

Welcome to the Toddler Room!



Interlake Child Care and Learning Center

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Since 1982

Interlake Child Care & Learning Center creates an inclusive and vibrant community with families and young children. Interlake's loving environment and anti-bias, culturally relevant curriculum inspires children to grow into competent, confident and compassionate citizens of the world.

FOREWORD

In an effort to make your experience and the experience of your child as fulfilling and successful as possible, we have compiled some important information about the routines, goals and practices in the Toddler Room. We feel the sense of community at Interlake is one of the unique strengths we offer, providing the children with a feeling of belonging in a comfortable and safe environment. To that end, we encourage families to ask questions, spend time in the classroom with their child and become acquainted with teachers and families in the Interlake community. *We have an Open Door policy for families to observe and participate in our program.* Children are more confident and independent when their families and caregivers are also confident and well informed.

Toddlerhood is a very special time in your child's life. They are starting to become verbal as they also learn important self-help skills. (That's why they put their shoes on and take them off over and over again.) As they become independent, they say "No!" quite a lot. They are also practicing important social abilities and critical fine and gross motor skills. We strive to create a partnership with you to help your child put our mission into practice, so please let us know how we can help bring your family values and culture into our school.

Table of Contents

3	Daily Schedule
3	Morning Drop-Off
4	Tips for Successful Drop-Offs
5	Pick-Up Time
5	Baskets & Shelf Space
6	Diapering & “Potty Practice”
7	Naptime
7	Circle & Large Group Time
7	Small Group
7	Medication & Accident logs
9	Illness & Injury
9	Biting Policy
10	Curriculum & Learning Centers
10	Goals & Opportunities
11	Child Observation & Assessments
12	Family Participation
12	Songs & Stories

Toddler Room Schedule

** The schedule is what we aim for, it may fluctuate from time to time meeting the needs of children, families and staff.*

*Diapers/Potty Practice/Diaper checks

- 7:30 Arrival, free choice time
- 8:30 Diaper checks for children who arrived before 8am
- 8:45* Clean up, circle time, wash hands
- 9:00 Breakfast
- 9:30* Free choice, potty/diapers, transition outside
- 10:00 Outdoor play & small groups
- 11:00 Transition inside
- 11:15* free choice
- 11:50 Clean up, circle time, wash hands
- 12:00 Lunch
- 12:30* Nap time (approximately 12:30-3:00)
- -- As children wake up - diaper change, clean up nap items, quiet choices
- 3:00 Free choice, mindful movement
- 3:30 Snack
- 4:00* Outside Choices
- 5:00* Inside Choices
- 5:30 Evening snack & stories, songs, felt board activities, free choice
- 6:00 Center closes, all children picked-up by 6:00 PM, thanks!

Morning Drop-Off

Having a smooth drop-off is an important start of your child's day. The classroom and morning teacher are ready for your child at 7:30am. The entrance doors will be locked until that time.

To help children feel secure about what to expect throughout the day and to participate in the varieties of activities offered throughout the day, we encourage families to have regular times for drop-offs and pick-ups. Of course there may be times that the routine may be hard to keep, so letting us know when this may happen allows us to understand your child's disposition in context of their life at home.

Currently, we are not allowing families into the classroom, so drop offs take place at the gate on the front porch. You must sign your child in on Brightwheel, through Brightwheel by scanning the QR code on your phone (QR codes are located at gate entrances to yards) . Each approved pick up has their own specific code,

acting as a digital signature, when signing children in and out. You must use the code assigned to you so we are aware of who has signed your child into the center and out at the end of the day. Please inform teachers of any information they might need to help your child have a smooth day (i.e. didn't sleep well, forgot lovey at home, Nana is picking up). As well as any contact information that might be temporarily changed. **Remember to inform the office if your contact information changes permanently.**

We apply sunscreen during school between the months of May-September. We apply sunscreen before outside time.

Each child has a basket labeled with their name for clean diapers and extra clothes located on the bathroom shelf. Each child also has a nap basket for their nap items (sheet, blanket and snuggle or comfort toy) located in the kitchen area. Please wash the blanket and lovey once a week. A teacher will send home soiled clothing, please bring back more clothing to replenish your child's supply of clothing and diapers.

