

BunnyBears

Infant Toddler Center

Parents Handbook

Dear Parents,

Welcome to BunnyBears Infant Toddler Center – an intimate neighborhood daycare center. Our nurturing and safe environment is a place where our infants and toddlers are well cared for. In our child and family centered environment teachers build trust with families and children; nurture children providing encouragement, protection, security, stimulation and supervision. Children, families and teachers are a part of our community, where we learn from each other. We hope that our home like environment will be a comfortable place for children to grow and learn as well as provide comfort to families while they are away from their children. Furthermore, we hope that it will also be a place for families to share their experiences and grow together.

We look forward to this special time!

The BunnyBears Philosophy

We believe the early years of a child's life is the most important for growth and development; and the purpose of early education is to raise creative, thinking, loving children, who believe in themselves. Respectful, trusting and loving relationships between teachers and children, families and infant center are the key elements in creating the layout for early care. Families' input and knowledge is especially valuable when transitioning infants into center care.

As an Early Childhood Educators, we see all five selves in each child and acknowledge social, emotional, physical, cognitive and creative growth. We strongly believe that supportive, respectful and child-focused environment encourages children to reach their maximum potential. The teacher's role is to support safe, clean and nurturing environment and nurture children providing encouragement, protection, stimulation and supervision. Art, music, literacy and early social interactions between infants and teachers, infants and infants inspire the natural desire to learn. We believe that daily schedule for infancy months should be personalized to meet each child's unique needs. When infants grow and mature they are capable to adjust to a simple routine in order to feel safe and secure in their environment.

Having studied in the field of Early Education, we are strong advocates for children's free play, exploration and collaborative nature of learning. Inspired by social-constructivist systems thinking theories, including the work of John Dewey, Jean Piaget, Lev Vygotsky, Howard Gardner, and Loris Malaguzzi we see collaborative and constructive play as tool for children's language, social, emotional and cognitive development.

Each child is an individual and we value his/hers personal achievements instead of making comparisons between one child and another, because each child is very unique and special. We also acknowledge each infants individual needs for growth and development.

Our early care goals for infants is to make them feel comfortable, loved, stimulated, acknowledged and well cared for in a safe, trusting and nurturing environment. Furthermore we want to teach children how to cooperate with others, form relationships, share, take turns, and use self-control. Learning this in early years can impact later social development and academic achievements.

BunnyBears Preschool values

- We value the sense of community and belonging.
- We value creative self-expression.
- We value free uninterrupted child's play.
- We value intellectual development and social emotional growth.
- We value mutual respect between children, teachers and families.
- We value open communication.
- We value kindness and empathy.
- We acknowledge and value children's individual strengths and capabilities.
- We value environment that is created with children and for children.
- We value meaningful conversations and learning experiences.
- We value children's ideas that influence the curriculum.
- We value teachers' professional growth and learning.

Program

BunnyBears Infant Toddler Center is a child-family centered program. Our daily learning and curriculum emerges from the children's interests and curiosities.

We provide our infants and toddlers with safe, rich and stimulating, high quality environment. In building our environment we think about many comfortable, safe and creative spaces that support growth, stimulation and ultimately motivate learning, develop relationships and promote a child's strong sense of self and security.

Our program is not highly structured and can vary depending on each infants needs; we do believe that infants and toddlers need a routine in order to feel safe and secure. As infants grow more comfortable and relaxed in our environment we can slowly adjust their schedule and shift it into a simple routine to make them feel safe and secure in their group environment.

In our Toddler program we encourage children to work together in small groups and value peer interactions that provide opportunities to learn and explore the environment. Peer interactions and engagement with caregivers are valued and appreciated in infant months as well. Teachers' observations and documentation allows us to better understand each child's communication styles, physical needs, learning styles and interests. It also helps us to provide children with the curriculum that is relevant and meaningful to children.

BunnyBears is an environmentally friendly Center. We use natural cleaners throughout our environment.

