



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.

There are a total of nine children in our room who range 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.

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:

Alicia Andrews joined the CSDC staff in August of 2015. She is alumni of the Human Development and Family Studies department with a Bachelors of Science from the University of New Hampshire. Alicia has been an Infant and Toddler Teacher since 2005. She holds a Master Teacher credential from the New Hampshire Child Development Bureau with an Infant and Toddler endorsement and Master Professional credential with an endorsement as an Individual Mentor.

Melissa McFarland joined the CSDC staff in August 2015. She has worked in the Early Childhood field for the past 18 years. She has a BS in Family Studies with a specialization in Early Childhood Education from Lesley University. Melissa holds a Master Teacher credential from the New Hampshire Child Development Bureau with an Infant and Toddler endorsement and Master Professional credential with an endorsement as an Individual Mentor. She is also credentialed through the NH Infant Mental Health organization.

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.A. in Human Relations with a focus on Infant Development. Lisa holds credentials as a NH Early Childhood Master Teacher with an Infant and Toddler endorsement and Master Professional with an endorsement as an Individual Mentor from the New Hampshire Child Development Bureau.

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 of the schools of Reggio Emilia, Italy. With a focus on developing and supporting relationships, we use our observations and interactions to guide us in the construction of our curriculum and learning.

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.

It is our intent that through primary caregiving children will move from having a secure attachment at home to a shared attachment between home and school. These foundational relationships with families and caregivers provide the

support our infants and young toddlers need to freely explore and interact within the classroom environment. 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.

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 contemplate what we believe children are curious about, we also use our knowledge of child development to develop engaging and emergent provocations and activities.

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 fulltime in our classroom. A home visit is a time when the classroom teachers come to your home and spend time 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. These visits typically last 30 minutes.

Transition Visits:

We will schedule three 1 hour visits with parent and child together in the classroom beginning the first week of your child's enrollment. These visits help develop trusting relationships between teacher and family and give teachers the opportunity to learn about each child. 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.

Open Door Policy:

CSDC has an "open door policy" for our families during our transition and throughout the year. We encourage you to visit at any time to observe or participate in the program.

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 areas that we will be revisiting throughout the year. 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 part of our intended curriculum – *Supporting Relationships, Communication, Physical Development, 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 Standards and the criteria set forth by the National Association for the Education of Young Children (NAEYC) for infants and toddler/twos.

Supporting Relationships

“Relationships are essential for learning. For infants and toddlers, a consistently nurturing and safe environment fosters a healthy sense of self and the ability to trust others and build relationships... Adults can support young children's social and emotional development by offering them time and providing guidance to experience positive interactions with adults and other children.” (New Hampshire Early Learning Standards, 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-family, family-community, teacher-family, 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 families 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 for Supporting Relationships:

- 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

“Children are born ready to communicate. Newborns use crying, gazing, facial expressions, and body movements to express themselves and engage others. Toddlers have the ability to communicate (babble) and understand language long before they speak words. As children grow in their ability to understand and communicate more complex ideas, they move from putting sounds together to saying words and then forming sentences. Young children progress in language development by observing, listening, conversing, asking questions, singing songs, and retelling well-loved stories. By engaging with and responding to young children’s verbal and non-verbal communications, adults encourage their attempts to understand others and express themselves.” New Hampshire Early Learning Standards, Language Development and Emergent 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 cues 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 American Sign Language 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 for Communication:

- 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

“From the time they are born, children use their bodies to explore and experience the world. Children gather information with their senses, gain strength and practice coordination of their bodies, and delight in their increasing ability to move and use their muscles.” New Hampshire Early Learning Guidelines, Physical Development and Health.)

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 direct 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. We refer to this approach as "freedom of movement." The child's natural position is lying on his or her back. From this position, they learn to feel the floor beneath themselves as they reach to the side or begin to kick their legs. Children have the time and space to make these discoveries and challenge themselves when they are feeling confident. For example, we do not place children in a sitting position until they are able to accomplish this on their own. After learning to pull their bodies along the floor, moving eventually to crawling on their hands and knees, children naturally will push themselves back into a sitting position. For each child, the length of this process will vary. When children are able to move their own bodies based on their experience and comfort versus the moving on the timetable of the adults in their lives, they are more connected to their world. For this reason, we do not offer bouncy seats, Exersaucers, or baby swings in the classroom as the play space for children in our classroom is the floor or in the loving arms of a caregiver.

