

Parent Handbook



Oliver Day School

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Owner/Director/ Education Coordinator

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Infant • Toddlers • Preschool Programs

WELCOME

Thank you for choosing Oliver Day School! The staff at Oliver Day School look forward to getting to know not only your child, but your family as well. We are dedicated to providing a nurturing environment that is both educational and fun. The competent, caring staff at Oliver Day School are committed to providing a positive learning environment for your child. We encourage open and honest communication as we become a team that focuses not only on your expectations, but your child's needs.

HISTORY

Oliver Day School first opened its doors over fifty years ago as one of the first preschools in the state of Rhode Island. About twenty years ago the Infant and Toddler programs were added to the existing preschool. We are very proud of our tradition and reputation here at Oliver Day and have had children of previous students attend. We can't wait for you to be a part of our family!

OUR MISSION

At the Oliver Day School we strive for a high quality early care environment. We want to provide a safe and secure environment for children and their families. We aim to give each child the individualized attention they deserve to grow socially as well as academically, by providing age appropriate materials within the classroom to give each student the opportunity to explore and interact in a way that they want. Play based learning is always a large part of what we do which will give children the opportunity to use their imaginations and interact with their peers. We put our children and families first.

OUR PHILOSOPHY

Our philosophy is based on NAEYC (National Association for the Education of Young Children) research. We believe children will flourish given a nurturing and safe environment. We plan all activities based on the Rhode Island Early Learning and Developmental Standards and STEM based research. Children will learn more in an high quality environment where they are offered opportunities to inquire and investigate using all of their senses. We recognize that each child learns at a different pace and in a different way. We want to give each child the ability to learn to the best of their ability, We will provide play based learning experiences as well as large group experiences.

We believe that social and emotional skills are crucial in Early Learning. Children need to learn how to form close and positive relationships with their peers. We strive to create an environment that will allow them to feel comfortable to express themselves. We want them to learn how to self-regulate and have positive interactions with others. We aim for each child to leave with the confidence to enter school and complete actions successfully and independently.

We believe that Cognitive development is important to develop during a child's Early Learning years. At the Oliver Day School we want to teach children the strategies and give them the tools to solve problems independently. We want to help them filter impulses and sustain attention on a task.

Physical Health and Motor Development affects a child's well being. We want to teach them how to keep themselves safe and healthy. We will try to introduce healthy options in every aspect of their life. We will spend time outside running and jumping and using our gross motor skills. We aim to focus on small muscle growth as well. We will give the children activities to use their hands and pick up

small materials and mold playdough. Children need the opportunity to develop hand and eye coordination and most important they need to run around outside and play with their peers. We strive to introduce math, literacy, science, social studies and language in all activities we facilitate. The Oliver Day School strives to be school that welcomes all children in and uses all of the latest research to help mold each child in a successful, well rounded human being that will strive in everything they do.

CURRICULUM

Our curriculum is developmentally appropriate and aligned with the nine domains of the Rhode Island Early Learning Development Standards. Each week our teachers intentionally plan an activity that is age appropriate and incorporates a learning goal in each of the domains. The domains and abbreviations are Physical Health and Motor Development (PH), Social and Emotional Development (SE), Language Development (LD), Literacy (L), Cognitive Development (CD), Mathematics (M), Science (S), Social Studies (SS) and Creative Arts (CA).

All children are different in their developmental skills and abilities, learning styles and interests. We honor each child as an individual with likes and dislikes that make him or her unique. We provide developmentally appropriate activities for all children. We stimulate growth and development through a rich environment and provide for children's needs in large group, small group, and with individual activities.

Teachers use the outlined learning goals of the RIELDS as a guide to plan multi-level learning opportunities, create learning environments and select materials that children can use to increase their overall development. When planning for the week, teachers use a planning sheet in which they can record a domain and learning goal using the abbreviation such as PH. 1.a and then a short description of what the child will be doing to meet that standard. Each week our Infant, Toddler and Preschool teachers plan at least one activity for every domain.

ASSESSMENT

Oliver Day School assesses all children through on-going written and informal observation, developmental checklists, authentic assessments, interest surveys and questions. We encourage parents to share their observations of their child's development so that teachers can gain a greater understanding of the child's capabilities. The results of the assessment data is shared with the families twice a year (Fall and Spring). We encourage two-way conversations about the information.

