams and parents/guardians will meet for a **formal conference** on two occasions during the year.

8. **Family questionnaire** – You should receive a family questionnaire from the office with your enrollment packet. This information will help us to better serve your individual child and family needs. Please return by Friday, July 31st.

### CSDC Infant/Toddler Policy Regarding Biting

Biting can be an emotional issue. While we know that this behavior is part of typical development 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 of 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 bit. 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.
  - This includes knowing and understanding children’s non-verbal cues and their optimal stress levels.
- Use of 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 okay.
- Teachers will model empathy and will provide vocabulary to name the emotions of both children as well as the talking through the interaction that occurred between the children.
- We will wash the bite area with soap and water to clean the bite and apply ice to reduce the swelling with all bites.
- We will fill out an accident report for parents/guardians to sign. This report is also signed by the Executive Director/Associate Director 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.

**A Glimpse of a typical day in the Toddler Room**

**Arrivals-Welcomings:**
The CSDC opens at 7:30 am for arrivals. When bringing your child to school in the morning, we will say hello and ask how your child’s night or weekend was. We will also have our classroom environment arranged in a way that is inviting and engaging for children as they begin their day at school. We understand that mornings can be a very busy time. Our goal is to best support your family as
you transition from home to school. This will look different for each family, and each day can vary as well. Our goal is to help your child have a smooth transition into their day. We will do this by inviting your child to engage in an activity once we have said goodbye to you. If your child is sad when you leave and you want to check in, please feel free to call the office 862-2835 and ask to speak to the Toddler room. Our expectation from parents/guardians is that you will physically walk your child into the classroom or onto the playground and always verbally check in with a classroom teacher so we know that they are now in our care. This can be as brief as saying, “Good morning, had a good night, have a good day” or an extended conversation.

**Free choice:**
When children arrive in the morning it is free choice time. What does this mean? It means that children have the freedom to move about the classroom at their own pace and make independent choices about what they would like to do. While some children take time to warm up and get ready for the day others are ready to jump right in and we have prepared an environment that provides multiple opportunities for children to engage with a variety of materials.

**Snack time:**
The center provides both a morning and afternoon snack. Please remember that this is a snack and children should be eating breakfast before they come to school. The snack menu can be found hanging on the wall just outside our classroom, as well as posted on the left hand refrigerator in the kitchen. Beginning around 8:30 am we will offer snack in the classroom (If you would like your child to have morning snack we ask that you arrive by 8:45 am so that they will have time to eat before we transition. Thank you).

We strive to offer a variety of healthy foods throughout the week. We encourage children to try new foods and help them to acquire new tastes. A teacher, teaching assistant, or intern will sit with the children at the table. It is our goal as teachers to help support children in the process of learning to serve themselves as a part of becoming more independent. We believe that children are capable of assisting in real life tasks. When children are finished with snack they clean up their place at the table and wipe their hands and faces.

In the afternoon snack is offered again beginning at 2:30 so children can eat as they are waking up after their nap.

**Story Time:**
In the morning, once all of the children have finished snack we clean up our classroom and meet in the book area for a story before transition.
**Outside time:**
We give outside time the same importance as any other time in our day. We see the outdoors as an extension of our classroom and therefore an opportunity for continued learning. We will go outside each and every day, weather permitting, so please come prepared with appropriate outdoor gear (jacket, sweater, sunhat).

Children are encouraged to explore and respect nature. Science and math concepts are frequently a focus. Sand and water, snow and ice, insects and trips to the garden and animal barns are some examples. We also bring out projects, including art activities we are working on.

**Community Room:**
When the weather is poor and/or the focus is on large motor movement activities we are very fortunate to have the community room. We have a motor closet filled with tumbling mats, balls, tunnels, rowboat, cars, hula-hoops, parachute and much more to explore.

**Circle time:**
Circle time gives us the opportunity to come together as a whole group to read books, sing songs, play games and do group activities related to our curriculum and investigations. We take this opportunity to involve children in asking and answering questions, making predictions, taking a guess and brainstorming about various activities. Circle time leads us into our classroom investigations. The length of time and depth of discussions increases throughout the year as the children grow and develop.

