

Revised 1/10/17

Dear Parents:

Welcome! We are happy to have your child enrolled in the Canadian Valley Early Care Center. We would like to extend an invitation to you to drop in often to visit. This will allow us the opportunity to get to know your family better and help us provide optimum learning opportunities for your child.

We respect the child's right to be himself. Consequently, we offer a relaxed and casual setting geared to the needs and interests of each child. We try to take into consideration individual differences and special abilities as well as family cultural patterns. Know, with your child, that the Center is a good place because you have been there and have seen it first-hand.

We thank you for allowing us to join with you in providing for the care, loving, and nurturing of your child. We look forward with eagerness to the year ahead.

Yours truly,

Lisa Bryan
Director

& Mary Beth Carver
ECE Coordinator

Table of Contents

	Page
Program Philosophy	4
Program and Curriculum	4-5
NACCP Accreditation & Three Star Facility	6
Goals	6
Center Policies/Exclusion Policy	7-9
Early Care & Education Student Volunteers	9-10
Behavior & Guidance	10-11
Toilet Learning	12
Enrollment	13
Waiting List	13
Drop-Ins	13
Hours of Operation & Holidays	13-14
Ages & Rates	14
Vacation Days	14
Tuition	14
EBT Policy	14-15
Late Fees	15
Returned Checks	15
Late Pick-Up	15
Withdrawing from the Program	15
Grievance Procedure	15
Attendance	16
Arrival and Departure	16-17
Ways in Which We May Be of Help to You	17
Clothing	17-18
Playground Supervision	18-19
Health and Safety	19
Infant Safe Sleep	19-20
Accident Procedures	20-21
Handwashing and Universal Precautions	21
Daily Health Checks	21-22
Illness	22
Head Lice Infestation Policy	22-23
Exclusion Criteria	22-24
Respiratory Conditions	23

CANADIAN VALLEY EARLY CARE CENTER PARENT HANDBOOK

Diarrhea and Vomiting	23-24
Rash Illness	24
Miscellaneous	24
General Exclusions	24
Sunscreen – Insect Repellent	24-25
Food and Nutrition	25-26
Child Abuse and Neglect	26
Emergency Procedures	26-33
Safety Rules	32
Developmentally Appropriate Practice	33
Infant and Toddler (Snails and Lizards)	33
Two Year Olds (Butterflies) Class	33-34
Three, Four, and Five Year Olds (Starfish) Class	34
Field Trips	34-36
Daily Schedule – Infants (Snails)	36
Daily Schedule – Toddlers (Lizards)	36-37
Daily Schedule – Two Year Olds (Butterflies)	37
Daily Schedule – 3-5 Year Olds Class (Starfish)	37-38

Program Philosophy

The Child Development Program at the Canadian Valley Early Care Center is committed to the whole child by providing learning activities that are developmentally appropriate in a stimulating, challenging, and creative environment.

The program seeks to foster each child's intellectual, physical, emotional, social, cultural and aesthetic growth. Our basic philosophy is that children learn best by doing. A child's discovery is concrete and is based on experiment and discovery with hands-on materials.

As well as experiential, the Canadian Valley Early Care Program is child centered and flexible. The curriculum is integrated and introduces meaningful projects which spark children's natural curiosities, interests, and enthusiasm. Our program is developmental. We believe children go through sequences of growth within which they each have their own individual pattern of growth, personality, and learning style. We maintain that education for young learners develops in ever widening concentric circles. Skills are sequentially built from Infancy through Pre-Kindergarten. Each year our children build upon what they have learned the year before, beginning with exposure in Preschool, to review, expansion and extension in Pre-Kindergarten.

At Canadian Valley, each child is appreciated and accepted at the level of his or her own maturity and ability. Our children are given the opportunity to learn, grow, and develop in a climate of genuine affection and warmth, in their own time and in their own unique way.

Program and Curriculum

Our purpose is to provide the very best environment for young children. Although the program may seem very informal, the curriculum, and the Center are set up to be "Discovery Learning" experiences. What this means is to provide the materials, guidance, and opportunity for youngsters to learn at an appropriate rate for his/her individual level of development. In our planning, staff utilizes their knowledge and center resources to design activities that fit individual and group needs of young children. Each child is

an individual, so many varied opportunities will be introduced to enhance development in physical, social emotional, and intellectual areas.

Our staff are trained in Focused Portfolio. The Focused Portfolios process involves teachers authentically assessing children by carefully observing them in everyday interactions in the classroom. Teachers put together a simple but comprehensive portfolio which captures the learning, documents observations, and relates the child's development to recognized milestones. . Staff will use these milestones for curriculum planning, individualizing curriculum and parent conferencing.

We know that PLAY is a young child's work. Children learn best through hands-on experiences and through active participation. Our main emphasis will reflect this knowledge. Large blocks of free play and short periods of teacher guided experiences will be alternated through the day. Trained staff are always available for assistance, guidance, and encouragement as your child moves through the learning process.

Materials will be available for self-expression-blocks, clay, paints, water, sand, and mud. There are also materials available to lay basic foundations for academic areas including language arts, science, math, and social studies. Puzzles, games, stories, singing, and rhythm activities will be a part of each day. Opportunities for large muscle activities and vigorous play will be available each day.

Each Master Teacher is responsible for creating and implementing meaningful developmentally appropriate lesson plans each week. These plans will follow theme ideas for each month. The teacher will copy and display for parents a copy of the lesson plan on their classroom door.

Although the program seems informal, a relaxed setting can still provide a consistent sequence and a basic routine that is followed each day. Young children need consistency to provide a feeling of security. Our program makes every effort to provide consistent staff and to keep change at a minimum. To prevent overtiring, a schedule of active and quiet play alternate throughout the day.

NACCP Accreditation and Three Star Facility



Our program is proud to be one of an elite group of programs in the state to have obtained **National Accreditation Commission for Early Care and Education Programs**. This is truly a mark of quality and excellence in programming for young children. We are also a **Three Star Facility**.

Goals

Traditionally, Career and Technology education has been effective because it provides the opportunity for students to learn by doing. Therefore, the primary goals of the Early Care Center include:

- To provide opportunities for the Early Care & Education students to work with children as they develop skills, knowledge and attitudes.
- To prepare well-trained personnel for careers in the field of early care and education.
- To provide a loving caring environment and a model early care program for young children.
- To provide a caring and loving atmosphere which promotes positive growth and development of children in the areas of emotional, social, physical, and intellectual development.
- To support the state and federal guidelines in an effort to improve the overall quality of child care in the state of Oklahoma.

We ask for your cooperation and support as we strive to provide the best experiences and care for your child.



Center Policies

The Canadian Valley Early Care Center's purpose is twofold. The Center is designed to provide training for students who wish to become employed in early care and education occupations and to provide the best child care service possible.