OUR CLASSROOMS

Infants (6 weeks - 12 months)

For the littlest learners in our program, we offer endless opportunities for discovery. Our activities range from one on one with an adult or in small group where the infants begin to recognize the faces of others and form an attachment to one or more adults. We try to develop a community in which the infants begin to rely on each other for interest, support, and as peer models. We have a protected space where the infants can roll over, sit up, crawl, cruise, take a few step, and eventually walk. We also provide opportunities for the infant to reach, grasp and release objects.

As teachers, we know that self-talk and using rich language to describe objects, events, and people in the environment will increase the child's understanding of language. We want the children to turn their head toward the adult talking, respond to their own name, wave bye-bye when asked, and to play Peek-A-Boo. We encourage our infants to coo and squeal by echoing their utterances and to express sounds that imitate language such as ma-ma, m-m-m-m, ba-ba-ba.

We want the infants to become problem solvers, increase their memory, and become independent thinkers. To do this, we increase their attention by providing bubble activities, colorful toys, singing along with children's music playing in the background, and playing with sensory materials. We want our infants to recognize familiar people, places and objects, and look for hidden objects. We build on familiar experiences to increase their connections and scaffold their learning. If an infant knows and likes the taste of applesauce, we might have the infant try something new such as pear puree at lunchtime.

Young infants naturally put things in their mouth as a way to explore the object. As they grow, we introduce a wider range of activities and toys that they can explore with all of their senses. While feeding or playing with the infants, the responsive caregiver will sing or chant to the child. Often the songs include number words such as Five Little Ducks or Five Little Monkeys. We also include counting throughout the day such as during mealtime, the teacher might count the cheerios or while changing a diaper, the caregiver will place "two socks" on their feet. We also use words such as big, little, one more, all done and empty.

We know that our youngest children will become readers. To promote literacy development, we offer soft books and board books, read to the children daily, display print in their environment at eye level, and play with vocal sounds. We incorporate music and dance into our daily routine by singing to the children, clapping, moving to the music and providing musical instruments. We encourage their rocking, a sparkle in their eyes, smiles and laughter when they hear their favorite songs.

Wobblers (12months-18months)

We have nicknamed our Older Infants the "Wobblers". At this age children are usually starting to walk and wobble around. At this age children are "in between". They are too old for morning nap time and a high chair but too young to have the attention to sit in a circle. This is a room where the children can explore their surroundings. They can walk around with investigate new toys independently. They will learn to sit at a table and feed themselves and they will begin to sleep on a cot. Children at this age need more specialized attention and they need to start learning independence. It is a short 6 months they spend here but they gain so much during this time.

Toddlers (18 months - 36 months)

Toddlers are naturally curious about their environment and we encourage their new found independence by offering plenty of exploration and discovery based activities. Similar to the Infants, we provide materials that will focus their attention and encourage their ingenuity when they use a material in a new way. While a child is trying to solve a problem, we offer verbal support and positive feedback to encourage the toddler to stay motivated and engaged.

Our toddlers are not only learning valuable self-help skills such as self-feeding, potty training, and emotion regulation, but also how to interact with others through parallel play, sharing, and large group activities (PH, SE). The toddlers at Oliver Day School develop an understanding of the community as they begin to distinguish between familiar caregivers and unfamiliar strangers and are able to easily recognize other members of their class and other adults or children in the larger learning community.

Language development begins to blossom as toddlers learn to follow one-step directions, use 8 to 10 words frequently, and imitate the body language of others by pointing and head shaking. We know that children will begin to incorporate new vocabulary words into their speech when words are explained in a concrete way. We use gestures, authentic objects, and correct labels to help expand

their sentences and make new words meaningful. Literacy continues to be an important aspect of our program as toddlers listen to books daily, handle books on their own, and begin to show a preference for particular stories. They learn to sing nursery rhymes, hear text with rhyming words, engage in chants with alliteration (Peter, Peter, Pumpkin Eater), and play with sounds.

Toddlers love to explore push and pull toys, play with objects that sink and float, observe live animals such as turtles and fish, and find pebbles, ants, sticks and other natural materials while outdoors. They feel the rain, snow and sun on their skin and learn to dress according to the weather. We provide many opportunities for the children to explore their senses with materials such as snow, pudding, whipped cream, colored ice cubes and water. We use the appropriate vocabulary such as hot/cold, sink/float, and soft/hard.