**Classroom Investigations and Explorations:**
This time of day offers a variety of activities for the children to participate in. Some activities take place with a teacher while others are more independent. Teachers may break off into smaller groups during this time, taking a few children out of the room to engage in an exploration. During this time we will focus on our intended curriculum, follow any emergent investigations that we have observed and offer activities that challenge children in all areas of development. This is also a time where our interns may be working with small groups of students on explorations/investigations.

**Lunch:**
Families are asked to provide their child with a lunch each day. Lunch boxes are kept in your child’s cubby. Please include an icepack in their lunch box to keep items cold. If you have an item that needs to be heated, please place it in the black refrigerator located behind the toddler cubbies. Items to be heated must be sent in a plastic or glass microwavable container. Also, we ask
that you do not send in any plastic baggies as these are not allowed by licensing.

Containers must be clearly marked with your child’s name in order for us to serve them. There is masking tape and a permanent marker located in a basket above the refrigerator. If you mark your containers with a permanent marker and then cover it with clear packing tape it should last through a number of washings.

Children will eat their food out of the containers that you send in unless it is glass. Please send in foods ready to eat such as: peeled fruits if your child prefers, cut pasta so your child can manage it with a fork and meat that is cut in bite size pieces. All leftovers are sent home so you know the eating habits of your child. We provide bibs, cups, forks and spoons. We supply whole milk for those children under two years of age and 1% milk for children two years and older. Teachers eat their lunches with the children, creating a time of community and conversation.

State licensing and NAEYC guidelines prevents us from serving particular foods to any child under the age of four which can cause a choking hazard. After consulting several resources and reflecting on our experiences as educators, we have created the following policy regarding foods served in the Toddler Room:

Child care personnel shall not serve foods which can cause a choking hazard to children younger than 4 years of age or to children who have been identified as having chewing and swallowing difficulties, including, but not limited to:

Children under the age of 4 may NOT have:

- Whole or rounds of hot dogs or other cylindrical foods
- Whole grapes or any round firm foods (ie: tomatoes)
- Hard candy
- Raw carrot chunks or rounds, raw peas
- Pretzels
- Popcorn
- Meat larger than can be swallowed whole
- And any other foods that may cause a choking hazard.

Children under the age of 3 may NOT have:

- Chips (potato, tortilla, etc.)
- Marshmallows
- Seeds, other foods that pose a choking hazard
- Raw celery
**Allergies: CSDC is a Nut Restricted Environment:** we do not allow the serving of tree nut or peanut products but cannot guarantee their exclusion.

**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 the toddler 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 particular food at least two times at home prior to it being sent 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, we ask that **you not send food 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. Thank you for your understanding and cooperation

**Napping:**
Naptime takes place from 12:15-2:45 pm. Children sleep in the linking space on blue mats and are provided with both sheets and blankets. We have a wave machine and music playing during nap time. Teachers sit with the children and help them to fall asleep using a method meeting their individual needs.

If your child has a special blanket or snuggly that they would like to bring in they are more than welcome, (please make sure that blankets and snuggles are small since they need to fit in your child’s cubby basket) the only challenge with this is that the item must fit into your child’s cubby basket. **Snugglies are defined as:** a soft stuffed item good for snuggling with that does not make any noises as it is being used during naptime. Some families bring in something that can be left here while others transport a blanket or snuggly back and forth each day. Please let us know if you will be leaving it here and then we will wash it with our sheets and blankets once a week. If your child has a pacifier it will be kept in their cubby basket and offered during nap time.

When children wake up a teacher will bring them into the classroom. Once in the classroom some children like to snuggle with a teacher and read a story as
they wake up. Quiet activity choices are available and children receive new diapers or use the potty and wash hands before they are offered snack.