We work to create a literacy rich environment. Speaking language is extremely important to developing infant brain as well as social-emotional growth. Through primary relationships, shared language and concepts become the tools which children use to absorb social practices and construct their understanding of themselves and community. BunnyBears highly values and encourages self-expression through a wide variety of methods, including art media, storytelling, dancing, poetry, puppetry, etc.

All the teachers and caregivers at BunnyBears Infant Toddler Center are well educated and experienced in early childhood education, additionally they all attended infant toddler classes. We are committed to continuing our own growth and development as individuals and teachers by reading professional journals, attending workshops and conferences and supporting each other as colleagues.

Hours and Days

BunnyBears Infant Toddler Center is open Monday through Friday 7:00am to 6pm. We serve children ages 3months – 36 months. Our infant program is designed for ages 3months -18 month and Toddler Program 18months-36months (Please see the attached sheet for tuition fees and program options.)

We observe most of the La Mesa – Spring Valley School District Holidays, and we close for two weeks for Winter Break and two weeks for Summer Break. You will be notified in advance of any other unexpected dates of closure.

Fees

There is a \$100 non-refundable application. Application forms for enrollment packet are posted on BunnyBears website www.bunnybears.com. The packet includes California childcare licensing forms as well as BunnyBears Admissions Agreement, Parent's rights and Identification and Emergency Information. Tuition will be due the first day of each month. If tuition is not paid by the fifth of the month, a late charge of \$5.00 per day shall apply. There is no refund on paid tuition. Checks returned by the bank for insufficient funds will incur a \$20.00 fee. If more than 2 checks are returned, you will be required to pay your tuition in cash. While enrolled, monthly payment is required whether your child is in attendance or not, including summer months. There is no refund policy and we require one month advanced notice should you decide to discontinue enrollment for any reason. The Center reserves the right to terminate enrollment for non-payment of fees.

Arrival, Departure and First days

Our arrivals are scattered and everyone arrives between 7:00a.m and 9:15a.m. However, the latest time the child can be brought to Infant Toddler Center is 10:30a.m. Each child must be signed in upon arrival at school. Next to the cubbies we have a sign in sheet, where you must write your full name legibly in ink next to your child's name (no initials) every day. Please note any special instructions, medications, play-dates, etc. on the sign-in sheet. Your child may be picked up and signed out by either parent or an authorized adult (the names of whom you must put down in our Enrollment Application). We will not allow your child to be taken from center by someone other than yourself or an authorized adult unless you personally notify us in advance. To avoid undue stress, be prompt in picking up your child. If you must be late for any reason, please phone us so we can tell your child.

There will be a \$5.00 charge for every five minutes or part thereof if your child is not picked up on time.

The first days /weeks at the center are a time of adjustment. We recognize that each child's adjustment period will vary depending on his or her age, temperament and prior experience. It is our duty and responsibility to make each family, infant and toddler to feel welcomed, attended to and well cared for. There are developmental stages where infants and toddlers separation anxiety might peak, around 8months and come back anytime between 12-24 months. Our educated staff is well aware of infants and toddlers development and will assist you with helpful tips and give you all the needed support while building trusting relationships with families, infants and toddlers.

For some children it will be their first experience away from Mom and Dad and this might be frightening and overwhelming to a child. We ask that you discuss separation at home in advance and discuss where family members will be while the child is in school. Perhaps even a visit to Mom and Dad's office will help the child to visualize where Mom and Dad are during the day. You are also welcome to discuss your child's needs with us before they start so that we may work together to ease the transition. We will also schedule a play day or visit for both you and your child before he or she begins attending the program. This will give your child an opportunity to get acquainted with us and gain trust for open communication. We will also invite you for first couple of days to stay with your child in our school setting, observe his/hers reactions to the new environment and don't rush the good-byes.

Mealtimes: Snack and Lunch – Mealtime is an important part of our curriculum. Meals are learning experiences for children, a time for social interaction, fostering self-help skills and good nutritional habits. Conversation is encouraged at meal time and all children are encouraged to come to the table.

