



Dartmouth College Child Care Center Newsletter

Spring 2019

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Floating Team

Terri Crane, Kristin Cole, Liz
Harrington, Sue Downey,
Megan Wheeler, Emily
Courtemanche

DCCCC Staff are Committed to Professional Development

Do you wonder what the DCCCC staff did on April 8 when we were closed for a day? The entire staff was here – no absences! We enjoyed a full day completely devoted to professional development.

Staying up to date with professional development is very important for a high-quality staff. The State of NH requires many hours of professional development annually, but that is not the only reason for participating in professional development. Our staff participate in development activities on their own and we provide activities for groups of staff at the Center. This is an important time for the staff to be together as whole (you can imagine that doesn't happen very often), share information and ideas, and learn about specific topics together – topics that impact the care and education of your children.

We have invited well-known trainers to come to our program in the evening to share their information with us. We have gained knowledge specifically about working with children in the face of trauma and managing behaviors from trainers Megg Thompson and

Jeanine Fitzgerald. In May, we'll hear a presentation about the difference in brain development between boys and girls by Scott Noyes. Sunnie and Abby are also resident experts that provide professional development as well! Each opportunity to learn opens new avenues of growth for children.

April 8 was no exception! The morning development was presented by Gabrielle Lucke from the Dartmouth College Training and Development Team. We focused on discovering and using our strengths in communication, team work, and being with children. Gabrielle is always able to present things in a way that makes sense and is useful to Early Childhood Professionals as she has an education in Early Childhood Education! The afternoon was devoted to emergency procedures. While we hope beyond hope that we never have an emergency that requires extreme action (we have never had one), we need to be prepared. Reviewing and updating our procedures is an important part of that preparation. Read more about emergency preparedness in the *From the Director* portion of this newsletter.

We thank you all for supporting our staff in taking time to learn more about teaching your children. We know that it is difficult to arrange schedules to accommodate a missed day of child care, which makes us appreciate your support all the more! Educating your children is a joint venture between you and our teachers. If there is a particular topic or idea that you would like us to learn more about, just let Sunnie or Abby know and we'll explore adding it to our professional development schedule!





From the Director

We have been busy updating policies and emergency procedures here at DCCCC in order to provide the best care and education for your children. Most of the updates in policy are mandated by new Child Care Licensing Rules. I want to share some of the updates with you. I'll share information here and the updated policies (which can also be found in the [Family Handbook online](#)) will be attached at the end of the letter.

Visiting Siblings. In the past, it has been okay for older siblings to make impromptu visits on snow days or days when the Ray School is not in session. Unfortunately, we are not licensed for after-school care so we can only accommodate older siblings during planned activities (such as sibling day, family units, or family gatherings).

Age to volunteer. In the past, we have welcomed volunteers as young as 11 years old, but the rules have changed and the age is now 14.

Expulsion. We are now required to have an expulsion policy per Child Care Licensing Rules. We have always had an unwritten policy that we do not expel. We recognize that behavior is communication and we help children learn the skills that they need to learn. Unfortunately, not all programs have the same attitude and children are expelled from infant/toddler/and preschool programs. We have created a policy that basically says that we do not expel unless it is the very last resort. See the attached policy for more details.

Emergency Procedures. We have been updating our emergency procedures as I mentioned on the opening page. Things that you may not know that you should know: **If** we ever need to totally evacuate the building, we will move to the Ray School. You will be notified of the move by phone or e-mail. There will be regimented procedures for making sure that each child is reunited with the correct family in the case of evacuation.

We will also be creating *Ready to Go Kits* in the case of an emergency evacuation (or in case we need to remain in the building for an extended period of time due to extreme weather, etc.). Some of the things that will be in the kits are: bottled water, non-perishable food, extra clothing, diapers (to name a few items). Donating items to

create and keep these kits current will be a way that you can help in our emergence preparedness. When we are ready to create our kits, we will put out a message asking for donations.

As we reviewed our missing child procedures, we were reminded that the end of the day can be an easy time for children to slip away or get themselves into dangerous situations (such as running into the parking lot). To that end, we really need **your help!**

Please remind children (and yourselves) that they must be with adults at all times! That means that they should not run ahead of their escorts at the end of the day. When you pick up your child(ren), be prepared to give them your full attention so that they can realize that you are indeed paying attention and will reinforce the rules. Children should never open or go out the door without an adult with them. This time of year is particularly easy to let things slip – the kids are getting older and more capable, but safety is still of utmost importance. Once children are outside, they should remain with their escorts. Once again, this time of year presents challenges! We are all enjoying the tastes of warmer weather and the sight of grass. The children want to run and release energy and see just how far they can push boundaries. If you want to allow your child to run, please do so on the west lawn area away from the parking lot. The sidewalk gets very busy at the end of the day and running children can easily be injured or injure someone else.