Always check in with the teacher before leaving for the day. We are more than happy to help comfort your child when you are leaving, don't hesitate to ask for a hand when you are ready to go!

Tips for Successful Drop-Offs:

- *Make sure your child knows the drop off routine ahead of time.* Having a regular routine and drop off time is extremely helpful. This may include reading one book, playing together at one station for several minutes or simply giving your child "minutes" ("I'm going to leave in five minutes.") and of course washing hands.
- *While it may be tempting to allow your child to bring in a toy from home to ease the home-to-school transition, please refrain.* Books, music or story CDs are "shareable," and welcome anytime. Other toys from home become a distraction from the play, activities and materials we offer at Interlake. Toddlers have difficulty sharing their own toys (and Interlake's too), not to mention the risk of a child's favorite toy becoming lost or broken.
- *Please make sure your toddler finishes any last minute snacks before entering the classroom, as we cannot have outside food in the room for the safety of all our friends.*
- *If you give your child a verbal cue about how long you can stay, make sure you follow through.* This helps your child to trust your verbal statements, prepare for the separation and the day ahead, and shows your child that you are confident that they will be okay without you at school. While you may anticipate a few tears when you leave, always say your "goodbye and have a great day!" before you go. (If children sense that you don't think they will have a great day, they probably won't.) It can be helpful for some toddlers to be offered the opportunity to push their families out the door.
- *It's helpful to choose a time of day that will allow your child to find something engaging to do when entering the classroom.* It's difficult for most children to join in at clean-up, transitions, meal times, or naptime.
- *We strongly encourage families to bring their children before 9am, since children will have a chance to involve themselves in free choices with their friends at drop-off time.*
- *Always feel free to call or send a message through Brightwheel and check in on your child.* Most children are able to join in play within five minutes of a difficult goodbye; we are happy to let you know how your child transitioned to the classroom after you left. We realize that goodbyes are often as

stressful for parents/guardians as for the children, if not more so. We are eager to support our families as well as children with the transition.

We can be available to answer your questions during classroom hours, or in a conference if more extended discussion is required. Please let us know how we can help you! A good time for teachers to check in with families is during nap time, 1:00-3:00 pm. You can call the center or ask teachers to call you.

Pick-Up Time

- Remember to always check in with the teacher when picking up your child!
- Pick-ups are typically in the front yard or at the toddler room door, please remember to close any gates and doors behind you!
- Sign out using your own Brightwheel code.
- Check the basket on the porch for items to take home. Soiled cloth diapers and clothing are placed in plastic bags, ready to go or families can bring in a wet/dry reusable bag for dirty clothes.
- If your child needs time to transition out of the Center, to say goodbye to friends, or to show you their art, plan some time for that into your routine so that your child does not feel rushed, and the school-to-home transition can be smooth.
- If someone new is coming to pick up your toddler, please be sure that they are listed on your emergency contact list in Brightwheel (or that you have called the office to confirm who is coming) and that they come with their ID for teachers to check. Teachers will check ID for anyone they are not familiar with, to ensure all of our friends go home safely.

Children's Nap Baskets & Shelf Space

Each child has a nap basket and jacket cubbie labeled with their first name, in which to hang their jacket and keep their nap time blanket, a lovey from home, and a nap time sheet (provided by the school). Please send a blanket and lovey that will easily fit into the nap basket, as we have limited space. Nap baskets and jacket cubbies are located in the kitchen area. Teachers will retrieve items from the basket as needed but children are encouraged to hang up and get their own jackets during transitions inside and out. Children often help teachers set up their nap mats and when naptime is over they put their own belongings back into the basket.

If your child uses a pacifier, they will be given a school one at naptime only. Pacifiers are sanitized after each use. We always welcome pacifier donations. Teethers are used typically to comfort children when new teeth are coming in. They're also used as a transitional item during drop off times or if children get hurt. If your child uses a teether, it's helpful for them to have 2-3 at school (Interlake also has extra teethers). Teethers are sanitized after each use.