Parents provide 100% of the food to children in our Infant Program (up to 18months) Young infants will be fed according to their own schedule. As they grow and start eating solid foods, their eating needs will change and the eating times will be adjusted toward the group schedule.

-Parents thereby control baby's exposure to new foods that might lead to allergic reactions.

-Parents provide bottles already made up, and labeled with child's first and last name. The made up bottles can be kept only for 3 hours. We encourage families to keep a labeled container of baby formula at the center, along with serving size for their child.

-Bottles and foods will be warmed in a water bath. Bottles and food containers will be sent home "dirty" so they can be washed and sanitized at home.

-Babies are held to feed until they can sit up at a table.

-Teachers facilitate hand washing before and after feeding.

Breast Milk

Breastfeeding mothers are welcome to do so within the Center setting. Staff supports the practice by willingly accepting bottles of breast milk, by allowing, even encouraging, the mother to drop by for feedings, and by providing a comfortable place for mother and baby to sit and nurse. Fresh breast milk will be stored for 24 hours in the refrigerator. Parents may also bring breast milk to the BunnyBears Center to be stored for up to three months frozen. Containers must be clearly marked with your child's name and the date. Milk that exceeds this time frame will be discarded. Contents remaining in any bottle will be discarded within two hours.

Our Toddlers will be offered nutritious mid-morning snack and afternoon snack. Children will bring lunch from home. The older infants will be sitting in chairs with trays or a small table with chairs; toddlers will be at tables and chairs to eat their meals. Children in the toddler room (and some infants) will be using sippy cups or regular cups and using utensils.

- Toddler group will learn responsibility to wash their own hands and attend the snack time as a group activity, one teacher will sit with 6 toddlers. Teacher will model table manners and encourage children to attend snack but children are not required to do so.

Food Allergies – Please notify your teachers if your child has any allergies or dietary restrictions.

Nap/Rest Time – Infants nap according to their own schedules. If an infant should fall asleep while being rocked or lightly bounced they will be put in their cribs to continue their sleep. Any child who is able to climb out of a crib should nap in a cot or map regardless of age. Staff will position infants under the age of 12 months on their backs when placed in cribs (or mats) to sleep unless there is a medical reason the child should sleep in a different position. Positioning infants on their back to sleep will decrease the risk of SIDS (Sudden Infant Death Syndrome).

Staff will:

- Lay infants on their backs to sleep
- Require a note from the child's medical doctor stating why an alternative sleep position is needed if families request other sleep positions. Any positioning device will also require a note from the medical doctor stating the need
- Position infants at the foot of the crib with a thick blanket tucked around the crib mattress, reaching only as far as the infant's chest
- Use cribs only with firm, tight-fitting mattresses and no bumper pads
- Remove all pillows, quilts, comforters, sheepskins, stuffed toys, and other soft products from the crib
- Keep the infant's head uncovered during sleep
- Dress the infant depending on the room temperature and will not overdress the infant
- Supervise sleeping infants per NAEYC requirements
- Allow infants that can easily turn over from the supine position to the prone position to be positioned on their backs, but allow the infants the adopt whatever position they prefer to sleep

Toddlers rest following lunch. **Children will need their own blanket and crib sheets for rest and can bring a soft toy to cuddle.** Teacher/caregivers hold children, rock, rub backs, play soft music and help children relax at naptime.

Diapers and Potty Learning

Parents will provide diapers and wipes for their children at the center. We encourage families to keep a pack of diapers in child's cubby and refill as needed.

To use diaper or rash creams on your child, we will ask families to sign a form, stating the cream brand and simple explanation how to use the cream.

Potty learning is encouraged and supported by center staff. The timing and strategies will be discussed with families following each child's personal timeline.

Small toilets and potty chairs are available for toddlers who are interested to start going on a potty.