All Canadian Valley Early Care Staff members are experienced in working with children. All participate in a continuous program of in-service education and studies for professional advancement in order to remain alert to the ever-changing needs of today's families. Three staff members have college degrees. The director receives 40 hours and all staff receives 20 hours per year of professional development, which includes certification in pediatric first aid and CPR.

All that we expect of the child is that he comes to school and be himself. What we expect of the parents is that you read the operating procedures in this handbook and in supplemental notes and newsletters that we may send you from time to time. Also, that you feel free to be a part of the Center by offering suggestions and comments as well as financial and moral support.

Expulsion Policies

The beginning years of any child's life are critical for building the early foundation of learning, health and wellness needed for success in school and later in life. During these years children's brains are developing rapidly, influenced by the experiences, both positive and negative, that they share with their families, caregivers, teachers, peers, and in their communities. A child's early years set the trajectory for the relationships and successes they will experience for the rest of their lives, making it crucial that children's earliest experiences truly foster – and never harm- their development. As such, expulsion and suspension practices may be necessary to ensure the safety of all children in mind, body, and spirit and to nurture positive learning and development.

Unfortunately there are sometimes reasons we have to expel a child from our program either on a short term or permanent basis. Expulsion is a last

resort. We will do everything possible to work with the child and the family in order to prevent this policy from being enforced.

Actions Taken by Staff

- Staff will redirect the child from negative behavior.
- Staff will always use positive methods for guiding children's behaviors.
- Staff will reassess classroom environment, schedule, daily activities.
- Staff will apply consistency with rules and consequences for not following the rules.
- Parent/Guardians will be notified verbally from Teacher and/or Director.
- Teacher and Director will work closely with parents to form a behavior plan for home and the classroom and will be implemented.
- Documentation of the child's behavior and progress will be kept daily. Parents will be given copies of such documentation.
- Staff will work closely with Director and assess if outside professional resources/consultations are needed.
- Parents will be given information for outside professional resources, evaluations, or counseling.

If after the remedial actions above have not worked, the child's parent/guardian will be advised verbally and in writing about the child's expulsion. The parent will be informed regarding the length of the expulsion period and the expected behavioral changes required in order for the child to return to the center. Failure of the child/parent to satisfy the terms of the plan may result in permanent expulsion from the center.

Professional Recommendations for Expulsion

- When it has been recommended the parents and family participate in therapeutic intervention and such recommendation has not been followed and the child's dangerous or abusive behavior persists.
- If after appropriate therapeutic intervention, the child's dangerous or abusive behavior persists.
- When it has been determined through a clinical diagnosis the child needs an environment we are unable to provide.

Immediate Causes for Expulsions

- The child is at risk of causing serious injury to other children or himself/herself.
- Parent threatens physical or intimidating actions towards staff members.
- Parent/guardian has abusive conduct toward staff members, other children or property.

Parental Actions for Child's Expulsion

- Failure to pay/habitual lateness in payment.
- Failure to complete required forms including child's immunization records.
- Habitual tardiness when picking up your child.
- Physical or verbal abuse to staff.
- Failure to cooperate with staff members.
- Failure to comply with the operating policies set by Canadian Valley Early Care Center.

Child's Action for Expulsion

- Uncontrollable tantrums/angry outbursts that affect the other children in the classroom and pose a threat to children's safety.
- Ongoing physical or verbal abuse to staff or other children

Early Care & Education Student Volunteers

The Early Care & Education instructional program strives to offer courses with complete and current information on Child Development and Early childhood Education. The instructor teaches, and works, with the students in the ECE classroom and in the Early Care Center. The instructor serves as the Early Care & Education program coordinator, advisor and consultant to the center staff and director. As we train students in developmentally appropriate practices at the center, we prepare them to go out to work in the community and carry on the high standard of excellence they learned at the Early Care & Education program and through their experiences in the Early Care Center. It is important to remember that the ECE students do not necessarily have the education and experience required to provide

accurate information. Parents should speak with their child's master teacher regarding issues such as clothing needs, blankets for naps, special diets, diapers and toilet learning, children's possessions at school and other classroom curriculum concerns. The master teacher is also the contact person for the parents in explaining individual classroom policies and practices.

While Early Care & Education students are not left alone with children at any time and are not counted as part of our teacher/child ratio, occasionally exemplary students are employed as part-time assistant teachers and substitutes. Enrolled adult and all employed students must have an OSBI screening on file. Upon classroom enrollment, volunteer policies are provided to the volunteers upon starting service and when revisions are made. Policies will include screening and selection criteria and procedures for ensuring the volunteers obtain training and comply with requirements.

Volunteer Criteria

- Within the first two weeks and prior to entering into an Early Childhood classroom, volunteers must complete an orientation process which includes:
 - Complete training in handwashing, positive guidance and behavior, health and safety
 - Pass the Childcare safety exam with a score of 100%
 - Review of Licensing Requirements Book
 - Expectations, roles, and responsibilities
 - Must not have a criminal record
 - Review of program operating procedures and policies

Ensuring Compliance

- Documentation of all training will be obtained and kept in confidential records at the center.
- An orientation checklist will be documented and signed by the volunteer and the supervisor.

Behavior and Guidance

Children need adult guidance as they discover boundaries and learn rules for daily living. Our staff are trained to understand appropriate behavior

expectations for all ages of children cared for at the Center. While discipline is usually thought of as punishment, we prefer to use techniques that help the child learn appropriate ways to resolve problems and conflicts. Our goal is to create an environment where children can gain self-respect, self-control and sensitivity toward others.

Discipline and guidance techniques include giving children choices whenever possible; making directions or suggestions through positive statements; modeling appropriate behavior; reinforcing what children do appropriately; finding logical consequences for inappropriate behavior; redirecting the activity to one that is more acceptable; ignoring misbehavior of a less serious nature; active problem-solving with the child involved; helping the child find acceptable ways of expressing strong feelings; and helping children find the words or actions to solve problems themselves. On a limited basis and as a last resort, a brief timeout in the classroom or office will be used.

Staff will never use physical abuse or punishment; shame, frighten, or humiliate children; use consequences that are too long, punitive, or postponed; or threaten children with a loss of affection.

If ongoing consequences become a concern, a conference will be requested to keep you informed and to discuss possible solutions.

Toys, Treats and Personal Belongings at School

Parents are advised not to allow their child to bring toys and other items to the center. It is our belief that young children cannot easily distinguish between personal toys and toys that belong to other children. Often what happens is toys brought from home get left out in the classroom or outdoors and become lost or broken. We have ample amounts of learning materials for all the children in our program to play with, making it unnecessary for children to bring personal toys to school. The staff are not responsible for lost or broken items. Special treats should be approved by a staff person due to food allergies. Parents are advised to not bring their child in with candy, donuts, etc. to eat in front of the other children. If you would like to bring a special treat, approve it with a staff member and you may bring enough for all of the children to have.

