



# Babes in Toyland

## Parent Partnership Guide

### **Welcome**

Welcome to Babes in Toyland Educational Center. We look forward to working with you and your child in the coming years. The purpose of this family partnership guide is to let you know what you can expect from our center and what we will expect from you.

### **Philosophy**

The philosophy of a child care center largely influences the types of activities, the curriculum and the kind of care that will be presented in the center. Therefore, it is imperative that parents become familiar with the philosophy behind the center in order to understand the focus of the program.

Staff members at Babes in Toyland feel that the program should focus on the development of the whole child. In order to do this, we look at the cognitive, physical, emotional and social needs of each child. We feel that children develop sequentially from one stage of development to another. Because of this, we feel that children must be provided with opportunities to explore, create and problem-solve with materials and topics that are both relevant and appropriate to their developmental age. These activities will challenge them and aid in their progression from one stage to the next.

We also believe that children construct knowledge through experience: therefore our program will provide children with a large variety of activities that will allow for success and encourage advancement in all areas of development. In addition, we feel that in order for children to grow, they need to exist in a setting that meets their basic needs. Therefore, it is our utmost concern that our program provides a nurturing, comfortable environment that is specifically structured to meet the physical, emotional and developmental needs of each child's experience and learning is dependent upon the relationship between the staff, families, and children. A strong sense of community is developed when all participants are focused on children.

### **Non-Discrimination Policy**

The center is open to children regardless of race, gender, religion, or national origin and is in compliance with the Americans with Disabilities Act. To best insure that their needs are met, when children with special needs are enrolled, there will be consultations with the parents and, as needed, a Project Great Start or Project Find advisor, the staff who will be involved, and any other appropriate individuals. Additionally, an assessment to determine the full scope of needs and appropriate services that may be required. Assessments may be made on a periodic basis after a child with special needs is enrolled to ensure that the child is continuing to have his/her needs adequately met.

### **Curriculum & Goals**

Babes in Toyland's educators are considered facilitators and co-researchers within the realm of children's learning. They plan experiences based on the children's interests and provocations derived from their observations and anecdotal notes of the children's experiences and involvement. The program encourages emergent reading, writing, art, as well as, music and movement skills and abilities. Hands on experiences with stimulating and interesting materials promote children's understanding and mastery of various math and science concepts. There is a huge focus on encouraging children's logical thinking through problem solving. The curriculum is designed from an eclectic approach; meaning parts of various philosophies and formats are incorporated to ensure a quality program. The daily routine is comprised of planning time, work time, and recall time as defined by the *High Scope Curriculum*. *Project Based Learning* provides children with the opportunity to truly use their minds and delve more deeply into exploring various topics and questions. Project work takes the process of systematic instruction (various educational concepts) to a more hands-on, investigative and exploring level. It provides children with the opportunity to predict, test out, and evaluate their ideas, questions, and interests. Within the project

approach, learning becomes intrinsically motivating for children as they initiate their own learning and discovery. As children are involved in more project experiences, they become familiar and competent in the process and framework of planning, exploring and further developing, and concluding a piece of work that is something interesting and worthwhile for them. Their hands-on involvement in the process allows them to relate new skills and concepts to past experiences and synthesize new and old experiences. Elements of the Reggio Emilia approach are also evident in our curriculum, as interactions between adults and children occur, environments are planned and children's ideas are valued.

Our program strives to help children develop a strong self-esteem, to grow in trust and autonomy, to develop a sense of curiosity and a desire to learn. Ongoing authentic assessments through observations, anecdotal notes, and portfolio collections assure individual children's development and growth.

All adults working with children maintain a respectful and supportive relationship with them. Interactions and verbal guidance are stated in a positive manner that suggests the desired behavior or activity. Children are encouraged and enabled to become independent and responsible for their own needs, social iterations and behaviors.

Babes in Toyland maintains the following goals:

- ❖ To provide consistency between childcare center and home practices
- ❖ To develop the child's sense of trust through continuous, warm, concerned care giving
- ❖ To provide opportunities for the child to relate positively to other children and adults
- ❖ To allow each child to grow as an individual and to meet each child's special needs in this process
- ❖ To nurture the child's senses of wonder in the world
- ❖ To support a positive self-image so that each child sees him/herself as a worthy individual

### **Child Guidance and Classroom Management**

The ultimate goal of behavior guidance and classroom management systems is that children learn self-discipline and become good decision makers. At Babes in Toyland, we use positive approaches to guide children towards these goals.