Lunch and snack often lend themselves to great mathematics learning opportunities as toddlers are encouraged to use math language such as "more" and "all gone!". We incorporate numbers through finger plays and rhymes, count sets, practice one to one correspondence, notice simple patterns on their shirts or around the room, play with shapes while using the correct names and observe things that are the same or different.

Each toddler begins to explore their own creative talents as art, music, movement, and art appreciation are incorporated into each day. We provide materials such as music, shakers, play dough, paper, glue, string, cookie cutters, paint, washable markers and other supplies to spark their creativity.

Preschool (36 month through 60 month)

Preschoolers are always excited to show you how much they know! In the Three's and Four's programs, we incorporate themes and literature as we explore many interesting topics. Our centers and learning activities are often related to a story such as The Three Bears or to a topic such as Friendship. All of the children have interests of their own and that is considered and incorporated into the weekly planning.

A large part of their day is spent in centers; each of the center activities are intentionally planned to introduce a new concept or to scaffold the young child's learning. At Dramatic Play center, we often find children develop an understanding of social roles and responsibilities as well as recognizing and learning to respect similarities and differences between people as they play "Family" or "School". Math center offers opportunities for number recognition, counting, puzzles, problem solving, sorting, and measurement.

At our science center, preschoolers can use the sensory table to explore the characteristics of objects or materials that are man-made or naturally occurring such as lincoln logs, pine needles, pine cones, and Little Tykes People. Writing table offers chances for literacy development as children learn writing skills using writing materials such as pencils, crayons, and markers, utilizing the alphabet, and demonstrating print knowledge through the library adjacent. Writing Center also doubles as our Art Center where children can utilize those same writing utensils to create their own works of art!

The Manipulatives Center allows our little friends to choose their own manipulatives from our wide selection of different "bins". The manipulatives range from large and small blocks, colored animals, magnet-tiles, unifix cubes, etc. All of these choices give children the chance to apply strategies for logic and reasoning as they build structures on our large rug. Our classroom is rich in language development as children are introduced to more complex language through books, music, and conversations with each other and teachers.

We also include outdoor play as an extension of the classroom. While on the playground the children develop their climbing, running, and balancing skills. (PH) In addition, they learn to strengthen their peer relationships, make decisions and practice turn taking with guidance from their teachers, if needed. Preschoolers are encouraged to develop a stronger sense of self by using their words for problem solving and exercising impulse control. These skills will be crucial in Kindergarten and beyond.

RESOURCES AVAILABLE FOR CHILDREN

It is our desire to always have an inclusive program that allows children to fully participate. If you suspect your child may have a developmental delay, speech or language delay or other special need, we are happy to help you find the necessary resources.

Early Intervention

Early Intervention is a voluntary program that provides early identification, services, and support to eligible children (from birth to three years old) and their families. The purpose of Early Intervention is to help young children to be active and successful participants in a variety of settings - in their homes with their families, in childcare, and in the community. If you have an Infant and/or toddler (birth to three), who is experiencing developmental delays, has been diagnosed with certain conditions, or whose circumstances are likely to result in significant developmental problems, you can speak to the Administrator, your child's teacher or contact RI Parent Information Network at [401-270-0101](tel:401-270-0101) for more information.

Child Outreach

Children who are ages 3 to 5.11 years of age are eligible for a free screening by the East Providence School District's Child Outreach team on a yearly basis. The Child Outreach screeners contact Oliver Day School about 1 month prior to their visit and ask us to let families know that they will be coming. With your consent, the screeners work individually with each child to gauge their development, speech and language, vision, and hearing. With 4-6 weeks, Child Outreach will send you a letter to let you know the results.

CULTURE AND DIVERSITY

Oliver Day School strives to create an environment for children and staff that is welcoming, inclusive, respectful and free from discrimination, intolerance and harassment. ALL children are welcome into the classroom including those of any gender, race, creed, disability, dual language learners or culture.

ADMINISTRATIVE ORGANIZATION

Oliver Day School is owned and operated by Eve Furtado. Daily center operation is overseen by the Director, followed by the Assistant Director.