Each child also has a basket on the shelf space above the bathroom bathtub, labeled with their name. This space is not accessible to children. This is where diapers and extra clothing are stored. We provide wipes for diaper changes however, if you prefer us to use your brand from home, you may bring wipes and we will store them in the bathroom. Diaper cream is considered over-the-counter medication and requires parents/guardians to complete a medication form before we can administer it to your child. Teachers document when they apply diaper cream during diaper changes in Brightwheel as well as on the diaper chart in the bathroom.

Each child has a basket on the shelf above their jacket cubbie. This basket is for water cups, gloves, hats and other small items that children might need throughout the day. We keep the bulk of their extra clothes in the basket in the bathroom. Please check both of these baskets at the end of the day for dirty clothes.

Notes about clothing:

- Please be sure to bring at least 2 extra sets of weather appropriate clothes for us to keep in the child's shelf space!
 - Children who are potty training should have at least 4 sets of weather appropriate clothes in their basket in case of potty accidents.
- BE SURE TO LABEL ALL CLOTHING, BLANKETS, LOVEYS, ETC.
- If your child comes home wearing borrowing clothes, we ask that you please wash them and return them in a timely manner.
- All extra clothes and nap items will be sent home on Fridays to be washed, please return them clean on Mondays! We do a round of nap laundry on-site on Wednesdays.

Diapering & Potty Practices

Our morning diaper changes begin by 9:30 each day, and occur every two hours or more often as needed throughout the day. If your child has a BM, they will be changed immediately. Diaper changes are recorded on Brightwheel as well as the chart hanging on the wall to the left of the changing table.

The potty is available to all children who want to use it. It is equipped with a child sized reducer seat, which is sanitized after each use. Let us know if you think your child is ready to begin potty training so that we can assist you by helping your child use the potty at school. We are happy to share potty training information with you at any time. We do require children to be accident free for three consecutive days at home before coming to school in underwear.

NOTE: Beginning potty training too early often ends in frustration and failure. Classroom teachers have experience helping many children learn to use the potty, and are very willing to help you assess your child's readiness.

Children wearing underwear may need to use the potty more than our scheduled diaper changing times. We always respond to a request to use the bathroom made by a child in underwear and often take children to the potty before going on walks and after lunch to avoid accidents. Let us know if your child needs frequent reminders or if they are able to tell a teacher that a potty trip is needed.

Notes on Potty Training/Diapering:

- BRING LOTS OF EXTRA CLOTHES FOR YOUR CHILD DURING POTTY TRAINING.
- We change a child's diaper immediately when the child has had a bowel movement.
- Interlake provides diaper cream and wipes. Families are responsible for providing diapers.
- Children and teachers wash their hands before and after each diaper change or potty use, and changing tables are sanitized to avoid the spread of germs.
- Teachers use the words pee and poop to refer to urine and feces, vulva and penis to refer to body parts when necessary.

Naptime

- Naptime begins around 12:30.
- Teachers help children settle onto their mats by tucking them in with their blankets and loveys then rubbing their backs or petting their hair to help them fall asleep. Let us know if your child has any special naptime routines.
- We encourage children to lay on their nap mats and rest for at least 45 minutes and discourage talking, saying phrases such as, “it’s time for sleeping,” “it’s time to rest our bodies,” or “our voices are off right now, our friends are trying to rest.”
- If your child wakes up before 3:00, they are encouraged by a teacher to engage in some quiet wake-up time activities.
- Nap times are recorded on Brightwheel.

Circle & Large Group Time

The Toddler Room has an informal circle time each day around 11:50 (before lunch). We learn the names of all the children through song, and sing simple repetitive songs with clapping and movements. Circle time tends to be shorter with younger children, especially when many of the children are less than two. As they get older circle time will get longer, including books, flannel board stories, puppets and games. The children are encouraged to join the circle, but are never required to. There are other available activities for them to do if they are uninterested.

Circle time leads to large group movement time when we pass out shakers or scarves to do creative movement to music. This time too will evolve into more elaborate activities as the children grow more accustomed to our routine, including yoga, animal games and parades.

Small Group Time

Small group time consists of activities planned by individual teachers, by means of emergent curriculum. This means that teachers plan activities; however we are adept at extending and improvising based on children’s interests.