Toilet Learning

Toilet learning for an individual occurs over a period of time that can range from a few weeks to several months and include several stages of development. Regressions are not unusual during the process, particularly if the child is affected by such things as illness, a move to a new home or child care center, or a new baby in the family. Accidents are to be expected and NEVER met with disapproval. Daytime control may occur earlier than nighttime control. Girls tend to develop complete control of the elimination process earlier than boys. Children rarely have the physical control, understanding of the process, and the emotional maturity to successfully and consistently use the toilet prior to reaching 18 months of age, and on average, not until the child is 2 ½ to 3 ½ years old.

Because of the complexity of a child's learning to successfully and consistently use the toilet and the intense emotional relationship between the parents and the child about the process, the Center will not initiate toilet learning. Staff will, however, keep parents informed of any signs of readiness observed at the Center. Parents should keep Center staff aware of child's movement through the developmental stages at home (see below).

The stages of toilet learning are:

1. Becoming aware of the process, i.e., developing a vocabulary for the process, seeing others use the toilet, talking about being wet or having had a bowel movement, imitation of others by sitting on the toilet or potty chair, role playing with dolls about the process.
2. Communication, i.e. says, "I'm wet," "Change my diaper," or I need to use the potty."
3. Develops sphincter muscle control as evidenced by 2-3 hours of dryness.
4. The child wants to use the toilet.

Center staff will be supportive of parental efforts to assist the child with toilet learning and that efforts are met with encouragement. After the switch from diapers is agreed upon between staff and parents, parents are responsible for always maintaining extra changes of clothes in the child's cubby. Because accidents will occur and regression is possible, patience is necessary as the child learns to use the toilet.

Enrollment

In compliance with the ***Americans with Disabilities Act*** we accept children of all abilities on a full-time and half-time (pre-k students) basis as space is available. Half-time pre-k children will be enrolled only when it is possible to balance out the other portion of the day with another pre-k student. Preference will be given to children who were enrolled full-time last year. As a rule, the center will not accept children in grades above kindergarten because we do not feel we have adequate space and staff.

Canadian Valley Technology Center is in compliance with the Title VI of the Civil Rights act of 1976, Section 504, Title XI of the Education Amendments of 1972, and other federal laws and regulations and does not discriminate on the basis of race, color, national origin, sex, age, religion/creed, disability, or status as a veteran in any of its practices, policies, or procedures. This includes, but is not limited to, admissions, employment, financial aid, and, and educational services.

Waiting List

Our waiting list policy is to accept children on a first come, first serve basis, as openings become available. Special considerations will be given to staff, students, and emergency situations.

Drop-Ins

Drop-ins will be accepted only on days when a regularly enrolled child is absent.

Hours of Operation and Holidays

Canadian Valley Early Care Center is in session Monday through Friday from 7:30 a.m. to 5:30 p.m. throughout the year.

Holiday closures closely follow those of the public schools in the Grady County area. A calendar of closure dates will be provided to parents and posted on the Parent Bulletin Board in the Center's entry.

Ages - Infant through 4 years.

Rates - Please see insert for current full-time rates.

Full-time children will be charged a flat rate for five (5) days each week whether or not the child attends all five (5) days. All Canadian Valley Technology Center holidays and any other days the center is closed will also be exempt from a charge/fee. **REFUND:** If an overpayment is made the center will remit a check for the specified amount as approved by the board. The board meets on the second Tuesday of every month.

Vacation Days

Ten (10) days per year (CVTC's fiscal year is July 1 – June 30) will be allowed for family vacation time. Parents will inform the center Director at least one (1) week in advance of vacation days.

Tuition

1. Monthly-paid in advance.
2. Bi-monthly paid in advance.
3. Weekly paid in advance.

Payments are to be made on the Monday of the week of service Fees may be paid by check, VISA credit card/debit card, money order or cash.

EBT Policy

Parents receiving child care assistance from Oklahoma Department of Human Services (OKDHS) must have the EBT (Electronic Benefits Transfer) card upon enrollment.

Parents or Authorized Representatives must have the EBT card when dropping off and picking up their children from the child care center. Children will not be accepted into the center without an EBT card and OKDHS approval. If for any reason parents or authorized representatives have an emergency situation, which justifies not having the EBT card they can request permission from the director and in her absence, the coordinator or the next person in charge to back swipe the EBT card.

If parents or authorized representatives do not swipe the child(ren) in and emergency arrangements have not been made they will immediately be called to pick up the child(ren) or return to the center with their approved EBT card. If the parents or authorized representatives are not available to pick up the child(ren) emergency contacts will be notified.

There will be an EBT card back swipe limit of one day. Although OKDHS allows up to ten days for back swiping the EBT card, Canadian Valley Technology Center will allow only one day. Exceptions may be made per the director's authorization.

Late Fees

Failure to pay in advance will accrue a \$5.00 late fee* per child, per day after the third day. If payment is not made by the third business day of the month, a \$5.00 late fee* will be charged each day thereafter up to two days. In the event that payment has not been made after five (5) days, the child will not be allowed to return to the center until the account is paid in full. If fees are not paid within ten (ten) days, enrollment may be terminated and the slot filled with another applicant.

*Late fees *may* be waived at the Director or Coordinator's discretion.

Returned Checks

A \$20.00 service charge will be added to your account for each time a check is returned to us from the bank. If we receive three returned checks you will be required to make payment with cash or money order only.

Late Pick-up

If your child is not picked up at the regular dismissal time of 5:30 p.m., there will be a \$1.00 charge for each minute after 5:30 p.m.

Withdrawing from the Program

We should be notified one week in advance of any child who will be leaving the center.

Grievance Procedures

As a part of Canadian Valley Technology Center's public school system our center utilizes the following grievance procedure. Parents should begin by verbally discussing the problem with the staff member that directly cares for their child. If the issue has not been resolved, the issue is taken to the director, then to the program coordinator, administration, and finally to the school board.

Attendance

In order for the Center to function properly, we need children to attend regularly. We feel that your child will not receive maximum benefit from this program unless he attends each day. Be sure and phone the director at 405-222-7581 if your child will be absent due to illness. If a child is absent for a week and the Director has not been notified, the child's name will be dropped from the enrollment and a child from the waiting list will be enrolled.