ADMISSION PROCEDURES

In order to gain a position at the Oliver Day school you must first hand in the child enrollment form and a \$50.00 no refundable registration fee

All other registration forms must be returned prior to the first day of care. You are required to provide the following information:

- Child Enrollment Form

- Developmental History and Health Information
- Authorized Pickup List
- Contract
- Authorization for Emergency Treatment
- Emergency Card
- Medication Form (if needed)
- Most recent physical/current immunizations

FINANCIAL INFORMATION

Payment is due weekly by Monday or 1st day of attendance of each week care is given. Payments may be made by cash, check or credit card. We also provide automatic withdrawal. A receipt can be given by request. The payment box is located at the Front Desk. It is a large black box. Returned checks require a \$20 fee. Any payments made later than Friday for that week of care will be charged \$5/day until payment is rendered. This includes partial payment for late pick-up.

There is no reduction in tuition for the following: Illness or personal day, snow days, vacation days.

Please notify the center if your child will be absent on a scheduled day of attendance. We ask this in order to monitor illness in the center, to maintain proper staffing and programming, and because we care about the wellbeing of your child! If you need to take an extended amount of time off there will a \$150.00 monthly charge to hold your position.

Rates

	1 Day	2 Day	3 Day	4 Day	Full-Time
Infant	\$65.00	\$130.00	\$180.00	\$220.00	\$255.00
Wobbler	\$65.00	\$130.00	\$180.00	\$220.00	\$255.00
Toddler	\$62.00	\$125.00	\$175.00	\$215.00	\$245.00
Preschool	\$60.00	\$120.00	\$170.00	\$205.00	\$235.00

- \$40.00 for Half Day

OPERATIONAL INFORMATION

Oliver Day School is open 7:00 a.m. to 5:30 p.m., Monday through Friday, throughout the year. In case of inclement weather, please check your email. As mandated by DCYF, parents/guardians are required to sign children in and out when entering and exiting the building. As you enter the building there is a computer you will clock your child in and out. Please see administrator for log-in information.

Arrival

Upon entering Oliver Day School, a parent should clock their child in indicating their arrival time. Then parents should help their child put their personal belongings away in their cubby, and assure that the teacher is aware that your child has entered the classroom before you leave. The teacher will sign the child in on her classroom attendance record. This is likely a good time to speak to the Teacher

if needed. Please be sure to say goodbye to your child when you are leaving since “sneaking out” is never a good idea. Please make sure your child’s food is in their lunch box with an ice pak.

Departure

Parents should sign their child out with the time. Then proceed to your child’s classroom to pick them up. If you are picking your child up after 5:00 p.m. it is likely that he/she may be in another classroom, as we combine the groups toward the end of the day. Please be sure to read any notes about the highlights of the day. This will give you something to talk to your child about on the way home.

FREQUENTLY ASKED QUESTIONS: HOW DO I HELP MY CHILD COPE WITH SEPARATION ANXIETY?

The first step to making your child’s first few weeks at school good ones is to be enthusiastic and positive yourself. Children are very sensitive to the feelings and concerns of others.

- Talk to your children about his or her new school before their first day. Answer any questions they may ask honestly.
- Drive by the building several times and stop by if you have the opportunity before their first day. This will give your child a chance to familiarize himself with the classroom and meet his new teachers.
- Take the time each morning to help your child settle in. Sign in together, put your child’s things away in his or her cubby, and say good morning to your child’s teacher.
- Make sure you say goodbye. Although it may be tempting to slip out unnoticed, you will violate your child’s trust if you leave without saying goodbye.
- Be sure to tell your toddler or preschooler when you will be returning. Give them a concrete reference to go by, for example; “mommy will be back to get you after rest time!”
- Although it may be tempting to stay when your child appears upset or uncomfortable it is easier for both of you if you are firm but friendly about leaving. Give your child a hug and kiss, let him know when you will be back, and leave. If you are concerned about your child after leaving, please call at your convenience.
- Establish morning and evening routines with your child. Such routines add predictability to your child’s life and are comforting in unfamiliar situations. For examples, you may want to make your child’s lunch together or lay out school clothes for the next day.
- Use your child’s teachers as a resource for helping ease the stress of the home-school transitions. We will do our best to be attentive to your child’s needs at transition time. We will do our best to be attentive to your child’s needs at transition time. Often all it takes is a teacher’s help in choosing an activity. Don’t hesitate to ask for a teacher’s assistance during drop off time.

Adapted from “So Many Goodbyes” by Janet Brown McCracken, an NAEYC publication.