ANNOUNCEMENTS/RESOURCES

Upper Valley Aquatic Center open house in White River Junction
Saturday, April 27, 2019
10:00 am - 2:00 pm

[Upper Valley Aquatic Center](#)
100 Arboretum Lane
White River Junction, VT
[Directions](#)

Price: Free

Bounce house, face painting, family yoga, tube races, swim games, a swim team demo and a splash park for kids. Activities for adults include circuit training, TRX workouts, Pilates, a cycle-a-thon and a water volleyball tournament.

Meet exercise instructors and personal trainers and schedule a free fitness assessment. For more information, visit uvacswim.org/events/uvac-love-open-house/.

Contact Info

Lisa Vallejo Sorensen
Upper Valley Aquatic Center
lvs@uvacswim.org
[802-296-2850 x111](tel:802-296-2850)

DCCCC Will Be Closed On The Following Days:

- Monday, May 27, 2019, Memorial Day
- Thursday, July 4, 2019, Independence Day
- Monday and Tuesday, August 26 and 27, 2019 – Transition Days
- Monday, September 2, 2019 – Labor Day

Family day at the Hood Museum in Hanover

Sunday, April 28, 2019

12:00 pm - 5:00 pm

[Hood Museum of Art](#)

6 E. Wheelock St.

Hanover, NH

[Directions](#)

Price: Free

Celebrate the circle in art with gallery activities, art making and more. Juggler Jason Tardy performs in the atrium at 2 p.m. For children ages 4-12 with adult companions. No registration required. For more information, call 603-646-1469.

2019/2020 Fee Schedule is now available. There will be a fee increase beginning in July 2019. The updated fee schedule can be viewed at <https://www.dartmouth.edu/~dcccc/fee/>



News from the Chickadee Ones

Ali Hull
Lead Teacher

Denise Ayers

Deserai Scott



We finally have warmer weather and couldn't be happier. This winter seemed to last forever. The children enjoyed going outside and playing in the snow. On the days that were too cold we brought snow inside and kept warm playing in the little multi. We have been getting out of the classroom more and spending time on walks, in other classrooms, and exploring the whole center. We are looking forward to sunshine and water play.



We have been getting outside as much as we can and enjoying the sunshine and puddles. We have been getting the children outside in the morning and soon will be going outside in the afternoons as well. We ask that you please bring in puddle boots for this time of the year as the children enjoy splashing in puddles and getting muddy. The mornings are always colder than the afternoons so please bring in appropriate clothing.

A little over a month ago we welcomed Hayden to our classroom. We are so excited to have him with us. We welcomed Hayden to our classroom and since day one he has been making us laugh. He is always talking and saying new words. He is getting more comfortable with his environment and exploring. Sonia is talking and singing up a storm. She enjoys reading books, especially the wheels on the bus, to which she knows all the hand movements. She is always making us smile and laugh. Luna brightens the day with her smile and is always giving the other children hugs. She enjoys spending time with Sonia and Dorothea. Dorothea is the class clown and enjoys dancing, singing, and painting. She spends lots of time with Sonia and Luna. Jack is breaking out of his shell more and more. He enjoys music class and going for walks. He spends lots of time with Sonia, Theda, and Luna. Caledonia is now walking. She has begun taking steps

and is getting more comfortable with her new feet. She is picking up new words and engaging with the other children. Benjamin is pulling himself up onto all different surfaces and cruising along. He has begun to use sign language to get his needs met. Maia is our energizer bunny. She is always on the move and finding everything possible to get into. She makes us laugh with her spunky personality. August has grown so much. He is now scooching his way to where he wants to go. He is full of smiles and laughs. Riley has found her voice. She is always talking and screeching. She enjoys tummy time and beginning to learn how to move around.

We just celebrated the week of the young child. On Tuesday we tasted the rainbow with a big fruit salad for tasty Tuesday. Wednesday, for work together Wednesday, we spent time with each other building with blocks and coloring on a big paper. Thursday for artsy Thursday we painted with our feet on a big paper. The children loved the sensory experience. We took their shoes and socks off, dipped their feet in paint and let them walk on a big piece of paper. For Friday, family Friday, we read books about families and talked to the children about their own families.