**Departures (Reunions):**
When you arrive to pick up your child a teacher will check in with you to share how your child’s day was. The clock in the front hallway (across from the office) should be followed to determine the correct time for arrival and departure. The CSDC closes at 5:30 p.m. sharp. Given that teachers have other professional and home responsibilities to attend to, we ask that all families arrive at the Center no later than 5:20 p.m. to pick up their child(ren) in order to ensure that everyone will exit the building no later than 5:30 p.m. Families who anticipate needing more time to gather necessary items to take home, have more than one child at the center, need/want talk to teachers, or look at items in the classroom, should plan for an earlier arrival at the end of the day so they are able to leave the building by 5:30 p.m. This is the CSDC Center-wide policy regarding arrival and departure:

If someone else is picking up your child on any given day we need to know about it in the morning or receive a phone call during the day. Anyone who may pick up your child on a given day needs to be added to the emergency pick-up list in the office and we will receive a new copy. If the person is not on your emergency pick-up list, then we need a note giving that person permission to pick up your child on a specified date. Please let friends and family know that if we have not met them before we will ask for photo identification before we will release your child into their care. If you need to leave a car seat when someone else is picking up your child, there is a shed located at the edge of the parking lot where you can store it for the day. Please label your car seat with masking tape on the front to avoid confusion at the end of the day.

**Other important pieces of information:**

**Diapers:**
The center provides disposable diapers for the children at no additional expense. Children are checked approximately every 2 hours and changed on an as needed basis. We ask that you supply topical creams or ointments such as Desitin, A&D ointment, and Vaseline and we will apply it as needed. Please bring them in labeled with your child’s name. In order for us to be able to put cream on your child you will need to fill out a permission form for topical medication, in accordance to licensing before we can apply the cream.
**Potty:**
Some children begin potty learning in the toddler room and it is not unheard of to have a few children fully trained especially towards the end of the year. While it is not a requirement for children to be wearing underpants in order to transition to the Preschool I classroom we typically do start the process. We work very closely with families to figure out whether or not their child is ready to begin the process and we also look for signs such as asking to have their diaper changed because it is wet or they have had a bowel movement. We also offer each child the opportunity to sit on the toilet during each diaper change in order for them to become more comfortable.

**What to Bring:** Items your child will need in the toddler room

**Extra change of clothes:**
Please keep two or three complete sets of weather appropriate clothes here at school in a backpack or cloth bag that will hang in your child’s cubby and check it periodically. We will leave you a note in your child’s lunch box when replacements are needed. However, if something goes home that is wet or dirty it helps if you can replenish the supply of clothes the next day. It is important to note that as your child begins to use the potty, you may need more changes of clothes including shoes. Please label all clothing and footwear with your child’s initials.

**Footwear:**
Children need shoes that will support the variety of activities that they will encounter throughout the day. We ask that children wear a supportive shoe that fits their feet with a non-slip bottom. We ask that children in our program wear closed toe shoes whenever possible and that sandals have a strap in the back as well as a closed toe.

For safety reasons, flip flops will not work while here at school. Sneakers and closed toe sandals seem to be the safest. Please send in a pair of slippers (soled slippers are preferred as they prevent children from slipping in the community room, but not required) or indoor shoes for your child to change into during the day for nap or when we transition inside from the playground on a rainy or muddy day. Each child has a place to store slippers or indoor shoes on a shelf located in the linking space.

**Birthdays: Celebrating the child**
It is our goal to celebrate the child on their special day. Teachers work together to plan a celebration that represents each individual child during their time here at school. We spend some time thinking about the child and what they like to
do while here at school and plan their school celebration accordingly. For example, we may set up a variety of activities related to bubbles for a child who loves bubbles, or plan a variety of painting activities for a child who enjoys art. Along with their celebration we will also make a birthday snack here at school with the children. The snack is chosen by asking the child and communicating with the families in case the child is not able to tell us or we feel they are choosing something that they will not eat. We strive to make birthday snacks as healthy as we can. The day of the celebration will be planned with the families so that you can join us if you are available for the birthday snack which will be at 3:00 in the afternoon (activities will take place in the morning during activity and exploration time). This is a school celebration and one that will take place separate from a home party. Once the celebration has taken place, pictures will be compiled in a birthday book which you will take home.

If you are planning a party outside of school and would like to invite friends from school please mail invitations to their homes.