LATE DROP OFF FEE

Oliver Day School asks that you drop your child off by 9:30 a.m. each morning. This is crucial to make sure we meet staff ratio and that your child gets to take part in the entire day’s activities. If it is necessary for you to drop off after this time then please call the school directly to let us know. Children that get dropped off after 9:30 a.m. will be charged a \$10.00 fee

LATE PICK UP FEE

Oliver Day School closes at 5:30 pm. Should you be late, staff will have to be paid to remain at the center longer than planned and, therefore, there will be a \$2.00 per minute charge for every minute after 5:35 pm that you are late.

WITHDRAWAL NOTIFICATION

Please give written notification of your two week notice to withdraw from Oliver Day School.

ALTERNATE RELEASE PERMISSION

If someone unfamiliar to staff, but approved by you, picks up your child, they must be prepared to show photo ID. Authorization for release forms will be updated as needed.

SCHOOL CLOSINGS, WEATHER ADVISORIES, & EMERGENCY PREPAREDNESS PLAN

In the event of a state of emergency, or if it is deemed unsafe for both parents and employees to be on the roadways, there may be a school closing. In the event of a school closing or of a delayed opening, an announcement will be made by 5:30 am via local listings. Tuition payment is due any holiday, absence, or school closing.

In the event of Tornado or Hurricane Watch, Tornado or Hurricane Warning, Earthquake, Modified Lockdown, Lockdown, Emergency Evacuation, or Emergency Evacuation Relocation, Oliver Day School is governed by the Emergency Preparedness Plan developed and reviewed annually by administrators. This document lists administrator and staff responsibilities as well as procedures and designated relocation sites. Emergency cards are used for the expressed interest of possible emergencies. If you'd like to review Oliver Day School's emergency preparedness plan, please see an administrator.

HOLIDAYS AND CELEBRATIONS

We have a few center traditions that include a pajama day in October, giving of gifts in December, an exchange of valentines in February and an egg hunt in April. Please let your classroom teachers know of any holidays or special traditions that your family celebrates or chooses not to celebrate. As is always our policy, we welcome parents sharing this with their child's class. We welcome celebrations of your child's birthday at school. If you choose to celebrate at the Center, please notify the classroom teacher ahead of time. For families who do not celebrate holidays, we are happy to work with you to make accommodations for your family. Please speak to your child's classroom teacher or the Director.

We are closed on the following holidays:

*Please note that, depending on when these days fall, they will be observed at varying times throughout the year.

New Years' Day
Martin Luther King, Jr. Day
Presidents' Day
Memorial Day
Independence Day
Victory Day
Labor Day

Columbus Day
Veteran's Day
Thanksgiving Day
Day After Thanksgiving
Christmas Eve (early closing)
Christmas Day
New Years' Eve (early closing)

FREQUENTLY ASKED QUESTIONS: WHAT WILL MY CHILD NEED?

Infant program

Bibs	Burp clothes	Sippy cups	tylenol/motrin/orajel
Banks	Crib sheets	Snacks/Finger foods	Extra clothes/socks
Bottles	Diapers	Teething rings	
Burp Clothes	Wipes	Formula/Milk/Juice	

By state regulation, **blankets are not allowed in a child's crib. If you prefer your child to sleep in anything other than their clothes, you must provide a SleepSack. Please label all personal items!**

Toddler/Preschool program

TWO daily snacks	Diapers/Pullups/Wipes	Pillow for nap	Weather appropriate
Daily Lunch	Extra clothes/socks	Optional stuffed	items: Gloves, boots,
Daily Drinks	Crib Sheet for cot	animal for nap	scarf, hat, sunblock
Sippy Cups	Blanket for nap	Backpack	

FREQUENTLY ASKED QUESTIONS: CAN MY CHILD BRING A TOY FROM HOME?

Although a small soft toy for nap time is welcome, we ask that children do not bring other toys from home. Please keep in mind that children's personal storage space is limited.

REST TIME

We are required by Department of Human Services to "provide periods of rest appropriate to the age and activities of the child". Individual cots are provided to each child. Generally the rest time is 12:30-2:30. Because our program is very rigorous most children do fall asleep. Parents may provide a crib sheet, small pillow and a small blanket to be used at rest time. We ask that these items be kept in a backpack or tote bag. A small stuffed animal can also be sent in, if desired. Our storage space is limited, so please send only small items for rest time, such as travel size pillows instead of the standard pillow and toddler size sheets and blankets. Your child's bedding should be taken home weekly for laundering and return it at the beginning of the next week.