Arrival and Departure

Authorization to Pick-Up Child – No child will be released to a person not authorized by a parent to pick up the child. We must have written or verbal authorization from the parent for changes in this respect. In the case of a verbal authorization a staff member will complete the “Verbal Authorization to Pick-Up Child Form”. The parent must provide the name of the person that will be picking up their child as well as their address, phone number, and relationship to the child. **A picture ID and the client code word will be required for any person picking the child.** If there is a special instruction for a custody situation, we ask that the parent have the portion of their divorce decree, or other legal documents showing that custody was granted on file in the office. This is just to give a little more authority when refusing permission to another person. Documentation of authorized verbal pick-up will be kept on file for a minimum of 12 months.

If a parent or designee of the parent arrives to pick up a child and appears to be under the influence of alcohol or any drug, staff members will not release the child into the care of that parent or designee. Staff members will attempt to contact the other parent or another authorized adult to pick up the child. If no one can be contacted, Canadian Valley Early Care staff reserves the right to contact law enforcement or the Department of Human Services to pick up the child.

All children must be brought inside the Center. Never leave children at the door of the facility to walk in alone. Each family receives a 4-digit PIN number to access the computer time-clock process. It is the responsibility of the parent or other designated adult dropping off the child to make sure the child is clocked in and delivered to a staff member. Sometimes children experience sadness when their parent leaves for the day. Often a ‘good-

bye' routine is helpful for a child at this time. We suggest that you establish a routine with your child, realizing that this routine may differ for each child. For some, having a parent stay for a long time works well; for others, the 'good-bye' is much easier if the departure happens quickly. If your child is reluctant for you to leave, our staff is always happy to help you and your child through this transition. If after the first week of school your child is having an adjustment problem, it is better for you to simply bring your child in, give him or her to the teacher, kiss them goodbye and leave as soon as possible. Linger usually adds to the problem.

If you know you are going to be detained from picking up your child on time, please notify the Center immediately so we can reassure your child. There is an overtime charge, but we are flexible. If saving ten minutes means risking an accident, please drive safely and plan differently next time.

At the end of the day allow a few minutes for your child to transition from the activities of the busy day to reconnecting with you. We understand this may be hard for tired parents, but it makes the transition easier for your child.

Ways in Which We May Be of Help to You

When you enroll your child in the center, we assume the responsibility of helping you and your child's adjustment to the Center and his or her growth and development. This may be done by:

- Conferences in relation to your child's progress are held twice a year and any time requested.
- You will be referred to persons who provide social services if your child needs further evaluation of his developmental performance.
- Your child will be given maximum consideration as an individual. We will look after his health and safety while he is with us and present a planned program geared to be developmentally sound and educationally beneficial.

Clothing

Messy activities such as painting, water and mud play are satisfying for children and provide opportunities for emotional release, discovery,

creativity and an increased attention span. We believe that parents value these experiences for their children and appreciate our providing them. However, the clothing children wear can add to or detract from their enjoyment of school. We have the following guidelines in choosing school clothes.

1. Clothing should be loose fitting for ease of movement and simple enough so that the child can put on and take off (Overalls, clothing with shoulder straps, clothing that fasten in the back, etc. are very difficult for a child to manipulate, especially when going to the restroom.) When children are toilet learning, pants with elastic waist are helpful.
2. Clothes should be durable enough to permit free, vigorous play and should be inexpensive enough so that soiling, damage or loss will not cause great concern. Canadian Valley will not be held responsible for clothes that are damaged due to play and learning while at the center.
3. Shoes should be protective of feet, but easy to put on and take off. Open toed shoes such as flip-flops are not permitted at the center. This type of shoe does not protect children's feet during play and can in some instances prohibit play.
4. Clothing should be appropriate for the season. Hats and mittens are necessary for winter. Oklahoma weather changes suddenly, having a jacket that stays at the center for outside playtime is recommended.
5. Children have a locker where parents can put their child's extra clothing and any personal items. Please remember to label all blankets, clothing and stuffed toys used for rest time.

Soiled Clothing

BM will be emptied into the toilet. Soiled clothing will be placed in a plastic bag and sent home. Clothing is not washed at the Center.

Playground Supervision

It is very important for children to run and play outside every day - weather permitting. Children will be supervised at all times. Staff members will stroll the playground at all times to maintain a visual on all activities taking place on the playground. Children needing to enter the facility to use the restroom will be supervised by a staff member standing in the doorway watching the

playground and the child inside. Safety is the number one rule both inside and on the playground. Each staff member is trained in playground supervision, first aid and CPR.

Health and Safety

Your child's health is a matter of major importance to all of us. Upon enrollment we ask that your child have all standard immunizations.

Please do not bring your child to the Center if he is running a temperature or has possibilities of contagious disease. If your child is on medication we will be happy to administer it to them after they have received the first initial dose. We may not dispense any medication without a signed authorization to administer medication form. Only designated staff members have authority to administer medication. These forms are located in the infant room. Prescription medication must be in the original container and must be labeled with your child's full name on it and must not be expired. We will not administer any prescription medication dosage other than what is instructed by a physician and/or labeled on the bottle or package. Medications are kept in a locked cabinet or refrigerator and are not accessible to children. In the event a medication must be administered by a device, the parent or a health care professional must demonstrate use of the device and any special care after use to all staff who will be administering the medication. Annual training must occur for a device that requires medication be given long term or as the device changes. All medicines that have expired, are out of date, or are no longer needed to dispense to the child will be returned back to the parent to dispose of. We will not dispose of any medications on site. If a child requires medications using needles, syringes, or lancets, they must be administered at the child's home before coming to the center, we will not administer those types of medications.

Infant Safe Sleep Policy

All staff, substitute staff and student volunteers at Canadian Valley Early Care Center following the safe sleep recommendations of the American Academy of Pediatrics (AAP) and the Consumer Products Safety Commission (CPSC) for infants to reduce the risk of Sudden Infant Death (SIDS). SIDS is the sudden death of an infant under 1 year of age, which remains unexplained after a thorough investigation.

- Infants (0-12 months) will always be put to sleep on their backs.

- Infants will be placed on a firm mattress, with a tight fitted sheet, in a crib that meets the CPSC federal requirements CFR 1219 for full-size cribs and CFR 1220 for non-full size cribs.
- No toys, soft objects, stuffed animals, pillows, bumper pads, blankets, quilts, sheepskins or loose bedding will be the crib or draped over the crib.
- Devices such as wedges or infant positioners will not be used. The AAP has found no evidence that these devices are safe and their use may increase the risk of suffocation.
- Sleeping areas will be ventilated and at a temperature that is comfortable for a lightly clothed adult.
- If extra warmth is need, a sleep sack will be used as an alternative to blankets (infants 0-3 months can use a light receiving blanket).
- Only one infant will be placed in a crib to sleep.
- Infants may use a pacifier during sleep. It may not be attached to the infant's clothing by a string, cord, or other attaching mechanism that might be a strangulation risk.
- If the infant falls asleep any place other than a crib (i.e. bouncy chair, while being held, or arrives to care asleep in a car seat) the infant will be moved to a crib immediately.
- Our program is smoke free and smoking is not allowed in Oklahoma child care businesses.
- Sleeping infants will be actively observed by sight and sound.
- When infants are able to roll back and forth from front to back the infant will be placed on their back for sleep and allowed to assume a preferred sleep position.
- Awake infants will have supervised "tummy time" several times daily. This will help strengthen their muscles and develop normally.