Our first step is to structure our learning environments so that there are minimal behavior problems. The proactive methods may include:

- ❖ Having multiples of favorite toys.
- ❖ Making materials easily accessible to children.
- ❖ Providing a balance of child-directed choices and teacher-directed activities over the course of a day.
- ❖ Creating stimulating and developmentally appropriate classrooms that engage and challenge children.
- ❖ Teachers moving around the room to be available to children, playing alongside them modeling respectful and appropriate interaction strategies.

When misbehaviors do occur, teachers use a variety of techniques to address these concerns. These reactive methods may include:

- ❖ Distraction (Infants and Toddlers): Teachers ignore the behavior while involving the child in a more positive choice.
- ❖ Redirection: Teachers help a child understand that a behavior is not appropriate and focus his/her attention on a more acceptable alternative.
- ❖ Normal Social Consequences: Teachers allow normal consequences to occur and help children recognize how their behaviors impact others.
- ❖ Conflict Resolution: Teachers lead children in conversations with each other to solve social problems that arise in the classroom and to help them understand how their behaviors impact others.
- ❖ Investigation: Through observation, discussions between family and staff and documentation, teachers will work together to determine and correct the root causes of disruptive behaviors.

Through these proactive and reactive means, Babes in Toyland works to treat each family with care and respect while guiding children towards the goals of self discipline and positive decision making. We ask

you to support us in modeling positive behavior with all children at the center. Please refrain from using developmentally inappropriate language or improper behavior guidance measures while at the center.

### **Communications and Parent Involvement**

Communication is extremely important at Babes in Toyland. You will receive notices and classroom news in your child's cubby. You will find the monthly newsletter, lunch and snack menus posted on our website [www.babesintoylandtroy.com](http://www.babesintoylandtroy.com), as well as, photos and upcoming events and information. Please be sure to check it out regularly. Scheduled conferences will be held twice a year and informal conferences are held any time by appointment. The Director and the teaching staff are always available to meet with you if you have any thoughts or concerns to discuss.

Parents are encouraged to stop in any time during regular operating hours as well as, joining us for any special outings or events. We always welcome parent's suggestions and ideas.

Please note that a volunteer form must be completed before you can assist in the classroom or on an event. At all times volunteers are under supervision. Unsupervised contact by volunteers is prohibited.

### **Hours of Operation and Calendar**

Babes in Toyland is open from 6:30 a.m. to 6:30 p.m. Monday through Friday. We are open all year except for the following holidays:

- ❖ New Years Eve (shortened schedule)
- ❖ New Years Day
- ❖ Good Friday (shortened schedule)
- ❖ Memorial Day
- ❖ July 4<sup>th</sup>
- ❖ Labor Day
- ❖ Thanksgiving
- ❖ Day after Thanksgiving (shortened schedule)
- ❖ Christmas Eve (shortened schedule)
- ❖ Christmas Day

In the event of severe Weather, please check channel 4 WDIV for a list of closings. **It is very rare that we would close our facility.**

### **Admission**

- ❖ Children ages six weeks to twelve years are eligible to enroll.
- ❖ Prior to the start date, children must submit a medical record that includes a complete physical, a current and up to date immunization record, an emergency card, ASQ-3 & ASQ-SE(,on-line) and all additional forms found in the enrollment packet.
- ❖ All registrations materials in the Babes in Toyland Enrollment Packet must be turned in prior to your start date.
- ❖ A registration fee and a tuition deposit must be received to complete enrollment.

### **Tuition**

Babes in Toyland offers a planned educational program based on a nine month school year-September through May and a three month summer program-June through August. Tuition is based on the total cost for each program. For your convenience, we have divided it into weekly payments. This tuition also applies to holiday weeks.

When we determine our yearly cost per child, we do not include the holidays. The amount you pay each week already reflects the pro-rated discount for those days. So even though you pay the same amount during the weeks that contain holidays, you are not actually paying for those days. If you are part-time and your schedule falls on a closed school holiday, you are still required to pay for that day. Switching days that week is not permitted.

One week's deposit is required at the time of admission. It will be applied toward one of the two weeks when notice of withdrawal is properly given. Tuition may be paid weekly, biweekly or monthly as long as arrangements have been made and payment is made in advance. Payments can be cash, money order or check. Late fee of \$25.00 will be assessed for any late payments. Return checks are subject to a \$30.00 fee. Return checks could result in payments being accepted only in cash or money orders.

If tuition is not paid by the due date, we reserve the right to deny entry to the program until the balance due is brought current.

Tuition is non-refundable.