MEAL INFORMATION

Healthy snacks and drinks are served to the children in the morning and afternoon. We ask that the parent provide their child with a daily lunch, drink, and other snacks of their choice. Soda and candy are not permitted in the center.

Lunches for Older Infants and Toddlers that require heating should be pre-made and provided in a microwave-safe container. Lunches for Preschool should be pre-made or assembled by the parent, there are no heat-ups available in these classrooms. Hot items are best kept in a thermos and any cold items require an ice-pack. Occasionally, the center will provide the children with special snacks due to birthdays or special events. All food allergies and dietary concerns with your child should be brought to the attention of the Director.

Fridays are Pizza Day, which can be purchased for \$3 per child. All dietary concerns with your child should be brought to the attention of the Director.

FREQUENTLY ASKED QUESTIONS: WHAT SHOULD I PROVIDE IN MY CHILD'S LUNCHBOX?

Below are some suggestions of nutritious foods that you can include in a lunch. The foods carry their weight in food value and do not foster tooth decay. We strongly urge parents to include fruit, not cookies or chips etc., in their child's lunch.

Sandwich ideas:

cheese	rice & beans
egg salad	tuna salad
empanadas	dumplings
cold cut meats	
Cut up meatballs	
peanut butter & jelly/fluff (depending on peanut allergies in your child's room)	

Vegetables:

carrots
peas
cucumber
broccoli
tomatoes
pickles
mashed potatoes
green beans

Fruit:

apple
strawberries
banana
orange
grapes (cut up)
melon
fruit cocktail
peaches
watermelon

pears

Other:

yogurt
raisins
cheese cubes
crackers
pasta
pretzels
cottage cheese
soup

FAMILY ENGAGEMENT

Communication with each child's family is an essential aspect of our success. By working closely together, we can help maximize the benefit of these important early years. We have an Open Door Policy at Oliver Day School and parents are welcome anytime. We feel this policy not only serves your need to check on your child, but also helps to give you confidence that we have your child's best interests at heart at all times.

We hope you will help us help your child by sharing your strategies, insights and concerns with us. It is important to establish and maintain close communication with your child's teacher. Close home and childcare communication helps maximize the positive benefits of our program for you and your child. We will always work together with parents to assure your child will be able to successfully participate including when professional values/practices may differ from family values/practices. We are here to help. The Director or Lead Teacher is a great resource and we are happy to assist you in advocating for your child. We have contacts are various agencies including health, mental health, and educational services for children and we can assist you if needed. We encourage you to participate at the Oliver Day School in any of the following ways:

- read a story in your child's classroom
- respond to the Family Questionnaire that your child's teacher will send home shortly after their first few days
- help with a field trip
- assist in the classroom
- donate any gently used items or books that could be used in our program
- ask your child specific questions about his/her school day
- share a special talent (musician, artist, etc) or interest with your child's class
- prepare teacher materials at home
- read the monthly newsletter
- sign up to bring food for a party
- attend the Christmas party

- attend the Graduation party (for children leaving Kids Play and entering Kindergarten)
- attend special events (Art Festival, Picnic in June, etc)
- complete the Family Questionnaire (released in January)
- submit ideas or early childhood articles to be considered for the monthly newsletter
- support fund raiser for Family Fun Night

PARENT-STAFF COMMUNICATION

Communication is key in any relationship and especially important between families and our staff. Typically, most communication should be directed to the Lead Teacher, however in his/her absence you can always speak with the Director. We try to communicate and share information in several ways. Infants and toddlers receive a daily report, detailing the activities of the child's day. This includes what they ate, drank, specific nap times, and diaper changes. Preschool also sends home a daily sheet explaining that day's activities as well as any pertinent information. At the beginning of the month, a school-wide newsletter is sent home outlining the special events of the month and any upcoming curriculum. We highly recommend that you review the calendar for UPCOMING DATES so you will not miss any important events. Important announcements and reminders are also posted on the front door. The majority of our information is provided in English.

HEALTH AND SAFETY

If there is anything unusual in your child's appearance or health, that is not routine for your child, the parent will be notified. Any incident that occurs while your child is in the care of the center that requires intervention or treatment, requires written documentation by a staff member detailing the incident. The parents receives a copy of the written report and the original is placed in the child's file. If a bite occurred, both the child who has been bitten and the child who bit receive a copy of the incident report. For confidentiality, we will never release the name of the child in these cases to the other parent.