Some reminders:

1. Please make sure to sign your child in & out daily.
2. Please wash your child's hands upon arrival. There is a sink in the kitchen and a small sink in the bathroom (half door in kitchen).
3. Make sure your child's lunch has a nut free note, signed, with the date.
4. Please check your child's cubby to make sure they have appropriate clothing. We have been hanging pictures in the cubbies to go home-always check the clip on the door.
5. With the warmer weather coming we will be going outside in the afternoons. Please make sure to leave enough time at the end of the day to get your child inside. We find that some of the children fight going home because they want to stay and play.
6. Also in the warmer weather, please send in sun hats, sun screen, clothes appropriate for the warmer weather, and puddle boots.
7. Please let us know if you have any vacations planned this coming spring/summer as soon as possible 😊
8. I have had some parents ask about picking up extra days-If we know ahead of time days you may need and know a child is out we can offer you an extra day 😊

Below are some articles for your enjoyment:

<https://www.naeyc.org/resources/blog/forget-playroomtake-them-outside>

<https://www.naeyc.org/our-work/families/growing-independence-tips-parents-toddlers-and-twos>

News from the Chickadee Toos

Teresa Hahn,
Lead Teacher

Lori Higgins

Angelica Morrison

FINALLY FEELING LIKE SPRING

We are finally getting some warm weather, puddles to splash in, and the sounds of birds and peepers are filling the air. Chickadee Toos are getting out to enjoy the fresh air. The upper playground, swings and sandbox are all open and ready for action.

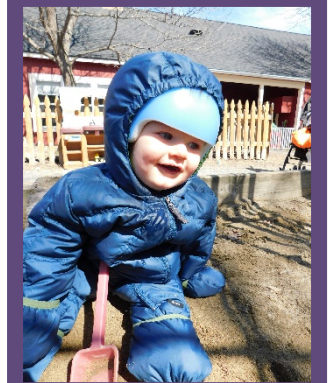
Everyone is growing and changing so fast. It is such a joy to hear Catie, Morgan and Sanna talking to us and letting their needs be known. All 3 girls are into pretend play with the baby dolls. They are excellent caregivers. They all love to play outside, I am hoping for great garden helpers through the summer.

Charlie has become a charmer. He takes to new staff quickly and engages them to play with him and read to him. Graham has developed a great sense of humor and has us laughing at his escapades. Declan is a bit more reserved, but that has not stopped him from developing his big voice. It is exciting to see their emerging language.

Audrey has really conquered her physical world, she moves through her world easily. She loves playing on the climber and mats, in the tunnels and outside.

Tessa astounds us with her rapid development. She seems to have gone from crawling, to pulling to standing and climbing overnight. Watch out Louisa and Marcy, she's coming for your toys.

Riley is content to sit and explore toys. She is very interested in her friends and likes to touch them and talk to them.



Daniel continues to woo us with his smile and cheerful demeanor. He is moving all around, rolling, scooting on his bottom and is getting up on hands and knees more and more.



We enjoyed a beach and ocean life theme at the end of winter, thinking that might carry us over until the warm weather came. We have moved on to animals and farm life. This will move us into gardening in the coming month.

Since the weather is changing, it is time to start using sunscreen again. If you prefer to use a specific product, please bring it in. We also ask that you provide a sunhat for your child and shoes that can go outside. Even the non walkers will be playing in the sand and on the grass.



Here's hoping you all get out and enjoy Spring in New England.

Teresa for Chick Too



News from the Owls

Debbie Burnham,
Lead Teacher

Wendy Irwin

Moya Stevens

We know you are excited when your child learns a new skill and we share in that joy. Seeing each child grow and develop is inspiring for all of us in the Owl Room. We are constantly amazed at the growth that happens during toddlerhood.

One of the most important area of growth is in social interactions. Learning to be a friend, share and take turns is a lifelong skill that starts around the age of two. Wendy, Moya and I are seeing these interactions, commenting on them and sharing smiles. It truly is an exciting time here in Owl Land!

Here are some social interactions I have seen recently:

Sam held a cup for another child to "pour" tea into.

Clarissa showed a friend how to open the back of the truck bed.

Ayah got a friend's shoes for them by getting the stool to stand on, thereby showing problem solving and helpfulness.