"Shoe Free" Environment

With infants and toddlers commonly on the floor, we want to provide a clean, safe, and healthy environment in our center. We practice a "shoe-free" policy. We ask that adults entering our space please slip a pair of shoe covers over their shoes or remove their shoes. We take this action to prevent outside contaminants from being brought into the space and

spread onto the carpet and floor. The infants spend much of their time exploring on the floor, so it is best that these areas be kept as clean as possible.

Clean Environment – Our caregivers wash their hands each time before and after feeding. Diapering procedures are followed by caregivers washing their hands. Our floors are cleaned daily, toys are sanitized and bedding washed; walls are washed weekly and carpets and rugs cleaned every six months. We use natural cleaners throughout our environment.

Termination Policy - We reserve the right to terminate a child for the following reasons (but not limited to):

- Failure to pay
- Routinely late picking up your child
- Failure to complete the required forms
- Lack of parental cooperation
- Failure of child to adjust to the center after a reasonable amount of time
- Physical or verbal abuse of any person or property
- Our inability to meet the child's needs
- Lack of compliance with handbook regulations
- Serious illness of child

We appreciate as much advance notice as possible when terminating, and will give the same courtesy in return. Parents are required to give one month notice should you decide to discontinue enrollment for any reason. In lieu of notice, half the monthly tuition shall be paid.

We will give two weeks' notice of termination for which full tuition is due, whether or not the child is in attendance. The provider reserves the right to give written notice of immediate termination where there are extreme circumstances that affect the well-being of the provider or other children in attendance.

General Information

The following information, policies and procedures reflect both our sincere concern for your child's well-being and the various cities, county and state regulations with which we must comply:

Parent Involvement and Communication – We have an open door policy in our program. Families are encouraged and welcome to visit and spend time with their child. For some children, a second goodbye is more than they can handle. If your leaving is stressful to your child, it may be best not to come visit unless you are planning to take your child with you when you leave.

Parent/guardians receive a daily report concerning diaper changes, eating and napping. The dry erase board outside the classroom will give you a quick overview of what kinds of activities the children were involved in for the day. Classroom app will give you pictures and snapshots of everyone's day. Learning stories and mini documentation will be written to show your child's developmental milestones and other achievements. Daily communication between families and teachers are important and valuable. Please let us know if there are any changes in your child's life.

Parents, teachers and children are all essential parts of our community. We believe that the partnership between family and school enhances your child's educational experience. Parents are encouraged to volunteer and participate in our parties, special occasions, and book reading. We will have two school workdays throughout the year, when parents can assist teachers with improvements to our environment. Workdays generally take place on Saturdays 9am – 12pm. The workdays are invaluable in creating and maintaining a safe and exciting environment for children. Picnics with children and Parents Nights out will be held upon your requests. We are open to your ideas of how you can be a part of our community.

Physical Examinations – the state requires that before your child begins school, he or she must have a medical examination. The child also needs to have all the required immunization shots.

Sick Children – if your child shows signs of an illness, please be sure to keep him/her at home for the well-being of both your child and the other children. The following is a list of symptoms to guide you in deciding if your child should attend school. Your child should not attend if they exhibit any of the following symptoms:

- A temperature over 100 degrees orally.
- Any undiagnosed rash.
- Diarrhea – runny, watery, or bloody stools.
- Vomiting – two or more times in a 24 – hour period or once with other symptoms.
- Sore throat with fever and swollen glands.
- Severe coughing – child gets red or blue in face or makes a high – pitched whooping sound after coughing.
- Pink eye and or eye discharge – thick mucus or pus draining from the eye.
- Yellowish skin or eyes.
- Persistent abdominal pain
- Mouth sores with drooling
- Rash with fever or behavior change
- Strep throat or other streptococcal infection, until 24 hours after initial antibiotic treatment and cessation of fever
- Unusual irritability or lethargy.
- Difficulty breathing.
- Chicken Pox, until all sores have dried and crusted
- Impetigo, until 24 hours after treatment
- Scabies, until after treatment has been completed
- Any communicable illness

Your child's fever needs to be controlled without the use of medication (i.e. Tylenol, Motrin, etc.) for 24 hours prior to returning to the BunnyBears Infant Toddler Center. In case of communicable illness (HMF, Chickenpox, STREP) we will ask for doctors note upon the coming back to school day.