Each teacher picks one area of development to focus on for the curriculum cycle (ie. social-emotional skills, creative expression, math/science, literacy/language, etc), and toddlers are free to choose which activity they would like to explore. Often, friends will bounce from place to place at the beginning of the week and settle into one choice towards the end. These activities include and are not limited to: art, sensory, cooking, outings, books, dancing, building, fine and gross motor activities or simply exploring the classroom and going from there.

Medication & Accident Logs

With proper authorization, we can administer prescribed, over-the-counter, or homeopathic medication. Please ask an admin for a medication authorization form. **WE CANNOT ADMINISTER MEDICATION WITHOUT THIS SHEET, COMPLETED WITH A PARENT/GUARDIAN’S SIGNATURE, STOP DATE, AND EXPIRATION DATE.** Please be as detailed as possible when filling out the medication form. For over-the-counter and homeopathic medication, the dosage listed for your child’s age must be on the package, or we will need the

doctor's complete and specific instructions and dosage. Any time we administer medications, it is recorded into Brightwheel. If you need to bring in medication, please email admin for a copy of the medication form.

- **Prescription Medication**

- Must be accompanied with a medication authorization form that has the medical need and the possible side effects of the medication.
- Must be labeled with:
 - child's first and last name on prescription
 - The date the prescription was filled
 - Name and contact information of the prescribing health professional
 - The expiration date, dosage amount, length of time to give the medication, and frequency (can **not** be "as needed")
 - Instructions for administration and storage

- **Non Prescription Oral Medication**

- Must be in the original packaging
- Medication container needs to be labeled with child's first and last name
- Needs to be accompanied with a medication authorization form that has:
 - Expiration date
 - Medical need
 - Dosage
 - Age
 - Length of time to be given
 - Frequency (can **not** be "as needed")
- ****Teacher must follow the instructions on the label or parent/guardian must provide a medical professional's note**

- **Other Non Prescription Medication**

- Teachers must have a written authorization from a parent/guardian **and** a health care provider with prescriptive authority prior to administering medication if the item does not have:
 - Age
 - Expiration date
 - Dosage amount
 - Length of time to give
- Examples:
 - Vitamins
 - Herbal Supplements
 - Fluoride supplements
 - Homeopathic or naturopathic medication
 - Teething gel or tablets

Parents/guardians will need to fill out the Individual Child Health Care Plan for children with allergies, asthma, or other ongoing health concerns, including the need for any rescue medications or breathing treatments (albuterol). Parents/guardians must train staff to administer medications for asthma and rescue breathing or emergency medicine.

Refrigerated medications are stored in the fridge and inaccessible to children. Non-refrigerated medications are stored in the cabinet near the bathroom, in a box labeled "meds," out of the reach of children.

Illness & Injury

If your child has an accident during the day (bumps, scratches, bites, etc.) the time, place and nature of the accident are recorded, as well as the treatment and the name of the teacher who witnessed the accident and cared for the child. You will receive the original of this accident report; a copy will be placed in your child's file in our office. Toddlers are learning how to socialize and incidents such as pushing, scratching, or even biting may occur. Teachers can only share information regarding your children, and not information regarding other children involved. We may consult the other family's individually, so that we understand more about the child and how we can help them develop better coping skills. Biting, scratching, hitting, etc. are all common Toddler behaviors. We work through this behavior in a positive way by having friends check in with one another, offering names for feelings and experiences, and providing alternative ideas for expressing those feelings. Teachers will always call home in the event of a head, face, or neck injury.

Serious injuries or illness will be reported to the parents/guardians immediately. If your child vomits, has one or more incidents of diarrhea, or has a fever of 100.4 degrees or more, a teacher will call a parent/guardian to arrange for the child to be picked up as soon as possible. We ask that you pick up your child within an hour of receiving our call. A child must be fever free (without fever reducer) and have no incidents of sickness related vomiting or diarrhea in the last 24 hours before being accepted into group care. Please have alternative childcare arrangements in place for your child. [For full exclusion policy please refer to the Family Handbook].