Netta chased after a child to gently tickle her.

Simon shared his parents for the morning while they read and sang to us in Spanish. We often here "Simon, Simon" as friends call to him to join in play.

Madie was the first one to try the "Egg on a Spoon" race game and then cheered everyone else on after her turn.

In other area of growth:

Fallyn discovered that she can completely undress herself!

Campbell washes tables, sweeps the floor and is our go to person when a toy needs to go back to the little multi.

Angela loves water play and says "Whee" as she pour water from a cup.

Aiden figured out how to fill a squeeze ball under the water, showing us problem solving skills.





Brielle has favorite books that we know she will bring to us while in the little multi. One is a seek and find BIG book of Sesame Street. Of course we have to find Elmo!

Basil talks nonstop when involved in an activity, commenting on all that she is doing. During water play she would say, "I'm doing cups" and "Pour the water". Sabina is extremely vocal in her independence now, telling us exactly what she does and doesn't like. We always know what her opinions are.



We are enjoying more outside time and soon may be able to go back outside in the afternoon. The sand box has thawed and is a major play area now. We have replaced sleds with shopping carts and cars. We will soon plan on doing some activities outside such as art and music.



We hope that you are enjoying the springtime and these new changes in your child. We have noticed some children are growing and you may need to replace extra clothing into larger sizes. Sometimes when we get clothing from their cubby we laugh as we try to squeeze them into an item they have outgrown!

Fondly,
Debbie, Wendy and Moya



News from the Hedgehogs

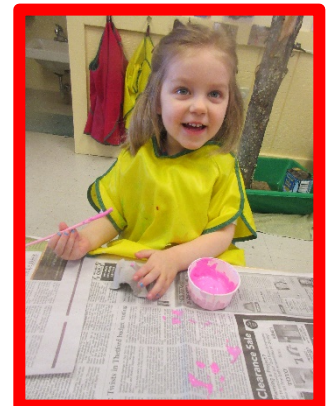
Danielle Field,
Lead Teacher

Jenn Boudro

Greetings Hedgehog Families,
Spring is finally here, and we have been very busy in the Hedgehog Room! Since our last newsletter we have been exploring the world around us, learning about our community and the helpers in it, and the cultures and traditions of our families. In February, we were able to celebrate Chinese New Year with Nolan's and Erin's family by learning songs and dances, reading books, and eating delicious treats. We also learned about our postal system, and the Hedgehogs loved engaging in our classroom Post Office. We were even able to explore a mail truck and exchange letters with the Black Bear Room!

This Spring, we are excited to be spending more time outdoors, especially being able to return to our hiking trails! With the warmer weather comes a lot more water and mud, so please be mindful of packing extra clothes since the Hedgehogs love to get messy. We will also be spending more afternoons outside on the playgrounds after rest time.

Looking ahead at our curriculum, some upcoming explorations will include: learning more about birds and eggs and becoming ornithologists; celebrating our pets; exploring frogs and their life cycle; and one of our favorite activities, gardening! In the past, the Hedgehog Room has been very active in the gardening process here at DCCCC, and this year is no exception! We are greatly looking forward to exploring this with your children and enjoying (i.e. tasting) all of their hard work!



As always, we greatly appreciate the trust you have given us in caring for your children. We have so much fun here in the Hedgehog Room, and we are so happy you are here learning, growing, and exploring with us.

On behalf of the Hedgehog Team,

Danielle



News from the Otters

Stephanie Cummings,
Lead Teacher

Vipasha Oza

Maya Lopez

Greetings Otter families,

Spring has arrived, well the season at least. The weather continues to be variable and recently we have experienced freezing rain, rain, snow, sleet, sun, warm days, cold days and strong winds. We have used the weather channel app and our own desecration each day to dress children appropriately for the weather. As I write this newsletter, we just finished our last sign language session with Kelly. During our sessions, we sing about the weather. Kelly asked the Otters ‘What’s the weather like?’ The teachers laughed as the

Otters listed all of the weather patterns listed above as it had done all of the above in the 24 hours prior to our session! Oh how we love a New England Spring!