Illness

If there is anything outstanding, that is not routine for your child, the parent will be notified. Any illness deemed contagious, such as strep throat or conjunctivitis, requires that your child does not return to the center until he/she has been on antibiotics for twenty-four hours. For illnesses such as these, a doctor's note will be required for the child to return to school. If a child gets sent home with a fever (anything over 101 degrees Fahrenheit), that child must wait 24 hours AFTER BEING FEVER FREE before he/she is able to return to the center. While we know that this can be challenging for working parents to manage, it is in the best interests of both the sick child and the rest of the children at the center.

Lice

If your child comes in with head lice or nits, you will be contacted immediately for pickup. Children must be treated for lice and be nit free before returning to school. An employee will recheck them upon re-entry to the school.

Hand, Foot, and Mouth

Hand, Foot, and Mouth is highly contagious and spreads easily through close personal contact, coughing/sneezing, contact with feces, or contaminated objects and surfaces. We ask that parents of infants and toddlers be especially aware of the symptoms of the virus which include fever, poor

appetite, malaise, and sore throat. Typically one or two days after developing fever, painful sores will appear in the mouth. Skin rash develops over one to two days, flat or raised red spots, sometimes blisters will show on the palms of the hands and soles of the feet, but may also appear on the knees, elbows, buttocks, or genital area. There is no vaccine to protect against the virus and no specific treatment, only symptom relief. If you notice a change in your child's temperament and the appearance of sores on the inside of their mouth, palms of hands, or soles of feet, we ask that you contact your health care provider for further information. Please obtain a note from your doctor stating when your child is no longer contagious and can safely return to school.

Allergies

You are required to advise the Director if your child has ANY allergies. If there is any change, especially related to food, a doctor's note is needed to change our instructions.

Medication

If your child is on an over the counter or prescription medication that needs to be administered during the day, please complete a Medicine Form specifically detailing the dosage and times to be given. All medicines must be in the original container and clearly marked with the pharmacy and physician's name (if a prescription) including the child's name and dosage. Staff will sign the medication form and note time and dosage administered.

BEHAVIOR MANAGEMENT

Teachers are expected to create safe, warm and inviting environments for the children. Within each room, teachers tailor the expectations to fit the developmental levels of the children to minimize frustrations and inappropriate behavior. All teachers promote positive relationships by setting an example, teaching the target behavior during a lesson, role playing social scenarios and giving frequent positive encouragement (smile, wink, verbal praise, hand on the shoulder, hug, etc.) to the child throughout the day. Teachers are expected to use positive guidance such as "Keep your hands to yourself", "Do your best walking" instead of "No hitting" or "No running". The word "yes" is used frequently.

In addition, the center has clearly defined guidance for safe behavior within the building and on the playground.

Within the center, we use basic rules for the health and safety of the children. The children are expected to:

- Walk
- Use inside voices
- Keep their hands and feet to yourselves
- Use their words to settle differences

On the playground, children are expected to:

- Keep the wood chips on the ground
- Run on the wood chips
- Use walking feet on the cement
- Use their words to settle differences

When a child presents with a **challenging** behavior that is dangerous to him/herself and/or to others, the teacher will provide direct instruction to the child in the following way:

- the behavior is stopped and the child is re-directed

- if the behavior continues, the child may need teacher guidance with self-regulation
- a short break/calming space may be needed with the adult modeling how to take 5 deep breathes (which has been taught prior to this process)
- the child explains their version of what happened
- the teacher identifies the child's feeling and repeats back to the child what the behavior was (empathy) ("You were mad/sad/ frustrated that John knocked over your building) however; the behavior (kicking, hitting, spitting, etc) was dangerous" OR (" You got angry when Tony said you were not his friend; however, (jumping, screaming, wrestling, etc.) was not safe behavior.
- the teacher and child discuss alternatives (age of the child needs to be considered)
- child could stay in the calming space or return to his activity
- the teacher follows up with purposeful positive reinforcement ("Yes", "You helped Katie find a pencil and that is a kind friend") several times within the next few minutes of the child re-engaging with the peer group.