We ask that you keep these policies in mind when your child is ill. Beyond that we also ask that you assess your child's state of health in terms of his/her needs. Some children may no longer have symptoms (vomiting, fever, etc.) after 24 hours, but may still not feel well enough to be in a play group environment.

Our teachers check each child daily for symptoms of colds, fatigue and contagious disease. You will be called to pick up your child if he or she shows signs of illness. In

the event where you cannot be reached, we will notify a person listed on your emergency contact list. Please, keep this information up-to-date.

BunnyBears also has a policy regarding head lice “Nits-No”. In case of head lice outbreak your child can come back to school only if he/she is nits free. Teachers will be checking children coming to school and if they see any nits or head lice, your child will be sent back home immediately with his parent or guardian.

Medication – if medication needs to be administered to your child, please leave written instructions with your teacher. Medicine needs to be in its original prescription bottle, clearly labeled with child’s and doctor’s names and dosage printed by the pharmacy. Leave medicine with the teacher. Medicine will be administered only with present doctor’s note, no over the counter medication will be administered to your child.

Non-prescription medicine must be in the original container showing printed dosage amounts and expiration date. Any request by parents for administration of non-prescription medications that is not supported by dosage information on the original container will require a doctor’s written order. **Administration of both prescription and non-prescription medications requires written parental authority on the Medication Consent Log. Consent Logs are completed in the classroom.**

We cannot administer medication as fever-reducer. The Center’s definition of a fever is over of 101 degrees or above. Please refer to your BunnyBears Infant Toddler Center Parent Handbook for complete information on illnesses. If a child has a fever, the parent may not bring in a fever reducer and administer in lieu of taking the child home. Medication cannot be given by the parent or the teacher if the purpose is to reduce a fever. The child will be sent home.

In case of a medical or dental emergency teachers will call 911 (if necessary); child’s family will be contacted immediately. Please keep your primary phone number updated at all times.

Birthdays – your child’s birthday is a special day. We enjoy being a part of your child’s birthday celebration. You are welcome to bring a treat to share. We appreciate knowing ahead of time if you plan on bringing a special snack so we can coordinate the details with you. We also encourage to make your child’s day special not only by bringing treats, but more so, by coming and reading your child’s favorite story at story time; or perhaps telling the story about when he or she was little.

Clothing - while at school your child participates in active, busy and messy play and work. Please dress your child in clothes that can be easily washed and possibly stained. Children should concentrate on their play, not on keeping clean. You should also provide clothes that are simple and free of complicated fastenings (belts, suspenders, overall etc.), so the child can assert their independence by using the toiled without any help. All shoes should be closed toed to eliminate stubbed toes and be safe for running and climbing. We suggest that you send sweater or jacket every day or keep and extra one in your child cubby. At the beginning of the school year bring a spare set of old cloths to be kept at school in case a spill or a mishap occurs. Include pants, shirt, underwear, socks and please replace them as needed. Clothes can be easily labeled with a permanent laundry marker. Always label jackets and sweaters.

Play - Infant/toddlers learn through play. Large blocks of time are allowed for self-directed play so children can explore their environment. Many activities are available from which the child may choose, including sensory experiences, art, music reading, small and large motor development, water play and lots of toys. Children are encouraged to explore each activity at whatever level feels comfortable.

Teacher/caregivers allow children to discover their own capabilities through encouragement and letting children succeed by doing what they can without help. Messy play is a must with infants and toddlers. Please dress your child in comfortable clothes that can get dirty.

Cubbies – each child has his/her own cubby where he/she can keep his/her personal belongings, a set of extra clothes and place their jackets once they get warm. Children’s bedding, pillows and blankets are also stored inside the cubbies. Please keep in mind that the space inside the cubbies is limited. We recommend you bring compact pillow and blanket for your child.