Accident Procedures

Just like at home, children occasionally suffer minor injuries. Should an accident occur children will be bandaged and comforted based on the nature of the incident. After the child is ready to resume play the teacher will complete an accident form. This form will be signed by the parent at the end of the day and placed on the director's desk for her signature. The director will retain this form in the child's personal file. If the incident is serious enough that the parent needs to be notified the Director or staff member in charge will contact the parent and explain the details of the

incident. The parent will then make the decision to seek medical attention. Documentation of this call will be noted on the accident report.

If such cases of accidentally injury (or life-threatening condition) exist, we will make an immediate attempt to contact a parent. If we can't reach the parent, we will try the emergency numbers listed on the enrollment forms, if necessary; we will also call 911. The child will be transported to the following hospital by ambulance.

Grady Memorial Hospital
2220 Iowa Avenue
Chickasha, OK 73018
(405) 224-2300

Parents will be expected to assume responsibility for any expenses incurred. The Center will maintain a parent's signed consent form agreeing to this provision. It is to your child's benefit that you keep the Center up-to-date on phone numbers and other pertinent information.

Handwashing

It is proven that washing hands cuts down on the spread of illness. Staff, children, lab students and visitors wash hands upon arrival, before and after meals, after toileting, nose wiping, coughing, sneezing, and at other appropriate times.

Universal Precautions

Center staff and lab students are trained in the use of universal precautions when working with children in order to minimize the spread of infection and contagious disease. Any bodily secretions from children are treated as potentially infectious.

Daily Health Check

Daily Health Check Each day as children arrive, teachers will do a quick health assessment for symptoms of colds, fever, contagious viruses, etc. Throughout the day, the children's health will be monitored and any sign of oncoming illness will be noted and communicated to the parent. When an ill child needs to be picked up, parents will be called first, and then any

authorized individual on the child's pick-up list if parents cannot be reached. We ask that parents or authorized individuals pick up an ill child within one hour of being notified to prevent the spread of illness. Child may return when symptoms

and fever free for 24 hours without medications.

Illness

Children are to be checked upon arrival each day for any visible indications of illness. If a child appears ill while at the Center, parents will be contacted and asked to pick up the child immediately. The main reasons for excluding children from the Center are:

- An illness prevents the child from participating in routine activities;
- An illness requires more care than the staff can provide without compromising the needs of the other children in the group;
- A child's presence poses an increased risk to others with whom the child may come in contact.

Children that are sick or run a temperature of 101 degrees or higher will be sent home. The teacher in charge will fill out an illness form and obtain parental signature upon pick-up. This form will be placed in the children's personal file.

Head Lice Infestation Policy

If nits and/or lice are found on children's heads, please notify the Center immediately. The Center has a policy of no nits no lice, to avoid widespread infestation. Children should be treated immediately and will be welcomed back at school once they are lice/nit free. It is the responsibility of the parents to check for lice/nits for three weeks following an incident, as infestation can continue after treatment. If the school finds lice and /or nits on children's head, the school will notify the parents immediately to arrange for pick up and treatment. Doctors notes will not be accepted as terms for the child to return to school. Staff will check child upon arrival after infestation to ensure there are no nits no lice present. It is at the discretion of the Early Care Center when the child may return to school.

Exclusion Criteria

Children with the following signs or symptoms of illness are excluded from Canadian Valley Early Care Center. Children that are sick while at school will be secluded from the group as soon as possible in the Director's office until the parent is able to arrive.

1. Fever, defined as auxiliary (armpit) temperature of 100 degrees or higher, or oral temperature of 101 degrees or higher (until child is fever free for 24 hours without any medication or fever reducer)
2. Diarrhea defined as runny or watery stools with increased frequency of loose stools.
3. Vomiting two or more times in a 24-hour period.
4. Undiagnosed body rash, except diaper rash.
5. Sore throat with a fever and swollen glands.
6. Eye discharge, defined as thick mucus or pus draining from the eye or pink eye.
7. Yellowish skin or eyes.
8. Severe coughing, where a child gets red or blue in the face or makes a high-pitched whooping sound after coughing.
9. Sign or symptom of possible illness such as lethargy, irritability, persistent crying or any unusual signs until a medical evaluation allows inclusion.

Respiratory Conditions

1. Asthmatic child with respiratory distress uncontrolled by current medication.
2. Difficult, rapid breathing or wheezing.
3. Respiratory conditions, when the primary symptom is coughing accompanied by repeated vomiting.
4. Diphtheria, until 5 days of the appropriate antibiotic therapy, which is to be given a total of 14 days.
5. Pertussis, until five days after treatment with an antibiotic.
6. Streptococcal pharyngitis, until the child has been on treatment for 24 hours.
7. Tuberculosis, until the child's physician or the local health department states the child is not infectious.

Diarrhea and Vomiting

1. Diarrhea, stools or vomiting that contain blood or mucous.

2. Is accompanied by lethargy or signs of dehydration such as no tears, dry mouth, fewer wet diapers or decreased urination.
3. Diarrhea diagnosed as Giardiasis until asymptomatic (no diarrhea.)
4. Vomiting two or more times in the previous 24 hours (until no vomiting occurs for 24 hours)
5. Salmonella, until two negative stool cultures.
6. Shigella, until two negative stool cultures.

Rash Illness

1. Undiagnosed rash, except diaper rash.
2. Chicken Pox (Varicella) until sixth day after onset of rash or sooner if all lesions have dried and crusted.
3. Measles, until six days after onset of rash.
4. Rash accompanied by fever or behavioral changes.
5. Rubella, until seven days after onset of rash.
6. Roseola.

Miscellaneous

1. Hepatitis A, until one week after onset of illness.
2. Mouth soars with drooling.
3. Mumps, until nine days after onset of parotid gland swelling.
4. Pinworms, until treatment is started.
5. Post-operative convalescent care.

General Exclusions

1. Aseptic Meningitis.
2. Bacterial Meningitis.
3. E. Coli O157:H7, until diarrhea resolves and two stool cultures are negative.
4. Untreated scabies.
5. Untreated head lice. – Should infestation occur with the center, the director will send out notification to all parents of the incident along with medical information on the ailment. Should the Health Department need notification the Director or Coordinator will contact them.
6. All reportable contagious diseases, until the period of communicability has elapsed as determined by a licensed physician or health department official.