A 15% discount is offered on the lesser tuition to families with two or more children concurrently enrolled; if both children are attending full time (this does not apply to summer camp or kindergarten students). Receipts are issued weekly.

### **Sign in and Out**

Your child must be signed in and out each day at the computer located at the front of the building.

Procedures for arrivals and departures have been developed to assure the safety, security and well being of everyone at the center. Your cooperation with these procedures is appreciated.

- ❖ Families are to only use the front door for entering and exiting the building- DO NOT PICK YOUR CHILD UP FROM THE PLAYGROUND!
- ❖ Children must always be walked into the building by the parent or guardian and placed with a Babes in Toyland classroom staff member before the parent/guardian leaves
- ❖ Parents/Guardian must complete the sign-in/out form at the front desk
- ❖ When picking up your child be sure that the Babes in Toyland staff member at the front desk acknowledges your child is leaving

### **Late Pick-up**

The center closes at 6:30 p.m., Monday through Friday. It is important that you pick up your child promptly at closing time. Your child is very aware when he/she is the last child in the center. Many children resent being forgotten and begin to feel abandoned. If you are going to be late, please call us. Calling will sooth our worries and help us explain to your child what has happened. A \$10.00 late fee for every 15 minutes that you are late will be assessed. This means that even if you are just five minutes late, you would still need to pay the \$10.00 late fee. We are very serious about discouraging lateness.

### **Releasing Children**

A child is not permitted to leave with any person other than those designate in writing by the parents. Photo identification will be checked for any designated person picking up your child. When sending a friend or neighbor to pick-up your child, be sure to notify us as to who is coming so that we will be able to release your child to him/her. Remember that the person who picks-up your child must be listed on the emergency card. We realize that there may be emergencies over which you have no control, and we will do our best to be understanding. We have a fax machine available to receive authorization in case you need to add someone to the emergency card.

### **Withdrawal**

Voluntary withdrawal must be give with a written notice of at least two weeks prior to your child's last day at the center. Families are responsible for full tuition throughout that period. Vacation credits may not be applied during the two week notice.

In certain circumstances the Babes in Toyland Staff may determine that the program is not appropriate for a particular child and it may be necessary to discontinue a child's enrollment. This decision is based on the best interest of the child concerned, other children in the class and the well being of everyone at the center. Every effort will be made to correct a situation before a final decision is made (i.e. moving a child

to another class, redirecting behaviors, providing choices, separating children who are not getting along or other interventions).

Termination of enrollment may be the result of the following:

- ❖ Abuse of other children, staff, or property by child or parent/guardian
- ❖ Continued violation of Babes in Toyland policies by child or parent/guardian
- ❖ Disruptive or dangerous behavior by child or parent/guardian
- ❖ The center's inability to meet the child's need or the parent/guardian's expectations
- ❖ Non-payment of tuition
- ❖ Failure to keep medical and immunization records up to date

### **Vacations, Attendance and Absences**

To maintain the center's financial stability, no credits can be given for absences. However, Babes in Toyland allows (2) one week vacation credits (at half tuition) per year for those enrolled four or five full days per week. The payment of ½ tuition is due prior to the vacation. Additional time off above the two weeks will be charged the full tuition rate. A two week written notice needs to be given to the office regarding the date that the vacations will be taken in order to receive proper credit. Please bring your child only for the schedule for which you have registered him/her. If you ever need a different schedule, please talk to the director ahead of time and request it. We will do what we can to accommodate requests for schedule changes based on available space and ratios.

### **Custody/Parents**

It is Babes in Toyland's policy to not interfere with the custody relationship of a child's parents. As such, we assume that both parents/guardians have equal rights to pick-up/drop-off, visit or request documents on a child. If that is not the case, it is the parent's/guardian's responsibility to provide court documents and/or legally binding parental agreements to clarify the rights and responsibilities of the parents and/or guardians. Babes in Toyland asks that parents/guardians keep the center, staff, and other children out of any legal entanglements or other custodial issues and resolve these issues in another forum. Failure to adhere to this request may result in disenrollment.

### **Our Responsibility in Reporting Suspected Child Abuse and Neglect**

As caring and concerned childcare providers, we take our responsibilities seriously. Abuse and neglect, whether physical or emotional, can happen in all types of families, from all walks of life and in varying degrees. When abuse occurs, both children and parent/guardians are the victims and need support, understanding and help. Babes in Toyland staff has been trained to recognize the signs and symptoms of abuse and neglect. Furthermore, **the law requires us to report all suspected cases of abuse and neglect.** Parents may ask the Center Director for a confidential referral for outside intervention and suggested resources for prevention and assistance in dealing with this sensitive matter.