**Connecting Home and School:**

We also have a few other methods of connecting home and school that we would like to share with you.

**Curriculum updates**

Periodically throughout the week we will be sending you a brief email that highlight activities and explorations that are taking place. This will include photos and a description of what we did, as well as how it is connected to our learning.

**Family Collages**

In an effort to bring the two worlds of your child together, we display a collage of each family in the classroom. We ask that each family create a photo collage either on the computer, on-line at a store such as Wal-Mart or by collaging at home with scrapbooking materials. These photos should contain important people, places and pets in your child’s life. This is a great way for children to share a part of home with new teachers and friends.

**Family Participation**

Here in the Toddler classroom, we want families to know that we have an open door policy. You may choose to come in and read stories or just sit and play for a while. If you have any special talents or family traditions, i.e. playing instruments, singing, dancing, gardening or storytelling, for instance, please feel free to come share your interests with us! It will be important to read your
individual child’s cues to gain a better understanding of how they will react if you stop by during the day and then need to say good-bye again.

**Center-Wide Events**
At this time the center as a whole will take part in three school-wide celebrations: Harvest Festival (September), Author Day, (February), and The Week of the Young Child (April).

**Toys from home**
We feel that our school has a wide variety of toys and materials to offer the children throughout the day. If there is a special area of interest in the classroom, we can provide additional materials to meet the needs of the children. **Therefore, our Center policy is that toys from home remain at home.** Toddlers can understandably be very attached to toys from home as well, which would be challenging in the classroom. We strive to provide materials that allow children to use their imagination and be creative without a pre-set plan to follow. In order for us to achieve this goal we will limit the number of materials with one designated purpose and together with our families, discover and use a wide variety of both natural and authentic materials.

If you have books or other materials that will assist us in an investigation that we are working on, we would love for you to share your supplies and knowledge. In this way we can bring home and school together through a common interest or topic. If you have any questions or need clarification please come and talk to us.

**Center Policies:**

You will be receiving a packet from the administrative team outlining our centers policies in the form of a Family Handbook. These are also on our website for your convenience. We have highlighted a few that we feel are particularly relevant to our classroom.

**Medication:**
Refrigerated medications must be kept in the bin (labeled “medication”) located on the top shelf, of the right hand refrigerator in the center’s kitchen. All non-refrigerated medications must be kept in a locked box labeled “medication” on the top shelf above the diaper changing table in the toddler bathroom. We can only administer current medication that is in its original container with a prescription label. 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 by a parent/guardian before we can administer it to your child. We will mark the form after the
medication has been given to the child. We cannot administer non-prescription medications.

**Illness:**

*Exclusion for Health Reasons*

The following are used as guidelines for teachers in reaching a decision regarding exclusion of a child from CSDC:

- Exclusion generally is not dependent upon a single criterion such as degree of temperature, but on a combination of symptoms which includes both physical and behavioral factors.
- As the degree of severity and number of physical and behavioral changes increases so does the probability of exclusion.
- When two or more symptoms are present in concert, the teaching team will determine whether or not the child should be sent home.
- The age of the child, the severity and longevity of symptoms and the existing outbreak of similar symptoms in the classroom/Center will impact a decision to exclude a child from the group.

For example, an infant less than 4 months old with a temperature of 100 degrees F and no other symptoms would be sent home. A 4-year-old with a temperature of 100 degrees F and no other symptoms would be monitored closely and a warning call would be made. A child with a low temperature of 100, for example, but who is lethargic or complaining of a stomachache and unable to participate comfortably in the daily routine of the classroom would be sent home.

The CSDC follows public health and bureau of disease control instructions regarding exclusion due to a communicable disease. However, in keeping with state licensing guidelines, exclusion is warranted for:

- Injuries and symptoms of illness that impair or prohibit the child’s participation in the regular child care activities; or
- Injuries and symptoms of illness which require more care than child care personnel are able to provide without compromising the health and safety of the ill or injured child or the other children in their care
- Skin lesions which have not been diagnosed or treated by a licensed health care practitioner
- Unusual or extreme fatigue or lethargy
- More than one episode of diarrhea in one day;
- Uncontrolled coughing or wheezing
- Fever at or above 101 degrees F (taken orally, 100 degrees F when taken under the arm) or higher combined with any of the following: uncontrolled diarrhea (defined as increased
number of stools compared with the child’s normal pattern and that are not contained by 
the diaper or toilet use); rash; ear ache; sore throat; or vomiting.