Sunscreen – Insect Repellent

Children spend a great deal of time outdoors during most days. If you would like your child to use sunscreen, please apply it in the morning before coming to school. Parents who want children to have a second application in the afternoon will need to fill out a Sunscreen Authorization Form. The centers will provide Rocky Mountain Sunscreen, which is a broad spectrum sunscreen (the type recommended by the FDA), but you are welcome to provide your own sunscreen if you wish. If you are providing your own sunscreen, you must write your child's name on the bottle and it must have an expiration date on it.

Parents must provide insect repellent and sign a medication permission slip before we can apply insect repellent.

Food and Nutrition

Breakfast, lunch and afternoon snack are served daily and are prepared in the kitchen onsite. Our Center participates in the United States Department of Agriculture (USDA) Child and Adult Care Food Program (CACFP). Monthly menus are posted in the entry for your convenience. A variety of foods are prepared to include all cultures.

The Center is required by CACFP to have documentation on file for children who are unable to eat certain foods because of medical or other special dietary needs. Substitutions due to medical needs must be supported by a statement from a recognized medical authority and should include recommended alternate foods.

Meal-time routines are established by individual classroom teachers to minimize waiting in large groups and to make the transition to and from meals easy for the children.

Meals and snacks are served in your child's classroom. Meals are served 'family style' in all classrooms where the children are over two years of age to give them opportunities to serve their own food in a homelike atmosphere. One teacher sits at the table in order to assist children as needed and participate in pleasant conversation while eating. Children over two years of age are responsible for clearing their own dishes from the table after they are finished eating.

Infants will be allowed to follow their own normal feeding schedules. Infants will be held for all feeding unless being fed in a highchair or infant seat. When infants show evidence of wanting to feed themselves, they will be allowed to do so.

Toddlers are encouraged to feed themselves with a spoon or a fork at a low table with small chairs.

Child Abuse and Neglect

In compliance with Oklahoma state law, all employees are required to report any instances of suspected child abuse or neglect directly to the Oklahoma Department of Human Services. Investigations will be made by the OKDHS and not by Canadian Valley Early Care Center.

Emergency Procedures

Emergency Preparedness Plans and Procedures

Quick Reference Guide

Notifying Emergency Medical Personnel, DHS, and parents

- Poison Exposure
- Outbreak of Communicable Illness or Infestation Exposure

Accident Resulting in Calling an Ambulance

Notifying Parents or Guardians for Immediate Pick Up

- Blizzards/Snowstorms
- Ice Storms
- Some severe weather (tornados)

Immediate Evacuation and/or Relocation

- Smoke in the building
- Fire (or explosion)
- Gas Leak
- Bomb Threat
- Floods

- Terrorist Attacks
- Chemical Spill

Shelter In Place

- Tornado
- Earthquake
- Armed Intruder
- Hostage Situation

In the event of an emergency, center staff will take emergency packs that include all emergency contact information and supplies for children, students, and staff. Children with special needs or chronic medical conditions will be attended to a designated staff person. This staff person will ensure that any medication on site for a child will be taken with the child in the event of an emergency relocation to another facility.

Staff persons will make sure to have all supplies needed for children in case of extended stay relocation or in place relocation. This includes potty chairs, snacks, diapers and wipes, activities for entertaining, bottles and formula, blankets, pacifiers, extra clothes, and drinking water.

In any emergency situation, staff will make sure all children are accounted for at all times. This includes counting children at each transition and all times in between. Children will be checked off of a roll sheet as they get picked up by their parents to ensure all children are accounted for.

Personnel review emergency procedures at least annually and after each time plans and procedures are implemented or made changes to. Staff members have copies of the emergency plans and procedures in their classrooms and also have access to copies in the Director's office. Staff members are also aware of the procedures posted in each classroom and the locations of the first aid and emergency supply kits. Review for staff are conducted at least annually.

Notifying Emergency Medical Personnel, DHS, and Parents

- **Poison Exposure** – In the event of a poison exposure on or off site, persons being notified will happen in the following order: poison control, emergency medical personnel, child's parents, and DHS licensing. Documentation of an exposure will be kept on file at the center for a minimum of 12 months.

- **Communicable Illness and Infestation Exposure** – In the event of an outbreak of communicable illness, persons being notified will happen in the following order: local health department, child's parents, DHS licensing, parents of other children in the center that could have been exposed. The child's personal information will be kept confidential at all times.

Accident or Incident Resulting in Calling an Ambulance

- Staff member will notify person in charge immediately of accident along with nature of accident and details of what happened. Staff person in charge will call 911 and ask for immediate medical emergency assistance and notify parents by phone when capable of doing so.
- Staff member in charge will ride in ambulance with child and stay with the child until parents arrive if DHS licensing ratios will still be met.

Notifying Parents or Guardians for Immediate Pick-Up

- Blizzards, Snowstorms, Ice Storms – In the event of inclement weather listed, Canadian Valley Technology Center and the Early Care Center reserves the right to close down and parents will be notified by phone and Remind.com and asked to pick up their child immediately. The safety of the children is our number one priority; parents will be asked to pick up in advance of inclement weather hitting our area so there is enough time to get home safely. Local media as well as Facebook and Twitter will also serve to notify individuals of center and school closing. Be sure to look for *Canadian Valley Technology Center – Chickasha Campus* for closing information. To enroll in the remind.com system text **@cvtechparent** to 81010 or (405) 217-0307. If phone lines go down, parents can reach the center by contacting:

Lisa Bryan's cell - (405) 503-6114

Mary Beth Carver's cell - (405) 574-5541

- Tornados – If time permits, the center will close and parents will be notified to come pick up their children in advance to ensure everyone can arrive home or to a safe place before the bad weather comes. Again, parents will be notified by phone and Remind.com.

Immediate Evacuation and/or Relocation

There are several hazardous situations that could call for an evacuation. The most common would be a fire near the facility. Fire emergency procedures will be practiced through monthly fire drills. Others may be an explosion, gas leak, bomb threat, floods, terrorist attack, or chemical spill. In the event of a fire, staff will evacuate the children as far away from the building as needed. A fire within the building will be indicated by an alarm sounding. When an alarm sounds, staff immediately get their emergency supply kits, all of the children in their care and carefully and calmly exit out of the building. All staff go to designated areas outside and immediately make sure all children are accounted for. Director walks through building to make sure no one is left inside, turns out lights, and closes doors before going to designated area outside. Once everyone is outside and accounted for, designated staff members will start notifying parents of the location of their child.