Potty Learning – children don’t have to be potty trained prior to enrollment. This developmental milestone is a personal and individual matter which can’t be rushed. We are always looking for potty readiness signs and help children and families achieve success. We ask families to provide diapers (or pull ups for nap time) for their children.

Field Trips – we don’t anticipate many field trips throughout the year. Whenever planning a field trip we allow ourselves plenty of time to give everyone notice and create the best adult/child ratios with an active parent’s participation and involvement in planning and facilitating the field trip.

Toys from Home – please do not bring toys to school. Children who bring toys from home will be asked to keep them in their cubbies. If your child needs a blanket, stuffed animal or other transitional object in order to feel more secure, they are welcome to bring that to school. Action figures, toy guns and other objects which encourage violence in play are strictly prohibited.

Biting - Children biting other children are unavoidable occurrences of group child care, *especially* with toddlers. It is a common happening in any child care program. When it happens, and sometimes continues, it can be scary, very frustrating, and very stressful for children, parents, and staff. *Every child in the Infant and Toddler classrooms is a potential biter or will potentially be bit.* It is important to understand that because a child bites, it does not mean that the child is “mean” or “bad” or that the parents of the child who bites are “bad” parents or they are not doing their job as parents to make this stop happening.

Biting is purely a sign of the developmental age of the child. It is a developmental phenomenon – it often happens at predictable times for predictable reasons tied to children’s ages and stages.

Why do they bite?

Every child is different. Some bite more than others; or some may not bite at all. The group care setting is where the biting derives its significance. If a child has not really been around other children very much, he probably would not bite because neither the cause for biting or opportunities have presented themselves. There is always the possibility that **any** child, including your own, can be either a biter or be bitten. Group care presents challenges and opportunities that are unique from home. The children are surrounded by many others for hours at a time. Even though there are plenty of toys and materials available for all the children, two or three children may want that one particular toy. The children are learning how to live in a community setting. Sometimes that is not easy. **Biting is not something to blame on the child, parents, or caregivers.** Confidentiality is also practiced with biting. We cannot and tell a parent who bit their child. There are many possible reasons as to why an infant or toddler may bite:

1. *Teething.*

2. *Impulsiveness and lack of control.* Babies sometimes bite just because there is something there to bite. It is not intentional to hurt, but rather exploring their world.

3. *Making an impact.* Sometimes children will bite to see what reactions happen.

4. *Excitement and overstimulation.* Simply being very excited, even happily so, can be a reason a child may bite. Very young children don't have the same control over their emotions and behaviors as some preschoolers do.

5. *Frustration.* Frustrations can be over a variety of reasons – wanting a toy someone else has, not having the skills needed to do something, or wanting a caregivers attention. Infants and toddlers are simply lacking the language and social skills necessary to express all their needs, desires, and problems. *Biting will often be the quickest and easiest way of communicating.*

What do the teachers do in response to children who bite?

It is our job to provide a safe setting in which no child needs to hurt another to achieve his or her ends and in which the normal range of behavior is managed (and biting is normal in group care). Again, the name of the child who bites will not be released because it serves no useful purpose and can make a difficult situation even more difficult. Punishment does not work to change a child who bites: neither delayed punishment at home, which a child will not understand, nor punishment at the center, which will not be used and would make the situation worse.

There are several things the teachers do to assess the biting situation and what can be done to prevent it from happening again. Teachers can try to minimize the behavior by:

- Letting the biting child know in words and manner that biting is unacceptable.
- Avoiding any immediate response that reinforces the biting, including dramatic negative attention. The teachers will tell the child that “Biting hurts” and the focus of caring attention is on the bitten child. The biter is talked to on a level that s/he can understand. The teacher will help the child who is biting work on resolving conflict or frustration in a more appropriate manner, including using language if the child is able.
- Examining the context in which the biting occurred and looking for patterns. Was it crowded? Too many toys? Was the biting child getting hungry/tired/frustrated?
- Not casually attributing willfulness or maliciousness to the child. Infants explore anything that interests them with their mouths, and that includes others' bodies and limbs!