When a child exhibits a challenging behavior on a continual basis that is not resolved through appropriate behavior management strategies, the classroom Lead Teacher will meet with the Administrator to document the problem behavior and ask for further guidance. The Administrator will meet with the family to share observations, listen to parental/guardian insights, and discuss intentions of how best to support the child's appropriate behavior. If a child's behavior continues to be dangerous to others and a log of dates and behaviors has been kept by the Lead Teacher, a meeting between the Administrator, Lead Teacher and family would be appropriate. If a child presents with substantial challenging behaviors, the staff and family will explore next steps which may include but not limited to:

- Outline a behavioral plan for the child to remain in the center
- a referral (with parent permission) for community services
- reducing time at Oliver Day School

If parental permission is refused and the behavior continues, the family will be asked to secure care at another childcare facility. Termination of enrollment is a last resort, after all avenues have been exhausted.

Parents must note that, should a child's behavior pose an immediate danger to themselves or other students enrolled at the facility, the child displaying the dangerous behavior will be asked to immediately secure care at another childcare facility.

Oliver Day School is adamantly opposed to the use of hitting, corporal punishment, aggressive language, ridicule, harsh, humiliating, frightening treatment, or any other kind of child abuse/neglect/or exploitation.

Another summary of this policy will be included with this handbook and must be signed by the parent before entry into the program.

OUTDOOR PLAY

We go outside every day! This includes in the snow and light rain. It is important that your child dresses each day to play outdoors. We pay close attention to the outside temperatures and weather alerts. A rule of thumb is that we do not go outdoors when it is below freezing (32 degrees) or above 90 degrees. Even then, the Teachers may take the children outdoors for a shorter period of time. When the air quality is poor due to air pollution or high temperatures according to public health

requirements, children and adults remain indoors. Although some of our playground is shaded, hats or other sun protection are encouraged. Sunblock (SPF 15 or higher) can be applied if it is supplied by the parent.

CLOTHING

Children should wear comfortable clothes that they are not afraid of getting dirty. Young children should be able to actively participate in all our activities. Our suggestion to parents is to make getting messy OK. Young children are designed to be hands-on learners. They gather knowledge by touching, tasting, shaking, dumping, manipulating, spilling, tossing, and rolling around in the world they come in contact with every day. A child who has messy clothes at the end of the day, is a child who learned something. Quality early learning goes hand in hand with a little bit of messiness.

Children should wear athletic type shoes which enable them to run, jump and climb. Sandals, flip-flops and jellies and crocs are not appropriate for Oliver Day School and often lead to accidents.

Please make sure your child has a complete extra change of clothes labeled with his/her name at Oliver Day School which is appropriate for the season. Dressing in layers makes sense if your child is sensitive to the cold or heat. We go outside several times per day, except in heavy rain, extremely hot or extremely cold and windy weather. Please make sure to send in sufficient outerwear (coat, hat, boots, mittens) for your child when necessary. Please label all personal items!

INDOOR ENVIRONMENT AND SAFETY

To assure that Oliver Day School's indoor environment is safe, we have had lead and asbestos testing in our building. No lead or asbestos were found.

SECURITY

Your child's safety and security is foremost in our minds. Our front door has a lock and only our staff members have the key. Parents are let in by a staff member. Parents are typically the people who pick up their children, however parents can indicate on the emergency card any other persons who have permission to pick up your child. We will ask that person to show identification. If your child will be picked up by someone not on the emergency card, we will need prior notification of this in writing. In some child custody circumstances, we will need court papers to prevent a parent/family member from picking up a child. When the children are on the playground, the gate is always locked. Parents who arrive while children are on the playground will need to wait for the teacher to unlock the gate and re-lock it.

CHILD ABUSE AND NEGLECT

"In Rhode Island the child abuse law requires that anyone who SUSPECTS a child is being mistreated report this matter to child protective services or the Police. In cases of child neglect anyone may report the suspected neglect but professionals are required to do so. And, any person who in good faith makes a report of abuse or neglect is immune from any civil liability or criminal penalty." Typically, when making a report we do not notify the child's parents, but the family is informed by DCYF. Our aim is to follow the law, protect children, and support the family during difficult times.

QUESTIONS OR CONCERNS

Questions and concerns regarding any aspect of Oliver Day School should be directed first to the teacher involved, then to the Director. Sometimes difficulties or differences arise between our staff and families. Please let the Director know immediately. She will speak with the staff member involved, arrange for a conference with those involved to "iron out" any differences or arrange for mediation.

CONFIDENTIALITY

Your child's records are retained in a secure location and are not accessible to anyone other than the Director and Lead Teachers. Various state agencies review these records for completeness and to insure that all regulatory information pertinent to your child is kept on file.