In the event that children would need to be evacuated and relocated due to terrorist attack, chemical spill, or flood we will relocate by bus to one of the predetermined relocation sites. These sites are Chickasha High School and Bill Wallace Early Childhood Center. As staff members are loading all children on the bus and accounting for all persons to be relocated, Director or person in charge will notify proper authorities if needed. If time permits, the Director will post relocation information at the front entrance door to the facility for any parents picking up their children. Upon arrival and ensuring that all children are safe and accounted for, designated staff members would notify parents of the location of their child. Parents will then need to pick up their child from that location. Again, staff members would take their emergency supply packs.

In the event that children need to be evacuated and/or relocated due to a bomb threat, the following steps will occur: staff member answering the call gets all details possible from the caller that might help local law enforcement. Upon hanging up, immediately call 911 and evacuate all persons from the building. Canadian Valley administration will decide if we must relocate to the predetermined relocation site.

Shelter In Place

Sheltering in place will be used in emergencies such as severe storms, intruders, hazardous spills, earthquakes, or hostage situations. When the decision is made to take shelter inside the facility, the staff and children will remain in the building until the person in charge directs otherwise. Any children or staff outside the facility on campus will be brought in and accounted for.

In the event of severe weather, the facility will monitor NOAA weather radio and a local radio/TV station for public warnings when weather conditions indicate. The National Weather Service issues the following advisories:

- a. Severe Thunderstorm Watch: Indicates that weather conditions are such that a thunderstorm may develop.
- b. Severe Thunderstorm Warning: Indicates that a severe thunderstorm has developed and will probably affect those areas stated in the bulletin.
- c. Tornado Watch: Means that weather conditions are such that a tornado may develop.
- d. Tornado Warning: Means that a tornado has been sighted or indicated on RADAR and protective measures should be taken immediately.

In the Event of a Tornado Warning or the Chickasha Storm Sirens are Activated

- Staff and children will move to the designated safe room located in building 400, classroom #421 (FEMA certified storm shelter)
- Staff will make sure to take their emergency supply packs with them to the shelter.
- All doors to the safe room will be secured and locked.
- The person in charge will ensure all children, students, and staff are accounted for in the storm shelter.
- Once all children, students, and staff are accounted for designated staff members will notify parents of their child's location by phone and Remind.com.
- Tornado drills are practiced monthly throughout the year and exit routes are posted in each room of our center.

- We realize it is a parent's desire to pick up their child when there is a threat of severe weather but we want to emphasize that it is our practice to not release children, staff or ECE students when the sirens are sounding. We welcome any parent that is here to shelter with us in our safe room.

In the Event of an Armed Intruder

- Staff member will call 911 and initiate campus lockdown procedures and notifications.
- Staff members will move children to designated lockdown location within the facility with no windows and lock all doors. If time permits, the entrance doors at front and all playground doors will be locked and secured.
- Staff members work to keep all children calm and quiet.
- No one will be permitted to enter or exit the building except for emergency personnel and campus security officers.
- No person may enter or exit the secured room until a designated authority, police, or school official releases to do so.
- Upon the all clear to exit the secured room, designated staff member will notify parents of the incident and the location of their child. Parents may gain access to the building after the entrances were secured by using the front entrance of building 400, the front Entrance of the Early Care Center, or the side entrance on the West side of building 400.

Missing Child

In the event a staff person identifies a child as missing, that staff person will immediately notify the person in charge. The person in charge will immediately verify the child is not in any of the care areas, bathrooms, closets, utility room, playground, etc.

If the child is not found in the facility, the person in charge will

- Call local law enforcement at 222-6050
- Call the child's parents or guardians. If the parent is not reached the emergency contact person on the child's enrollment form will be called. Attempts will be made to contact the child's parent or

guardian; or emergency contact, until one of them has been contacted.

- Staff person will ensure all other children are accounted for.
- Staff member will cooperate with law enforcement in the search for the missing child.
- The person in charge will call DHS licensing to be notified of the incident.

Safety Rules

- Teachers and students have a health form on file and yearly TB test.
- Operable phones are available at off site activities. Staff members and/or Director will take cell phones on all trips or activities outside of the building. This includes while on buses for field trips.
- Center cook maintains a food handler's certification.
- All staff members are mandated to report any suspicion of child abuse and neglect.
- Children are supervised at all times.
- Parent emergency information is on file at all times.
- Each Center classroom is equipped with a first-aid kit.
- Emergency numbers are posted in the director's office.
- Carbon monoxide alarms are monitored and tested at least monthly and documentation is kept on file.
- Emergency evacuation plans are posted at all exits and in each classroom.
- Emergency drills are practiced monthly including fire and tornado drills by evacuating at predetermined locations.
- Lock-down and relocation procedures are review at least annually.
- Emergency plans and procedures are reviewed by Director at least annually, after an emergency, after a drill when issues are identified, and upon enrollment of children with disabilities or chronic health conditions.
- Teacher's keep roll and take head count.
- Teacher's spread out and patrol playground to ensure adequate and appropriate supervision.
- Staff is trained in CPR and First-Aid.
- Medications are kept in a locked cabinet.

- Medications are only administered with written parental permission.
- Food servers wear gloves when handling ready-to-eat foods.
- Cleaning supplies are kept out of the reach of children.
- Teachers follow Universal Precautions for blood related accidents and incidents.
- Disposable gloves are available in each room for emergencies.
- Parents are informed in advance through calendars and notes of any field trips.

Developmentally Appropriate Practice

Infant and Toddler (Snails and Lizards)

Throughout the day, teachers will use routines—diapering, eating, rocking and holding to foster growth and to stimulate each child as appropriate to her individual needs.

Children in diapers will be checked every hour or more as needed and documented on charts and on each child's daily report. These charts are kept on file for three months plus the current month.

Sensory experiences are an important part of our curriculum. Infants and toddlers learn by interacting with real objects. The child must hold, taste, shake, hit, throw, look, smell and listen to learn and grow cognitively. Equipment will be rotated so that the children will be exposed to a wide range of sensory-motor experiences. Special planned activities will be included daily as well as enrichment such as stories, music and fingerplays. Older children will alternate periods of quiet and active play – indoor and outdoor play as well as messy play (such as bubbles and finger-painting).

Outdoor time provides opportunities for discovery and interaction with nature, promotes health, and will be included in the daily routine as weather permits.

Movement of children from one program to another is based on age and developmental readiness.

Two-Year-Olds (Butterflies) Class

Children of this age are curious, “into everything,” extreme in moods, and high energy. The two’s world centers around self, wants, needs, family and home. They seek independence through eating, dressing, toileting and expression of feelings, while communicating wants and needs through their emerging language. The teacher contributes to this environment in which the child can develop their social, cognitive, and motor skills as much as their age and ability allows.