Prior to making a phone call about an elevated temperature:

- The child’s temperature is taken using different thermometers if readings seem disparate.
- The staff waits 20 minutes following a nap to take an initial temperature.
- The staff removes some clothing if a child has an elevated temperature with the initial 
check.
- The staff takes child temperatures using a temporal artery thermometer.

When a decision to exclude a child is made, we ask that parents or caregivers make every effort to 
pick up their child within 30 minutes of being notified.

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.

**Conjunctivitis Policy**

Conjunctivitis is an infection of the eyes commonly known as “pink eye” which can come in 
various forms including viral, bacterial, and as an allergic response. Because CSDC is unable to 
make a definitive diagnosis, a child with conjunctivitis-like symptoms will be required to be 
examined by a healthcare provider and can return when approved to be in group child care, 
with or without treatment. Parents will be notified and asked to take their child to a provider as 
soon as possible to minimize the risk of spreading infection.

Please refer to the Family Handbook for the illness policy in its entirety in your 
handbook or on our website: 

**Center-wide transitions**

The center, as a whole, transitions at the end of August. This does not 
necessarily mean that each and every child will move to another classroom. 
Our school is set up in such a way that we have four full time classrooms and 
children have 5 years that they attend before kindergarten. Therefore, this 
means children more likely than not will spend two years in one classroom. This 
typically takes place in the Infant/Young Toddler, Toddler and Preschool I 
classrooms. Children transition from the Infant/Young Toddler and Toddler rooms 
based on chronological age and developmental readiness.

We hope that this information has helped you to learn all about the Toddler program at 
CSDC. We can discuss this and any other information during our home visit. We are 
excited to have you as a part of our CSDC family!
Toddler Room Daily Schedule

7:30  The center opens

7:30 – 9:15  Arrival and free choice activities

8:30 – 9:00  Wash hands, snack

9:15 – 9:30  Clean up and Transition Activity

9:30 – 10:30  Outdoor exploration and playground time

10:30-10:45  Circle time (books, singing, dancing) linking with the infant/young toddler classroom

10:30 – 11:30  Investigations and explorations

11:30 – 12:00  Lunch

12:00 – 12:15  Lunch, clean-up, story-time

12:15 – 2:45  Nap (music & wave machine)

2:00 – 3:15  Wake up/ free choice/ snack

3:15 – 3:30  Clean-up and Transition Activity

3:30 – 5:15  Outdoor time/ large room/ linking space/activities

5:20  Final pick-up time

5:30  The center closes

The above schedule gives you an idea of a typical day in the toddler classroom. Our schedule is very flexible and will change to meet the needs of the children in the classroom. Our schedule will slightly change throughout the year due to the time of year, the weather and the developmental needs of the children. As the children grow and develop so will the classroom schedule and curriculum.
UNH Child Study and Development Center
Toddler Program

Mission Statement

Foundations

We believe that toddlers develop and thrive in an environment that is rich in developmentally appropriate activities that are relevant and meaningful to their lives. Children engage in activities which provide consistency of care and routines to enable them to gain a sense of control and establish their need for autonomy throughout their day.

Activities and investigations are revisited on a routine basis in order for children to gain knowledge for future endeavors. Children are offered experiences which bring together the four developmental domains: language and communication, gross/fine motor, cognitive, social and emotional abilities.

As children develop caring and trusting relationships with teachers and children they begin to feel a sense of security and gain trust in their environment. Since toddlers may not have yet mastered using verbal skills to communicate with others, the class draws upon the use of Signed English using American Sign Language to communicate with each other as well as body language, facial expressions, tone of voice and gestures.