Virginia Mason Medical Center provides the Tender Loving Care (TLC) program for children who are mildly ill and one year or older. The telephone number is (206) 583-6521.

Biting Policy

We all understand and accept that when toddlers are in groups, biting is unfortunately not unexpected. Toddlers may bite for a variety of reasons, from frustration, fatigue, attention seeking, confined spaces or inability to communicate. We may seek information about any big changes at home or situations which the child encountered to bring about such behavior?

However, biting is never the right thing to do. We recognize that a human bite, which breaks the skin, brings great risk of infection (e.g. Tetanus, Hepatitis B) and jeopardizes the physical and psychological safety of the children in the Toddler room. Our goal is to help children who are bitten feel better by giving them care, support, and advice on handling themselves in a threatening situation. As well as teach the children who bite more appropriate behaviors. The safety of all the children is our primary concern.

Here are steps the teachers at ICC will take:

- The biting will be interrupted with a firm, "No...we don't bite people!"
- Staff will stay calm and will not overreact.
- The bitten child will be comforted.
- Staff will remove the biter from the situation. The child who bit will be given alternative options to engage with.
- The wound will be assessed by the teacher and cleansed with soap and water.
- The child who bit will be spoken to on their level in a loving, but firm manner. We will explain that, "You cannot bite your friends because it hurts them. We do not hurt our friends."
- The parents of both children will be notified of the biting incident. An incident report will be filled out and a copy will be submitted to the office for further action.

If biting instances continue, we will need to take further steps to protect the children at the Center and to encourage your child to behave in a socially acceptable manner.

- You will be notified of the biting incident and will be expected to begin your own research and assist us in training your child to use appropriate behavior.
- When a child **bites three times on a given day**, the child's parents will be called and **the child must be picked up from the Center immediately**. This is to prevent further incidents and to calm the child.
- We will work closely with the child, in hopes to guide them quickly past the stage. However, if biting continues we will meet with you to create a behavior improvement plan.
- If, at any time, the child's biting behavior becomes especially excessive or hazardous to the children or staff, the Executive Director may have to explore suspension of care to protect the other individuals in the room.

We request families to let us know what language or steps you are taking at home when your child bites so that we can reinforce them at school.

Curriculum & Learning Centers

Teachers are responsible for planning bi-weekly curriculum during their individual and team planning times. Interlake uses an emergent curriculum, which is child-centered, age-appropriate and based on interests exhibited by the children in the classroom. For this reason, planned curriculum may be supplemented or replaced by something that the children find more engaging. Curriculum is age-appropriate and designed to help children learn vocabulary, develop muscle control and increase social and self-help skills while playing. The bi-weekly curriculum plans are posted just on the family board next to family folders and sent out in an email bi-weekly.

Play spaces are also designed to teach children important skills. For example, block areas help with skill-building in math (patterns, counting, measurement, problem solving), language and literacy skills (communication, vocabulary), hand-eye coordination, and social skills.

Each child has their own portfolio in which their work is kept. It is stored on the shelf in the main classroom. Each piece is labeled with your child's name and the date it was completed. The portfolios also contain pictures taken during their time in the Toddler room in the form of documentation through TSG (Teaching Strategies Gold). Feel free to check these out with your child at any time. All teachers and families are welcome to write notes in these about the child or something the child did or said. These portfolios are passed on as they leave the toddler room to the preschool room or another place, as a record of their time here. As new toddlers transition from the infant room, their portfolios are brought with them.

Toddler Room Goals & Opportunities

Our goal as teachers of young children is to provide them with important social skills, varied experiences that develop physical and cognitive skills, and prepare them to be independent and thoughtful adults all in a safe and nurturing environment. Our curriculum is child-centered, developmentally appropriate and allows children to participate at a rate that is both comfortable and challenging.