### **Staff Qualifications and Training**

Babes in Toyland is staffed by professionals in early childhood education and other related fields. The depth and scope of our staff is evident in our youthful energy and enthusiasm tempered by and seasoned with experience. Our teachers have a strong commitment to an early childhood education in which children are the first priority.

The Program Director and Assistant Program Director are responsible for the organization and management of all aspects of the program. They will ensure that all state guidelines and regulations are met. The people in these positions have training in early childhood education and extensive experience in program management.

- (a) T.E.A.C.H.  
Babes in Toyland participates in the T.E.A.C.H. Scholarship program for undergraduate studies and the CDA program, as well as, many other professional development opportunities for our staff.
- (b) 4c's & MSU Extensions Basic Training:

Babes in Toyland requires that all employees attend 16 hours of Basic Training, as well as, 24 hours of additional training annually.

(c) Monthly Staff Meetings/In Services:

Health and safety practices are an essential component to our monthly staff meetings. Outside speakers will be brought in to keep Babes in Toyland's staff up to date on all of the latest information in health and safety and other pertinent topics.

(d) Blood Borne Pathogen/Universal Precautions, SIDS, Shaken Baby Syndrome, First Aid and CPR Training:

All staff are required to obtain and update annually if required, blood borne pathogen/universal precautions training, infant child, and adult CPR, SIDS, Shaken Baby Syndrome and First aid.

### **Health Practices & Polices**

Upon enrollment the children are required to have current immunizations and a health physical signed by their physician. Immunizations need to be kept current. The physical must be updated yearly for all students. We are required by the State of Michigan to exclude children from our program if they do not have completed and updated health forms.

The safety of the children is important to us at Babes in Toyland. If a child suffers an injury while at the center; the staff member present at the scene will complete an incident report required by the Michigan Department of Human Services. The parent will sign the incident report when they pick up their child. The document will then be placed in your child's file.

Parents will be contacted immediately in the event of a head injury. In case of serious injury and if it is ever necessary to transport your child to the hospital for emergency care, staff members will take the following measures:

- ❖ Continue care and comfort for the injured child
- ❖ Telephone for help in this order: ambulance, parents or emergency contact
- ❖ Accompany child to the hospital with parental release on the information card

As you can see, it is critical to keep your child's information card up-to-date. It is also important for us to be informed of any changes in your health insurance or work schedule.

### **Hand Washing Policy**

Hand washing, using soap and running water is practiced continually through-out the day by children and staff. The children are encouraged to rub their hands together vigorously for at least 20 seconds, making sure to have a lot of bubbles. Followed by, rinsing under clean warm water and using paper towel to shut off the faucet and then dry their hands.

At minimum hands are washed after the following: bodily care, diaper change, nose wipe, before and after food service, before and after meals and snacks, after messes are cleaned-up, as well as, frequently through-out the day.

### **Universal Precautions**

The Center for Disease Control states that we utilize the standard approach for handling bodily fluids.

- ❖ Always wear protective equipment
- ❖ Treat all bodily fluids as if they are infectious
- ❖ Dispose of contaminated materials properly
- ❖ Follow hand washing procedures

### **Cleaning and Sanitizing Toys**

Toys and equipment are cleaned and disinfected constantly through-out the day. The following three-step method for cleaning and sanitizing is utilized:

- ❖ Wash with soapy water

- ❖ Rinse with clean water
- ❖ Sanitize with a bleach solution (test strips ensure accurate ratio)
- ❖ Items to air dry

### **Health Resources:**

Public Health Nurse  
 Oakland County Health Division  
 Virginia Lavender, B.S.N., R.N.C.  
 (248) 858-1385  
 Emergency Response & Preparedness  
 Glori L. Macias  
 (248) 452-9879

### **Biting: Why do children Bite?**

In even the best child care program, periodic outbreaks of biting occur among infants and toddlers, and sometimes even among preschoolers. When it happens, it can be very scary, very frustrating and very stressful for children, families and teachers. However, unfortunate, it is a natural phenomenon, not something to blame on children, families or teachers, and there are not quick and easy solutions to the problem.