Frameworks

We support a respectful learning environment by being sensitive to each child’s individual needs. Children are provided with a variety of choices which allows them to learn and develop at their own pace while teachers serve as facilitators to the learning process.

The daily routine remains consistent although flexibility is incorporated as children demonstrate changing needs. With consistent limits and boundaries children become increasingly capable of anticipating consequences and outcomes to behaviors and situations.

Teachers gain knowledge of the children’s needs and skills while observing them in their natural environment. The information teachers acquire while observing children’s behaviors, listening to their conversations, and assessing their developmental abilities allows them to plan a curriculum that is engaging,
challenging and reflective of their developmental stages. Teachers are then able to share this information in a variety of ways with families and children.

Documentation of the children’s investigations and explorations are displayed both in the classroom as well as in the hallway. Teachers welcome conversation and offer insight into the child’s day to families at both arrival and departure times.

Family conferences are held twice a year to discuss shared observations regarding each child’s development and to discuss goals for each child.

**Intentions**

We provide children with a safe, secure environment while encouraging them to explore and make choices. A collaborative relationship is developed between teachers and families to ensure continuity between home and school. A variety of materials are offered which support and challenge the children’s ever changing abilities.

Children’s learning is supported by facilitating a child-initiated teacher-guided atmosphere. Children are given the opportunity to revisit and rediscover activities and investigations which places an emphasis on individual needs and developing skills. Once a child has mastered a skill we encourage them to assist their peers and take on that leadership role within the classroom. This helps children seek peer support in addition to teacher support.

We support children in the development of communication skills as well as emotional development focusing on recognizing and naming their own emotions and the emotions of their peers. We provide the children with many opportunities to become problem solvers as they figure out the world around them.

Teachers of both the Toddler and Infant classrooms engage in on-going communication about curriculum. Children of these classrooms come together often to stimulate socialization and encourage interactions between different age groups.
Our intended curriculum serves as a foundation for the ideas and concepts that are projected to be explored and investigated throughout the year. The teachers gather information based on Toddler development, references from the NH Early Learning Standards, and Teaching Strategies GOLD™ Objectives Curriculum as well as our passions and interests in teaching. This framework partners with our philosophy of an emergent/negotiated curriculum model. We base our core curriculum on observations, interests, and the relationships children have with themselves, each other, their family, teachers and the materials in the classroom as well as the natural world. All of this supports our belief that children have the right to learn in an engaging, authentic, wondering, and dynamic learning environment.

This year we have chosen to focus on self-identity, building community through collaboration among children, teachers, and families, exploring and respecting our natural environment, diversity: classroom materials, physical environment, and relationships, and experimenting with various art mediums. The intended curriculum may change as the year evolves.

Building Community Among Children, Teachers, and Families

At the beginning of the year, we are in the process of transition. We are bringing together three groups of children; children continuing on for a second year in the Toddler classroom, children transitioning from the Infant/Young Toddler classroom, and children new to the center. Along with bringing three groups of children together, we are merging twelve families. This transitional process can take anywhere from six to eight weeks. During this time we are building relationships between children and teachers, parents/guardians and teachers, and children with children.

Supports: As teachers we will...

- Work to build close bonds with children through primary caregiving. Teachers will spend time getting to know each of their primary families, and build trusting relationships in which we can work together to care for and educate children.
- Create a sense of classroom community through family events, creating family collages, and having home visits.
- Spend time exploring and identifying emotions and the emotions of others.
• Promote spoken language as well as other means of communication such as sign language, body language, facial expression, and tone of voice.

Goals: We want children to....
• Feel safe and secure as a member of our classroom community as well as in their relationships away from their family.
• Develop the ability to express a variety of emotions and share how they are feeling in an appropriate manner with their peers.
• Empower children to communicate their wants, needs, thoughts, and ideas.
• Learn the value of turn taking, sharing, problem solving, and conflict resolution as well as discovering each other’s strengths and celebrating these accomplishments.