We have recently added a safe place into the classroom. The safe place consists of rounded soft wedges, a pillow, stuffies, books, sensory objects and a mat. The purpose of the safe place is for the children to learn social and emotional success through self-regulation. One child at a time is allowed in the safe place and all objects within the



safe place need to stay there. We have done lots of pre-teaching to help the children become accustomed of what rules we have and how they can use the area. The safe place also contains a self-control board which helps the Otters to identify their feelings, choose regulating strategies, calm through emotions and return, ready to learn. The safe place was definitely a novelty at first and

the Otters all wanted a turn it! Now the safe place is used as it is designed to. The Otters go there if they are mad, feel like their friends are treating them unsafely or if they are going to be unsafe to a friend. They also use the safe place if they feel like they need some alone time or had a hard drop off.

During our In-Service training day, we spent some time discussing and reviewing Emergency Procedures. One of the procedures we discussed was a Missing Child. As we reviewed this policy, we agreed that sometimes drop-off and pick-ups can be times of the day when the risk of losing a child is more likely. The hustle and bustle of this time of day as well as children running excitedly to see parents creates time when children can go unsupervised. Here's some helpful tips:



- PLEASE ensure that your child is with you at all times when they are out of our care.
- Do not allow your child to run ahead, they need to be under constant supervision.
- Talk to a teacher during drop-off and pick-up so teachers are aware when children are signed in/out and when the baton of responsibility is passed from one adult to another.
- As a rule we do not allow children to open the door as a way to stop children bolting. Please ensure your child follows this rule when they are with you.
- You can offer choices to your child to help reduce defiance. You could offer your child to walk by themselves or hold your hand if they are running ahead of you.
- The multi closes at 5pm, children should not be running around the mutli after this time.
- Plan sufficient time to pick up your child and speak with a teacher before 5:30pm. The building is closed at 5:30 and teachers need to be ready to leave by this time.



We will shortly be enjoying some warmer weather outside and sometimes we get dirty, so please remember to check your children's cubbies regularly to see if they need additional clothes in case they need to change. We will send home 'Otters need more of' as often as we can, as a reminder: your child needs 2 pairs of every clothing in their cubby. On warm days, the children love water play to cool down and some children loved to get soaked from head to toe. Please ensure your child has clothing in their cubby that you don't mind them getting wet in. Either a bathing suit or clothes suitable for wet play is appropriate, let a teacher know if it is specific clothing other than a

bathing suit. If they get dirty or wet, we will wash and dry them ready for the next water play day.



As the playground dries out we will begin to close outside on the playground. We will have a laminated sheet where the sign-in sheet in the classroom to indicate whether we are on the big playground or the playground in the front yard. While outside, the sign-in sheet will be placed on the bench for you to sign out your child. As we mentioned earlier, this is a particularly important time to check-in with a teacher before you leave. There are often 3 classrooms outside and lots of parents come and go. A few times last year a couple of parents picked up their child, signed them out but failed to tell a teacher. During this moment until we checked the sign-in sheet we think we have lost a child!



We have only a few months left of the Otter year but I think we personally have some of the most exciting themes and events to come. We will be learning about transportation, people who help us, dinosaurs, pet week, food and farming, 4th of July, camping, space, ice-cream, construction and the beach and ocean. The next few months will fly by and before we know it we will be preparing the Otters to transition to their new classrooms. We are enjoying the children as much as we can and soaking up our time with them before we will be saying hello to them in a different room!



From the Otter room,

Stephanie, Vipasha and Maya

News from the Badgers

Terri Hollis,
Lead Teacher

Miranda Arruda

Greetings Badger Families,

I had an experience where a parent asked me about our favorite farm animal graphing chart that children, parents, teachers, or siblings were asked to contribute to. After I happily explained why and what the purpose behind it was, I realized that none of you have any reason to know what goes on behind the scenes before seeing a “nice” or “cute” display. Teachers spend a great deal of time thinking about all of our material choices, special forecast calendars, room set ups, table choices, etc.

Before we do all of what we do in the Badger Room, our eyes and ears are on alert. We look to see what children are gravitating toward and what types of activities they are showing interest in. Are there any conversations they are having? What questions are they asking? The last unit we did with time and clocks was based on a conversation between several children as they were discussing, arguing, and conversing about our class clock. The farm theme actually stemmed from children noticing that things were either growing or will be because of spring. Who grows what and why, and on it goes. The farm unit was born.

Once an area or topic is selected teachers brainstorm curriculum ideas that support our chosen topic. Considerations for choices are that they must: be age appropriate, fun, doable, cover the developmental areas, support our learning and children’s various abilities. We think ahead to the possible outcomes of what will be learned. A few activities are chosen from the curriculum sheet to put on our monthly special calendar. These are things that we hold ourselves responsible to make certain gets done on those specific days. We know families use these days to have something to look forward to once kids get to school.