If a child has not previously been around children very much, he or she probably would not bite- because neither the causes nor the opportunity would be present. A bite is powerful and primal, quick and effective, usually inspiring immediate and dramatic reactions. Some of the likely causes of biting suggest ways of handling the biting:

- ❖ **Teething** – When teeth are coming through, applying pressure to the gums is comforting, and babies will use anything available to bite. Providing a teething ring or acceptable objects to bite will lessen an infant’s need to bite other people.
- ❖ **Impulsiveness and Lack of Self Control** – Babies sometimes bite because there is always something there to bite. This biting is not intentional in any way, just a way to explore the world.
- ❖ **Making an Impact** – Young children like to make things happen, and the reactions that occur when they bite someone are usually pretty dramatic.
- ❖ **Excitement and Over Stimulation** – When some young children become very excited, even happily so, they may behave in an out-of-control fashion.
- ❖ **Frustration** – Too many challenges, too many demands, too many wants, too little space, and too many obstacles may lead a child to bite, especially before her or she has the capability to express frustrations through using language.

### **When Biting Happens at Babes in Toyland**

When biting happens Babes in Toyland’s response will be to:

- ❖ Care for and help the child who was bitten
- ❖ Help the child who bit learn other behavior
- ❖ Work with the child who bit and examine our program so that the biting will decrease.

Babes in Toyland accepts responsibility for biting and other hurtful acts and for protecting the children. It is our job to provide a safe setting where no child needs to hurt another to achieve his or her ends. Our focus will not be on punishment for biting, but on effective techniques that address the specific reason for biting. Neither delayed punishment at home (which a child will not understand), nor punishment at the center (which may make the situation worse), helps. Babes in Toyland does not and will not use any strategies that harm a child or are known to be ineffective. What does help is immediate, logical consequences.

Babes in Toyland recognizes that biting is a developmentally appropriate behavior for children in the Nursery, Toddler and Transition rooms and occasionally in the Pre School room. Parents with children in these classrooms should expect that their children may be bit, or will bite another child. The staff understands that parents are concerned and can be upset when their child is involved in a biting incident.

We ask that you remember that this is a developmentally appropriate behavior, and that staff is working to identify situations that, provoke, or elicit this behavior so it can be prevented in the future. The staff will not punish, or harshly discipline children for biting behavior; they will encourage the child who has bit to help care for the child who has been bit, or they will redirect the children to different activities in separate areas of the classroom.

Parents will be notified by incident report that a biting incident occurred during the course of the day. The staff may not discuss with either parent the identity of the other child involved in the incident. This information is considered confidential and cannot be disclosed. The staff of Babes in Toyland cannot discuss the medical history of any child involved in a biting incident with the other party. It is recommended that any child involved in a biting incident be seen by their family physician for reassurance, **if** the parents are concerned about communicable diseases possibly resulting from the biting incident.

### **Fire, Tornado, Disaster (man-made or Natural)Drills and Evacuation**

Babes in Toyland conducts fire, tornado, & emergency evacuation drills. Parent's, staff and children will not be made aware of drill dates or times, as this is the most effective way to assess the effectiveness of fire, tornado and emergency/evacuation plan.

During a fire/tornado/emergency drill or actual emergency situation, parents may not sign children into or out of the program. Parents must wait until the drill is complete and children have returned to the building to sign their child into the program. Parents may feel free to wait with the child's class in the designated safe-zone outside of the building until the drill is complete.

In the event of a real fire/emergency situation, the Director or designee will inform each teacher that the school will be closing. At this time, any parents waiting to sign their child in will have to leave the premises with their child. All other parents or emergency contact persons will be notified by telephone of the situation.

Parents wishing to sign their child out of the program during a fire/emergency drill or real fire/tornado/emergency situation are expected to have patience with the staff as they are trying to maintain order during an often hectic and dangerous situation. If the center is in the midst of a fire/tornado/emergency drill, parents will be required to wait until the drill is completed and the staff and children are returned to the building to sign their child out of the program. If the center is having a real fire/tornado/emergency situation, parents will be asked to wait until the Director or designee has accounted for all staff and children and gives the staff permission to release children. During a severe weather emergency or tornado, **no one** will be permitted to leave the center until the imminent danger has passed. Once again, it is important for parents and staff to work together, remain calm, and cooperate with the fire/emergency personnel and center administration during these important and critical situations.

### **Lock Down & Alternate Safe Location**

In the event of a potentially harmful situation in the general vicinity of the center, we follow the school districts policies on lock down. No one (including parents) is permitted to enter the center during the dangerous period while the lock down is in place. We appreciate your cooperation in the event of such an occurrence and pledge to maintain the highest level of care for your children. Should the administration of Babes in Toyland deem it necessary to evacuate the building, we will follow the evacuation plan and head to the pre-determined safe zone. Parents will be notified via telephone by office staff.