When biting changes from a relatively unusual occurrence (a couple times a week) to a frequent and expected occurrence, it will be addressed with added precautions. The teachers will keep track of every occurrence, including attempted bites, and note location, time, participants, and circumstances.

- “Shadow” children who indicate a tendency to bite. This technique involves having a teacher with a child who bites. This teacher would be able to then anticipate biting situations and to teach non-biting responses to situations and reinforce appropriate behavior in potential biting situations.
- The teachers may consider changes to the room environment that may minimize congestion, commotion, competition for toys and materials, or child frustration.

Discipline Policies As stated in section 101323.1 in the Manual of Policies and Procedures of the Child Care Centers, Division 12: Any form of discipline or punishment which violates a child's person rights, shall not be permitted.

A child's personal rights are outlined in Section 101223:

1. To be accorded dignity in his/her personal relationships with staff and other persons.

2. To be accorded safe, healthful and comfortable accommodations, furnishings and equipment to meet his/hers needs.
3. To be free from corporal or unusual punishment, infliction of pain, or other actions of a punitive nature, including, but not limited to: interference with the daily living functions, including eating, sleeping or toileting; or withholding of shelter, clothing, medication or aids to physical functioning.
4. To be informed, and to have his/her authorized representative informed, by the licensee of the law regarding complaints including, but not limited to, information on confidentiality and the address and telephone number of the Department's complaint unit.

At BunnyBears we treat children with respect and we operate on the premise that young children are never "bad". Inappropriate behavior that requires discipline is usually the result of the child's level of development. We believe in working with the child on their development level and helping the child to understand that the behavior is bad and not the child. We always take extra steps to help a child understand the concept of rules and consequences.

We do not use "time out" at BunnyBears instead we try to give the child the tools to work through problems on their own. If a child needs to be removed from a situation they will sit down with a teacher who will help him/her to calm down and to figure out solutions to the problem. Each child is unique in its own way and teachers respect and acknowledge children's feelings.

Since early toddler years "Say Sorry" statement is rephrased as "See/Ask what can you do to make your friend feel better" at BunnyBears. It allows children to take care of their friends with more empathy that just saying "Sorry" and give a friend a hug, go get a tissue, an ice pack; dust their pants, bring their cuddly toy, sit together and read a book...

At BunnyBears we strive to create an environment that will enhance positive behavior in children, allowing children to feel a part of BunnyBears Family where we all take care of each other. We help children to gain confidence to solve problems on their own, encourage them to speak up and listen to others. When a child has the self-esteem to talk about his/her feelings and the respect for others, to listen to their peers, a lot of discipline problems get eliminated. From Infant room to Toddler classrooms feeling are being acknowledged every day, kindness and caring for each other is modeled to children amongst caregiver and children.

To inform parents about concerning repetitive behavior patterns meetings will be conducted, where child's teacher and director will meet with child's parents to discuss action plan and/or involvement of third parties (behavior therapist, occupational therapist, speech therapist). The time line will be set for close observations and a meeting to revisit the concerns will be set. BunnyBears Infant Toddler Center reserve the right to terminate a child, please see Termination Policy.

Key Access – BunnyBears facility is locked at all times. Each parent/guardian will be assigned an electronic access key allowing access inside the facility. The key access works from 7a.m-6p.m.

Emergency plan – we have on hand supplies for 48 hours should a disaster occur. In a Ziploc bag with your child's extra clothes, please include a personal note and a family photo that will comfort your child in the event of an emergency. In case we need to relocate, a note will be posted indicating our relocation site and parents will be contacted as soon as possible.

Acknowledgment:

I, _____ parent or legal guardian of, _____,
acknowledge that I have read and understand the terms and conditions of my child's
enrollment at BunnyBears preschool.

Printed Name of Parent or legal guardian

Signature

Date