Each day materials are gathered and prepped, lesson plans more defined, and implemented by the teacher who presented the activity. This goes for activities that are on the calendar, as well as multiple other plans that are happening simultaneously. This often, if not always, includes exchanging of room materials, books, and play spaces within the class itself, such as our farm area. We think of many activities to support the varied areas of development. Social/Emotional, Motor Skills, Cognitive Development, Language/Literature, Sensory, Science/Discovery, Technology, and Health/Safety are included in that.

To support our Social/Emotional piece within this farm unit we will be putting on a play of Old McDonald Had a Farm. The ultimate task of working together, taking turns, and sharing spaces.

Fine Motor skills were given opportunity to strengthen by milking cows (gloves with water). Gross Motor was included by doing an obstacle course holding buckets of feed or water.

Cognitive Development was given consideration by doing our favorite animals chart. What is a chart? How is it used? Why do we use it? Good learning questions. Badgers have learned that we gathered information such as who likes what animals, how many of each, words like most and least were introduced, and also that information can change.

Language/Literature is important to support regularly. We often exchange and read books and make sure they have drawing and printing tools accessible so they can draw new

representations of what they are learning. Giving them the opportunity to express and dictate what they have created is an extension of language.

Sensory is a fun one, but one of great learning value. Beans for instance, how are they the same? how are they different? how much do they weigh when I hold them? On and on it goes. Sensory also relaxes some children and encourages focus and stimulation of the senses.

With this unit an example of Science/Discovery is planting seeds and discovering what plants need in order to grow. Once Badgers' interests are peeked, giving them an opportunity to see the process by planting their own (such as beans in a bag) allows that discovery. Farming in itself is loaded with opportunities for science and discovery conversations. Did you know cows have 4 stomachs? Did you know only girl cows give milk? The questions are exciting opportunities for learning.

Technology may seem too advanced for preschoolers, but they love to learn! They soak it all in like little sponges. Having discussions about what technology farmers use like calculations and weight scales and various equipment opens their minds to possibilities they haven't thought of yet. Remember we keep things age appropriate, we don't expect to have them ready to teach an upper level technology class when we're done. We hope to expose them to things they did not know exist or have not been able to think about in this way before. They were delighted and a bit disturbed to discover farmers use poop to fertilize the crops we eventually eat!

We even consider how to get them thinking about Health/Safety We had a discussion about how farmers are responsible for keeping their livestock and themselves healthy and safe. We brainstormed how this would happen. We even did a 4-H animal show for one of our Show, Tell, and Share days. We talked about how animals need good diets, medical visits, exercise, etc. Badgers showed and told us about their animals that they take good care of and were awarded a ribbon for their participation and recognition of being a good care giver.

PHEW! Believe it or not those were only one or two examples of how we include each of the developmental areas. Teachers have many other activities from these categories on hand to use daily. The developmental areas are repeatedly considered each time we move forward with new curriculum plans.

A DAY, HOUR, MINUTE IN THE LIFE OF A PRESCHOOL TEACHER!

Sincerely
Terri & Miranda

News from the Black Bears

Kristen Brown,
Lead Teacher

Judy Labrie

Gerry Bott

I cannot believe it is already spring! The Black Bears have been eagerly awaiting spring and the changing of the playground that it brings. The snow has finally melted and we can see grass again. Black Bears have enjoyed digging and playing in the mud, looking at flowers, and the beginning stages of planting. We will continue to work on the many garden beds near our classroom through the upcoming weeks. During the Ray School April break we were able to play on their playground and have a

picnic lunch. The Black Bears were excited for the challenge that the bigger playground brought. They truly are becoming Kindergarteners!



In February, we began to receive our Flat Black Bear pictures and letters back. We read about where the Flat Black Bears traveled to, and saw pictures of them all over the world! As we opened the letters, friends became increasingly interested in mail and how it is sent. Through this process we built the Black Bear Post Office. We created mail sorting stations, large and small mailboxes, and even a mail truck! During this

time, the Hedgehogs were also learning about sending mail. We mailed letters back and forth to them, making deliveries with our mail truck. We even had a visit from the DCCCC mail carrier. He told us all about how we deliver and send mail, and even let us take turns sitting in the mail truck.