### **Illness Policy**

Parents / Guardians are expected to keep sick children home (signs of illness listed below). **If your child is not well enough to participate in the daily routine or play outside, your child should not come to school.** Babes in Toyland does not have sufficient staff to provide individualized attention to one child indoors or outdoors. It would not be possible to simultaneously and safely monitor the rest of the children. A child may not attend Babes in Toyland if he/she exhibits any of the following conditions:



- ❖ Fever of 101 degrees or higher
- ❖ Diarrhea of two cases within an hour or four cases during the course of the day. Child should be seen by a doctor and may return only when symptoms have completely stopped, or with a note from the doctor explaining its cause.
- ❖ Vomiting at the center or the night before. Must stay home at least 24 hours and be completely symptom-free before returning.
- ❖ Serious cold symptoms such as persistent cough, heavy discharge from the nose, ears or eyes.
- ❖ Skin rashes. Must be seen by a doctor. Child must be on medication for 24 hours and have no draining before returning.
- ❖ Taking antibiotics in the first 24 hours.
- ❖ Pinkeye. Must be seen by a doctor. Child must be on medication for 24 hours and have no draining before returning.

***Any child that is sent home from school must not return for 24 hours. If he/she is sent home at 4 p.m. on Tuesday, he/she may not return until Thursday!***

### **Medication**

All medications including over-the-counter medications must be in their original container and include a current label. Medications must have an expiration date and be current. All medications will be stored out of the reach of children. Be sure to give the medication directly to your child's teacher or the Program Director; who will ensure proper storage and proper administration. Please do not send any medication in your child's bag, coat pocket, or leave any medication in your child's cubby or storage space. No medication, prescribed or over-the-counter, will be dispensed without the appropriate consent and waiver form, completed and signed by the child's parent/guardian. The signed form expires seven (7) days from the date of signature. Prescription and over the counter medications must be stored in the original container with the child's name, physician's name, pharmacy name and phone number, prescription name, number, and clear instructions on frequency and amount given to the child. No injections will be administered with the exception of the Epi-pen.

Dosages higher than recommended or more frequent than package directions **require** a physician's note with specific instructions. **No medication will be dispensed in a manner that is contrary to the label directions without a physician's written instructions.**

### **Allergies**

In your enrollment packet, there are "Child Information Cards." On these cards there is a section in which you should list any allergies your child may have. As children are enrolled this information is compiled and posted so that all staff is aware of allergy issues and unsafe conditions, please communicate this to the lead teacher as well as the front office. We do not serve peanut butter or products that contain peanuts or nuts. Some peanut allergies are airborne and pose dangerous situations for those with allergies. We at Babes in Toyland strive to be proactive in all matters, but most of utmost concern to us is the health, safety, and well being of the children.

### **Food Service**

At Babes in Toyland, we provide your child with healthy, well balanced meals and snacks that include whole grains and fresh fruits. Two nutritious snacks and a hot lunch are provided each day for the children. A monthly menu will be posted on the parent board as well as posted on our website. You may choose not to have your child eat our lunch on any particular day; in this case, you would just provide a packed lunch for your child (including a drink). Please label your child's lunch with first and last name, and date. Be sure to put in a refrigerator in your child's classroom. If a child does not bring a lunch to school one will be provided for them.

Meal time allows the children the chance to make choices, develop relationships, practice self-help skills, manners, and conversation. Meals at Babes in Toyland include a relaxed atmosphere, which the children actively participate in. The children will be offered a variety of foods and they will learn to pour, scoop and cut. Our goal is to help children develop good, life-long eating habits.

### **Clothing**

A child's day is filled with exploration and discovery. Many activities and daily experiences can be messy. Play clothes allow children to experience many activities and media without worry or concern about ruining their good clothes. Please send in a complete change of clothing labeled with their name. This will allow for a comfortable and dry change if needed. Please be sure to change your extra clothes with the seasons.

### **Birthdays and Holiday Celebrations**

Birthdays and Celebrations are fun for everyone! At Babes in Toyland we encourage your child to celebrate their special days with us. We welcome the opportunity to explore different cultures and to teach and learn about various celebrations. Please feel free to share your cultures ethnic food experiences with your child's class; just be sure to pay attention to the allergy chart posted in the classrooms. Please speak to the Director if you feel uncomfortable or have religious restrictions that we should take into consideration.