Intended Learning Goals for Physical Development:

- 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

From infancy, children respond emotionally, cognitively, and with their whole bodies to the arts and the natural world. Children develop the ability to create and appreciate beauty in all its forms...Through their experiences with the natural world, children develop the capacity for wonder and awe. Experiences with the arts and the natural world help children to integrate sensory, emotional, physical, and cognitive learning." (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. For many of our children, it is the first time in their life that they can 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 looking at the colorful leaves, 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 for Natural Environment:

- 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.
- Engage in creating, maintaining and exploring the CSDC Community Garden.

The Creative Arts

From infancy, children respond emotionally, cognitively, and with their whole bodies to the arts and the natural world. Children develop the ability to create and appreciate beauty in all its forms. The arts (music, dance, drama, visual arts) and other forms of creative expression foster children's ability to conceptualize and solve problems, develop their imagination, and experience and express powerful emotions... Experiences with the arts and the natural world help children to integrate sensory, emotional, physical, and cognitive learning." (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 for Creative Arts:

- 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.

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 like to think of this time as a welcoming rather than a drop-off time. When you and your child arrive to the classroom, we will check in with you about your child's previous night and morning. Though we work to converse with each family as they arrive, important information about your child and their day should also be written on their individual clipboard (ie: last feeding, last diaper, awake time and other pertinent information for the day. Once your child is settled into the classroom, we will support you as you transition into your workday.

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 and 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 needs and individual routines and by being sensitive to the cues they give 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 a **bulletin board**. On these two boards we will post information such as documentation of daily explorations, classroom, special events happening at CSDC, and notices that need your attention.
3. In the classroom are individual clipboards where we will record daily notes about 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. Also on the chart 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 list of updates and reminders at the beginning of each month. This will include important dates such as holidays, closures and celebrations.
5. We currently provide daily email updates, which we refer to as the Today We. Each day we will highlight, with photo documentation, 2 or 3 children interacting within our school environment. At the end of each week we will write a culminating document that includes children and teachers working on the curriculum threads created each week.
6. **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.
7. 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 prior to 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 two times a year.

Meals:

During our transition visits and throughout the year, we discuss your child's nutritional needs in order to make a feeding plan that will meet the needs of the child and family as well as following the guidelines set forth by the state licensing laws and the NAEYC criteria.

Nursing: CSDC supports breastfeeding by accepting, storing, and serving expressed breast milk for feedings as well as providing the time and space for nursing should you to come to the center for feedings. Frozen breast milk can be stored in our kitchen freezer for up to 6 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: For children who drink from a bottle, we ask that you bring in enough prepared beverage for the day in a ready to serve fashion (ie: brought in the bottle that they will drink from). Premixed formula or breast milk **must be** labeled with **date, child's name and the time the milk was expressed or the bottle was prepared**, and stored in the refrigerator. 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 will confirm that they have the correct bottle for the correct child with another teacher in the room. Bottles may not contain medications, supplements and solid foods such as cereal unless prescribed by a health care provider in writing. All infants are held for bottle-feedings.

All 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. Once a bottle has been served, we may offer it over the course of an hour according to our licensing laws. After an hour, we cannot re-offer the bottle. Please remember to **label** all parts of the bottles as well! Bottles that we have served and are not empty will be marked with the time they were 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. When children transition to a cup to drink, they will drink while sitting at the table and will be supervised to prevent the accidental consumption of their beverage by others as we would supervise during any of our meals. The liquid in the cups could be breast milk, formula, milk, or water.

Eating **Food:**

When families have made the decision to start foods with their child, we ask that foods be tried at least three times before they are offered here. When young children are first offered pureed foods, we cradle them in our arms to feed them. If they are able to get in a sitting position on their own, we offer them a seat at our table. These foods should be brought in an airtight container and labeled with the child's name and the date.