This group of Black Bears continues to be very interested in building and engineering! The lego table continues to be used daily, and Black Bears save their structures with name tags that they create. This allows them to work on the same project over an extended period of time. Black Bears have also



continued to build with magnetiles, and enjoy turning magnetile structures into props for their dramatic play! They have been busy working in their journals, where they are sounding out words, learning new letters, drawing detailed pictures, and telling detailed stories.



Currently, the Black Bears are blasting off into outer space! Many friends are interested in space, and know a lot about the planets. We built a giant rocket ship in our classroom using cardboard and cardboard screws. Friends helped paint the pieces and design the rocket. We are currently brainstorming and creating details to add to the rocket, such as: rocket blasters, wings, a control panel, a steering wheel, and much more! Next stop, the moon!



Since our last Newsletter we have welcomed Luca into our classroom! We have also celebrated Simone, Luca and Lucas' birthdays. We look forward to celebrating Katherine, Denney, Ellie, Willow, Ezra, and Mateo's birthdays this Spring and Summer.



Some of Our Updated Policies that are newly added to the Family Handbook

Older Non-Enrolled Sibling Visits

We are not able to accommodate older siblings at DCCCC during days that their school is not in session or delayed for any reason. Teachers can periodically invite older siblings to join their class for a short time if it is part of their curriculum plan (i.e. planning a sibling lunch during a vacation week). Any non-enrolled sibling who attends as an invited guest, must have a complete emergency form on file with DCCCC.

Expulsion Policy

We believe that all domains of learning are supported during play and through strong, positive, interactions with adults. Promoting healthy social and emotional development, including self-control, is one of the fundamental responsibilities our program. We acknowledge that all children develop in all domains at an individual pace. Infants and toddlers are experimenting and learning everything about life. The preschool period is a critical time for children to learn to control their thoughts, feelings, attention, impulses, and behavior. They are learning how to get along with others and how to be a friend. Children are not born with these skills. Teachers and caregivers must teach social-emotional skills just as they teach washing hands or learning colors and shapes.

We know that when children are given the opportunities and support to develop (learn, practice, discuss, etc.) self-control and other social and emotional skills, it gives them the foundation needed for academic and life success. We support this development through:

- Providing an environment that is developmentally appropriate and respectful to children as individuals.
- Encouraging skill development.

Our Teachers

- Work to develop a relationship with each child.
- Encourage peer relationships by creating social opportunities and working with children to resolve conflict.
- Always speak to children in a calm tone, especially during redirections.
- Help children put words to their emotions (ex. “Billy, I can tell you were mad when James took your block.”)

Our Administrators

- Work with teachers to provide an appropriate environment and program for all children.
- Observe classrooms when teachers or families have concerns.
- Make suggestions to teachers for potential changes to the environment and/or program.

- Work with the teachers and families to create a plan for children who are facing challenges.
- Request assistance from professionals who specialize in the specific area of need (i.e. supporting children's social and emotional health).
- On rare occasions, after exhausting all resources, we may work with families to seek the best care for their child if all parties agree that our program can no longer meet the needs of an individual child.

Our Families Can

- Communicate regularly with staff to ensure consistency in guidance between home and school.
- Understand that to best serve children, we may need to partner with social and emotional experts to help give a child the best foundation for academic and life success.
- Understand and acknowledge that we do not routinely expel children. We will pursue all reasonable resources before asking that a child leave our program. We strive to serve individual needs while ensuring the safety of young children and our teachers.

From the Arrival and Departure Section

For your child's protection, you or your child's designated escort must sign your child IN and OUT each day. Attendance clipboards are located in the classrooms. Please make sure one of your child's regular teachers is aware of your departure.

DCCCC opens at 7:30. Teachers arrive a little earlier but are busy preparing for the children's arrival and setting up their classrooms. DCCCC closes promptly at 5:30. Parents leaving the building after 5:30 are subject to a late pick-up charge. Once you have checked your child out for the day please keep him/her with you. Siblings must stay with their parents and may not be left to play independently in the building or on the grounds. If you are visiting with your child and his/her teacher in the classroom or on the playground, your child may be confused about which behavioral guidelines apply: home rules or Center rules. Testing behavior is not uncommon. You can help by reassuring your child that Center rules still apply. To make it easier for parents to encourage their children out of the building in the afternoon, the multi closes at 5:00. Please do not stop to play or visit in the multi after 5:00.

We ask that you do not leave your car idling while dropping off or picking up your children.