### **Possessions from Home**

We try to discourage children from bringing toys and other items to the center. It is very easy for the possessions to become lost or broken. Sometimes children need to bring a blanket or something special from home to help make the transition from home to center easier, or sometimes the class has a scheduled show-n-tell day. In these instances, please label the item with your child's first and last name and be aware that Babes in Toyland is not held responsible for any missing items. Please refrain from bringing in something of tremendous value.

### **Quiet/Nap Time**

Babes in Toyland will provide a cot or mat for each child enrolled in a full day program, as well as, any part-time child- per parent's request. Rest Time is between 12:30 and 2:30. We will give each child the opportunity to rest at this time. If the child does not sleep, quiet activities will be available to him/her.

### **Field Trips**

Throughout the year, there are many opportunities for local field trips. Details will be posted as they become available and permission slips will be passed out to sign and turn in prior to the scheduled event. No child without a permission slip will be allowed to leave the center. Transportation will be either by foot, or School Bus, depending on the event and its location. Children participating in the field trips must purchase and wear a Babes in Toyland t-shirt. Please note that the cost of the field trips will be an additional cost and the fee will be assessed prior to the event.

### **Outdoor Policy**

According to the Department of Human Services and the State of Michigan guidelines, the children are required to go outside twice every day. The only time we would not follow these guidelines is if the temperature is 90 degrees or above or 20 degrees or below, taking into consideration the wind chill factor and providing that it is not raining. Therefore, it is imperative that you dress your child appropriately and send extra clothes in case of a change in the weather. All clothing must be marked with the child's full name, especially boots, sweaters, mittens, scarves, etc. Also, please be sure to provide sunscreen and a written consent form (for us to apply it to your child) each season.

The playground is a fun place for children and staff to visit and really should be used as much as possible within reason, and with expectations. The playground can be used as an outdoor classroom and staff may take their lessons and activities outdoors when the weather is nice.

The following are playground expectations:

- ❖ Before the children go onto the playground an inspection will be done daily by staff to ensure that the playground is safe and free of any hazards.
- ❖ Staff will maintain required staff to child ratios at all times.
- ❖ A water jug is to be filled and taken out, along with cups, for children to get drinks. Staff should not leave the playground to bring children in for drinks.
- ❖ Children should have used the restroom right before going outside and should not

- have to use the restroom while outdoors. If a child does have to use the restroom, the staff should make sure that ratios are still being maintained before leaving the area.
- ❖ An emergency backpack must be taken out to the playground and kept out until all of the children are back inside. Staff should not be leaving the playground for scraped knees and band-aids. If an injury is in need of more attention, the receptionist will have to take that staff's place on the playground or tend to the child while the staff returns to the playground.
  - ❖ The staff must spread out throughout the play area to ensure that all areas are being properly monitored. This is not a time for staff to group up and talk. The staff might not be consciously interacting directly with the children, but must give them their undivided attention and supervision. If staff continually group up and talk, specific areas will be designated for each staff while out on the playground.
  - ❖ The playground equipment is for the children to play on and not for the staff to sit on. Staff members are to be on their feet unless needed to be otherwise for play reasons, ready to assist any child in need.
  - ❖ When on the playground, staff members are responsible for their own children as well as other children from other groups. Supervision and discipline are to be shared amongst all staff present outdoors.
  - ❖ All toys and small equipment must be picked up before children come indoors.
  - ❖ Immediately remove any broken toys and equipment from the playground. Report any broken toys and equipment to the Director to be replaced.
  - ❖ Staff will follow classroom schedules for playground times in order to maintain adequate staff to child ratios.

**Accident /Injury Reports**

If an accident occurs resulting in the injury of a child, staff shall complete an Incident Report. This report will include the name of the child, date of incident, type of injury, location of incident, treatment required, description of incident, witnesses, and medical professionals consulted when applicable. If other children are involved in the incident, they shall not be identified by name in the report.

This report will be given to the Director to be kept in the Centers files. A copy shall be placed in the child's file and one sent home with the parents/guardians. If the injury is not serious, staff will report the incident to the parents/guardians when the child is picked up at the end of the day. In case of serious injury, parents/guardians will be notified immediately.

**Sample Typical Daily Schedule:**

**Pre-K Fall/Winter Schedule**

6:30-7:50	Arrival/bathroom time	Children move throughout the room, choosing an activity of their choice. Children try to use the restroom. Model how to properly/thoroughly wash hands for 30 seconds (while singing a song, counting, etc.).
7:50-8:00	Clean-up time	Children and teachers together return materials and equipment to their storage spaces and, when appropriate, put away or find display space for their personal creations.
8:00-8:10	Greeting Time & Message Board	Greeting time provides a smooth transition from home to school. Teachers greet children, connect with parents and read books in a cozy setting. The message board gives children and teachers a chance to share important information for the day.
8:10-8:35	Small Group (Zoo Phonics/short books essence)	Each teacher meets with their consistent small group of children to work with materials planned and introduced by the teacher. Although the teacher chooses and introduces the materials, each child has control over what he/she will do with them. A kinesthetic method for teaching Phonics, reading and spelling.