Exploring and Respecting Our Natural Environments
We believe children learn best when given hands on activities allowing them the opportunity to observe, explore and question the world around them. We view the natural outdoors as part of the classroom environment that is filled with many opportunities for discovery. We believe it is important to bring the outdoors inside by including natural and authentic materials in the classroom. We want children to have the opportunity to explore in a setting they feel comfortable in, allowing them the freedom to explore new things in their own way in their own time. Exploring leaves, stumps, soil, and plants from the garden can happen in a more focused way, within the familiarity of the classroom, and when the children are re-introduced to the natural materials in the garden setting it can be exciting rather than intimidating to discover familiar things in the outdoor environment.

Supports: As teachers we will...
• Utilize spaces such as our deck, infant/toddler yard, the learning garden, raised garden beds and the nature trail as extensions of our classroom.
• Allow children to take part in the whole process of the garden experience. Children will plant seeds, rake, hoe, weed, and water the garden. As the garden produces flowers and vegetables we explore, harvest and engage in activities such as cooking and eating with the vegetables.
• Model environmentally conscious practices and involve children in these experiences and developmentally appropriate discussion.
• Visit community places on campus such as cow and horse barns, reservoir, horticultural farm and organic garden.
Goals: We want children to...
- Feel comfortable in the natural environment.
- Learn about plant science and how to care for a garden.
- Expose children to a variety of foods we plant and grow.
- Develop a respect for nature.
- Have an awareness of the natural habitat around us.
- Develop a basic understanding of the earth friendly way of disposing of leftover food and food waste with the use of composting worms.

Diversity

We believe that recognizing and celebrating various cultures and traditions is enriching for children. We each have our own culture that we bring into our classroom: whether it is going on a Hayride every fall, lighting a Menorah during Hanukah, baking Gingerbread men each Christmas, or having Friday movie/pizza night. In addition to learning about each other and our cultures and traditions we incorporate diversity into our environment through the use of literature, music, photographs, foods, dramatic play props and other manipulatives.

Supports: As teachers we will...
- Represent all of the children’s family cultures, traditions, and values into the classroom.
- Share our cultures and traditions with families and children.
- Develop a collaboration and sense of community among our classroom families.

Goals: We want children to...
- Feel safe and secure as a member of our classroom community as well as in their relationships away from their family.
- Celebrate who they are as both an individual and within their family and community.

Exploring and Experimenting with Various Art Mediums and Art Forms

We believe that expression and communication are very important to the health and well-being of all individuals. Children have many languages. During a time where verbal communication may not be fully achieved it is important to provide children with a number of different ways of creatively expressing themselves. Giving children a variety of materials to work with allows us to meet the needs of individual children while taking into consideration various learning styles. We feel children need time to freely explore a material before there can be expectations on the use of a material. Children should be given the chance
for trial and error, cause and effect and time to revisit materials again and again, adding new insights and dimensions.

**Supports: As teachers we will...**
- Offer children a variety of representational materials such as paint, glue, clay, collage, and various writing tools.
- Incorporate dance, song, music, and dramatic play.

**Goals: We want children to...**
- Develop the foundations for skills such as perspective taking, reading and writing which will come into play during the preschool years.
- Feel comfortable expressing themselves using an array of mediums.

**Self-Expression and Self-Identity**

We believe children have the right to self-expression and self-identity. They have the right to experience various families and backgrounds along with the values and beliefs of these cultures. We celebrate each child for their individuality and uniqueness they hold. We feel it is important to provide children with the language in order to label their feelings once they are able to communicate through words or signs.

**Supports: As teachers we will...**
- Represent all of the children’s family cultures and values into the classroom.
- Explore emotions and facial expressions through the use of mirrors and pictures. We want to give children multiple opportunities to view themselves and others throughout the classroom.
- Support children in spending time observing and communicating with others.
- Discuss and label feelings such as anger, happiness, sadness, or silliness.
- Spend time exploring and identifying emotions.

**Goals: We want children to...**
- Become familiar with who they are as an individual.
- Acknowledge their emotions.
- Communicate with others how they are feeling.
- Sympathize and empathize with others in their environment.
- Develop the ability to express a variety of emotions and share how they are feeling in an appropriate manner.