Three, Four and Five-Year-Olds (Starfish) Class

As children reach this age group their focus in other children and exceeds beyond himself and the home. Preschool children are growing in their ability to use their bodies skillfully in activities such as building, climbing, sitting and running. Language skills are more conversational and communication with peers and adults is more fully developed. Our daily program is thoughtfully planned to enhance these emerging language skills and to nurture the young child’s growing self-esteem and confidence.

Although the program always appears very informal and flexible the curriculum and the environment are the result of careful planning and thought. Our teachers set up learning centers and plan activities that offer “can do” learning experiences: art, block play, manipulative toys, music, motor activities and games, dramatic play, reading, math, science, cooking, sand and water play. These centers divide a classroom in such a way as to allow children to make choices, to move freely and independently, and grow in areas of interest and need. Centers also provide the opportunity for a large number of children to learn individually or in small groups where the teacher can take advantage of individual learning readiness in the children. The playground is considered to be an extension of the indoor learning environment. Opportunities for vigorous activity, such as riding trikes, digging and climbing are included, but quieter such as carpentry, painting and water play will also be provided outdoors.

Although the students schedule will vary due to changes in weather, special events and staggered playground use, etc., there is a dependable sequence which gives children the security of knowing “what happens next.”

Field Trips

We believe that learning must be experiential. Therefore, we take the children on walks around campus and to off-campus field trips. The Starfish

Class is the only class able to attend off-campus field trips. The Starfish Master Teacher will complete a field trip request for any trip she would like to schedule. It will be submitted to the director for permission and scheduling. The director will then forward the request to CVTC Director of Student Services. Teachers take a cell phone, children's emergency information, the attendance list, any needed medication and a First Aid kit on all field trips. Emergency and First Aid procedures will be followed as stated previously. When walking, one adult is at the beginning of the group, one at the end, and any other adults are dispersed in the middle. Teachers take roll call before, during and after the trip to ensure all children are accounted for. While riding the bus, staff supervises the children to ensure they remain seated and are riding safely. Children will be informed of the safety rules they must follow while on the trip. Every time the children arrive and depart from the bus, a teacher will: Do a head count and checklists of attendance, ensuring the correct number of children are present. Walk down the bus aisle checking to make sure each child has gotten safely off and no one has been left behind.

If there is a child present who requires special assistance, a student assistant will be assigned specifically to that child. This will ensure that the child gets on and off the bus safely, especially in the event of an emergency.

Parents will be notified of the trips through our monthly newsletter which is available at the beginning of each month. The parents will also get reminder notes sent home the days prior the scheduled field trip. Written permission to attend the field trip and for their child to be transported will be obtained prior to leaving the center.

Any child that arrives late to the center for a field trip will be placed in another classroom until the class returns from the field trip as long as the DHS licensing ratios are still met. In the event that there is no room for the child in another classroom, the parent would have to assume responsibility

for their child until the class on the field trip returns to the center and the teacher can accept that child into their classroom and ratio size.

Meals and snacks will be provided on field trips to maintain meal requirements from the Child Nutrition Programs.

Daily Schedule – Infants (Snails)

7:30 – 8:30	Arrival and Free Time
8:30 – 9:00	Story Time
9:00 – 10:00	Naps (If Needed)
10:15 – 10:45	Outside Play (Subject to Change)
10:30 – 11:30	Free Play and Lunch
11:30 – 12:00	Sensory Activities
12:00 – 1:00	Naps (If Needed)
1:00 – 1:30	Outside Play (Subject to Change)
11:30 – 1:30	Naptime
1:30 – 2:30	Free Play
2:30 – 3:00	Snack (Older Infants)
3:00 – 4:00	Large Motor Activities
4:00 – 5:30	Story Time, Free Play, Prepare to Go Home

****Infants dictate their own schedule. This schedule is subject to change based on individual needs.***

Daily Schedule – Toddlers (Lizards)

7:30 – 8:30	Arrival & Free Time
8:30 – 9:00	Breakfast
9:00 – 9:15	Center Time & Diaper Change
9:15 – 9:30	Circle Time
9:30 – 9:45	Center Time & Creative Expression
9:45 – 10:45	Outside Play
10:45 – 11:00	Story Time
11:00 – 11:30	Lunch
11:30 – 1:30	Naptime
1:30 – 1:45	Diaper Change & Table Activities

1:45 – 2:30	Outside Play
2:30 – 3:00	Snack Time
3:00 – 3:15	Diaper Change
3:15 – 4:00	Center Time
4:00 – 4:30	Story Time, Music
4:30 – 5:30	Diaper Change & Prepare to Go Home

Daily Schedule – Two-Year-Olds (Butterflies)

7:30 – 8:00	Independent Learning Activities & Free Choice
8:00 – 8:15	Toilet Routine, Diaper Change & Handwashing
8:15 – 8:45	Breakfast
8:45 – 9:00	Circle Time
9:00 – 10:15	Learning Activity Centers
10:15 – 11:00	Outside Play
11:00 – 11:15	Toilet Routine, Diaper Change, Handwashing
11:15 – 12:00	Lunch
12:00 – 12:15	Toilet Routine, Brush Teeth, Diaper Change, Handwashing
12:15 – 2:00	Rest Time – <i>During this period most children sleep. If a child does not fall asleep, he or she is permitted to go to the quiet center at 1:00.</i>
2:00 – 2:15	Toilet Routine, Diaper Change & Handwashing
2:15 – 2:45	Afternoon Snack
2:45 – 3:00	Story Time
3:00 – 4:00	Outdoor Learning
4:00 – 4:15	Toilet Routine, Diaper Change & Handwashing
4:15 – 5:30	Learning Activity Centers, Story Time – Prepare to go home.

Daily Schedule – 3-5 Year-Olds Class (Starfish)

7:30 – 8:00	Independent Learning Activities & Free Choice
8:00 – 8:15	Toilet Routine and Handwashing
8:15 – 8:45	Breakfast
8:45 – 9:00	Hand Washing and Prepare for Circle

CANADIAN VALLEY EARLY CARE CENTER PARENT HANDBOOK

9:00 – 9:15	Large Group Circle
9:15 – 10:15	Learning Center Activities
10:15 – 10:30	Toilet Routine and Handwashing
10:30 – 11:15	Outdoor Learning
11:30 – 12:00	Lunch
12:00 – 12:15	Toilet Routine and Handwashing
12:15 – 2:00	Rest Time – <i>During this period most children sleep. If a child does not fall asleep, he or she is permitted to go to the quiet center.</i>
2:00 – 2:15	Toilet Routine and Handwashing
2:15 – 2:45	Afternoon Snack
2:45 – 3:00	Story Time
3:00 – 3:30	Learning Center Activities
3:30 – 4:30	Outdoor Learning
4:30 – 4:45	Toilet Routine and Handwashing
4:45 – 5:30	Learning Activity Centers/ Prepare to go Home



Families are important to us!