8:35-8:50	Large-group (All Teachers participate)	Children and teachers gather together to play games, tell and re-enact stories, sing songs, do finger plays, dance, play musical instruments or re-enact special events. This time is an opportunity for each child to participate in a large group, sharing ideas and learning.
8:50-9:00	Hand-washing	Model how to properly/thoroughly wash hands for 30 seconds (while singing a song, counting, etc.).
9:00-9:30	Breakfast	Children and teachers share nutritious food and interesting conversation together in a relaxed, family-style manner.
9:30-10:15	Outside time	Children engage in vigorous, noisy outdoor play. Teachers participate in, and support children's play outdoors.
10:15-10:20	Bathroom	Children try to use the restroom. Model how to properly/thoroughly wash hands for 30 seconds (while singing a song, counting, etc.).
10:20-10:30	Planning time	In their small-groups, children indicate what they choose to do during work time (typically what they will do first). Their teacher will try to understand children's plans and often try to help children extend their plans.
10:30-11:30	Work time	Children carry out their initial and subsequent plans. Children can work with any of the materials in any of the interest areas. Teachers observe children and look for opportunities to enter into children's activities to encourage their thinking, extend their play, and help them wrestle with problem-solving situations.
11:30-11:40	Clean-up time	Children and teachers together return materials and equipment to their storage spaces and, when appropriate, put away or find display space for their personal creations.
11:40-11:50	Recall time	Recall brings closure to the planning-work time-recall sequence. In their small-group, children reflect on, talk about, and/or show what they have done at work time.
11:50-12:35	Hand-washing/lunch time	Model how to properly/thoroughly wash hands for 30 seconds (while singing a song, counting, etc.). Children and teachers share nutritious food and interesting conversation together in a relaxed, family-style manner.
12:35-1:00	Brush teeth/Bathroom time/Books	Children try to use the restroom. Model how to properly/thoroughly wash hands for 30 seconds (while singing a song, counting, etc.). They also brush their teeth at this point.
1:00-2:00	Quiet activities/nap time/team planning/ cleaning	Children either take a small nap or engage in a quiet activity with the teacher.
2:00-2:30	Outside time	Children engage in vigorous, noisy outdoor play. Teachers participate in, and support children's play outdoors.
2:30-3:00	Bathroom/snack	Children try to use the restroom. Model how to properly/thoroughly wash hands for 30 seconds (while singing a song, counting, etc.). Children and teachers share nutritious food and interesting conversation together in a relaxed, family-style manner.
3:00-3:10	Planning time	In their small-groups, children indicate what they choose to do during work time (typically what they will do first). Their teacher will try to understand children's plans and often try to help children extend their plans.
3:10-4:10	Work Time	Children carry out their initial and subsequent plans. Children can work with any of the materials in any of the interest areas. Teachers observe children and look for opportunities to enter into children's activities to encourage their thinking, extend their play, and help them wrestle with problem-solving situations.

4:10-4:25	Recall time	Recall brings closure to the planning-work time-recall sequence. In their small-group, children reflect on, talk about, and/or show what they have done at work time.
4:25-4:45	Small-group time	Each teacher meets with their consistent small group of children to work with materials planned and introduced by the teacher. Although the teacher chooses and introduces the materials, each child has control over what he/she will do with them.
4:45-5:30	Outside	Children engage in vigorous, noisy outdoor play. Teachers participate in, and support children's play outdoors.
5:30-5:45	Bathroom time	Children try to use the restroom. Model how to properly/thoroughly wash hands for 30 seconds (while singing a song, counting, etc.).
5:45-6:30	Free play	Children move throughout the room, choosing an activity of their choice.

**Conclusion**

Our goal is to treat each child and family member with understanding and respect while being responsive to your individual needs and expectations. The intent of the Family Partnership Guide is to provide information that is both helpful and usable, strengthening Babes in Toyland's partnership with you. We appreciate your cooperation with the Babes in Toyland's policies.

If you have any questions, comments, concerns or compliments, please e-mail us at [troybabesintoyland.com](mailto:troybabesintoyland.com).