Social/Emotional

- Awareness of feelings, ability to label them and appropriate emotional response

- Problem solve creatively with some impulse control/substitution of language for physical actions
- Seek new experiences
- Interact with children and adults cooperatively and respectfully

Language

- Communicate with adults and children verbally and/or sign in a range of contexts
- Listen to directions with one or more steps and follow through
- Recognize and identify adults and children by name
- Name familiar objects in the environment and ask questions about unfamiliar objects
- Expand use of American Sign Language (children continue to add to their list of ASL words)

Gross Motor

- Climb ladder and climbing furniture using hand over hand motions
- Walk through neighborhood while holding hands
- Run with increasing confidence
- Throw balls with improved aim
- Explore moving through space with dance

Fine Motor

- Turn pages in a book
- Draw with pens and crayons
- Work a 3 - 10 piece puzzle
- Build with Legos and stack blocks in a tower
- Cut paper with scissors with varying degrees of control

Self-help

- Put away toys, dishes and personal items when requested
- Feed self with spoon/fork, drink with cup without lid
- Gain knowledge about bodily functions, and experience using the toilet
- Wash one's own hands and wipe face clean after eating messy foods
- Show care for one's own property and the property of others
- Exhibit an understanding of safety rules and their application

Cognitive

- Discriminate between different shapes and colors, identifying some by name
- Identify body parts
- Understand that actions have consequences
- Sort objects by appearance or use

Child Observations & Assessments

Teachers keep ongoing assessments of each child's developmental progress, which enable us to plan programs to meet the individual developmental needs of each child. Teachers collect and analyze data from formal and anecdotal (informal) observations and conversations with parents/guardians, and other teachers and staff. Our curriculum is geared to support individual children's development and interests. Conducting observations and completing the assessment tools ensures that the curriculum is appropriate for each child.

Our program uses The Ages and Stages Questionnaire and The Teaching Strategies Gold Developmental Assessment in each classroom. This research-based assessment toolkit aids teachers in gathering data relevant to physical, cognitive, social, emotional, and language development. As well as, special abilities and interests of infants, toddlers and preschoolers. During the conference, teachers and families share information about the child and together, collaborate on developing skills, and provide resources for further growth. The completed Family Conference Form is signed by the parent/guardian and the child's teacher, at the end of the conference. The family takes a copy of the report with them and the signed copy remains in the child's file.

Family Participation

One of the ways we build the Interlake community is through family participation! Families are asked to participate an average of one hour per guardian per month. Families help in a variety of ways, including gardening, painting, sewing mat covers, repairing books, and participating on one of our committees (Facilities, Finances & Business Planning, Communications & Community Engagement, Fundraising & Staff Appreciation, Board of Directors). Parents/guardians can attend work parties, participate in classroom activities (reading stories, playing a musical instrument), or become board members!

Songs & Stories

There are lots of opportunities for singing, storytelling and flannel board stories. Below is a sample list of songs and stories children grow to learn and love. Feel free to share family favorites that we can use too!

Songs:

I'm a Little Teapot

Slippery Fish

Tiny Turtle

Good Morning to Our Friends

Five Little Monkeys

Twinkle, Twinkle Little Star

Hokey Pokey

Rainbow Song

Five Little Speckled Frogs

Clean Up Song

The Wheels on the Bus

Row, Row, Row Your Boat

Ring Around the Rosy

You Are My Sunshine

Head, Shoulders, Knees, and Toes

Pop Goes the Weasel

Itsy Bitsy Spider

And many more!

WHAT YOUR CHILD NEEDS EVERYDAY



WELCOME TO THE TODDLER ROOM! BELOW IS A CHECKLIST OF ITEMS YOUR CHILD MIGHT NEED AT INTERLAKE. THANKS!

- INSIDE SHOES
- OUTSIDE SHOES/BOOTS (*TO GET DIRTY)
- REUSABLE BAG OF EXTRA CLOTHES
 - PANTS/ SHORTS
 - SHIRTS
 - SOCKS
 - UNDERWEAR
- DIAPERS/PULL-UPS (IF NEEDED)
- RAIN COAT / PANTS / SUIT(COLDER SEASONS)
- SWEATER FOR INSIDE
- OVERCOAT FOR OUTSIDE(COLDER SEASONS)
- ONE LOVIE
- ONE BLANKET
- WATER BOTTLE (THIS STAYS AT SCHOOL)
- HAT (COLDER SEASONS)
- GLOVES (COLDER SEASONS)