The Child Study and Development Center supplies two snacks during the day for children- one in the morning and one in the afternoon. Each month, a menu will be posted in the classroom and handed out to families. We ask that each family take a moment to review the menu and share what items children can have. If your child will need to eat snack and they cannot yet eat the snack foods the center provides, you will need to supply a substitution for your child. You will need to supply food for lunch for your child. All foods should be sent in an airtight container with your child's name and the date and prepared in a ready to serve fashion as well as meet the rules for licensing. If your child's food will need to be warmed in the microwave, it must be sent in a glass container, as we are unable to heat foods in plastic or Styrofoam dishes. Some suggestions of airtight glassware that are acceptable include: mason canning jars with lid and ring, clean baby food jars, or any other recycled glass jar with lid, or lidded-glass container (such as Rubbermaid or Pyrex). We will offer a portion of each

choice you send, allowing children to choose what and how much they eat. Any uneaten food left in your child's container that has been served and is safe to reoffer will be returned to the refrigerator.

We can provide whole and low-fat milk for children who have turned one (for whole milk) or two (low-fat). We will offer children fluids in a sippy cup as soon as families and teachers agree that the child is ready, taking into account family 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.

Any unserved food will be sent home at the end of the day so that you are able to see the eating habits of your child. In addition, we record what your child has eaten on their daily sheet. All food must be stored in a sealed, airtight container that is labeled with your child's name and date. We are unable to serve any unlabeled food to children. Dry foods may stay in your child's white bin in the kitchenette for two days.

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 is a nut-restricted center (no nuts) 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, after nap, 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 diaper creams. Please note that 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 fill out a permission form.

Safe to Sleep Policy Regarding Our Nap Room:

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 crib on their back. 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.
- Swaddles may be used for child under the age of 3 months. For children ages 3 months and older, swaddles may only be used only with a written medical order from their pediatrician. Children may sleep in a sleep sack or wearable blanket. These items 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. Families are asked to provide 2 or more pacifiers and to make sure they are the appropriate size for their stage of development.
- 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 monitored by visual and audio devices, which are located in both the nap room and 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 Classroom No-Shoe Policy

In an effort to provide the safest, healthiest and cleanest environment possible for infants, the Infant classroom requires that; outdoor shoes not be worn in the classroom by adults or children. We ask that adults 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. 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. We also ask that walking children have their shoes removed before entering the classroom. Children can be barefoot, wear socks, or bring indoor footwear while in the classroom. There is a shoe cubby just outside our classroom door where Children's outdoor shoes can be stored.

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. We have provided a bag that will hang on your child's cubby in the hallway. We ask that this bag remain at school. With the limited cubby space that we are able to provide, we ask that families use this bag to store their child's extra clothing. We ask that you provide your child with three complete changes of clothing. Please make sure to label all clothing. When clothing is soiled, it will be placed in a plastic bag and hung on your child's hook in the diapering area in the classroom. We ask that families take a moment to check this spot for any items that will need to go home and to replenish their extra clothes. We will leave you a note on your child's chart or on their cubby when replacements are needed. We are unable to store any items in the hanging bags in the hallway that are labeled "keep out of reach of children" (ie: diaper creams, sun block, etc).

Departure (Reunions):

CSDC closes at 5:30pm. We recommend that you arrive by 5:20pm at the latest to reunite with your child as the exterior door will lock at 5:30 pm and so that you have time to gather his/her belongings and leave the building prior to that time.

Please refer to the late policy in the CSDC Family Handbook or online. If you are going to be picking up more than one child, we recommend that you arrive prior to 5:15pm.

If someone who is on your alternate pick-up 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, they need to be added to your child's form in the office first. 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 as our teachers have a rotating schedules. If you need to leave a car seat for any reason, it can be stored in the office. It must be labeled and we ask that you check with a member of the administrative team for the best location.

We look forward to a wonderful year together as a learning community.

Warmly,

Alicia, Miranda and Lisa