Reveille Weekday School
TODDLER HANDBOOK
Revised 2024

Toddler Philosophy

The Toddler Classes provide a nurturing ministry to children between ages one and three. The goals of the Toddler Classes are:

- to maintain and celebrate the positive, spontaneous energy and activity of infants and toddlers
- to provide an extended family situation where small children may experience God's love in a nurturing environment with adults other than their parents
- to provide parents with opportunities to participate in the program and to observe their own children as they relate to other children and adults
- to promote each child's growth in independence, self-expression and self-discipline
- to provide opportunities for children to develop positive relationships with their peers
- to provide an environment and activities to cultivate the child's natural desire to learn

Communication

FOLDERS are our means of communication. Please check for notes from us or the school office. Likewise if you have any communication for us, please share it in the folder.
BACKPACKS need to be large enough to hold the folders and the art project. Please put in the backpack each day, a change of clothes and several diapers. Be sure to have names on backpacks, sweaters, coats, hats, etc.
DAILY ACTIVITIES are posted on the door each day. This will provide families with information so that they will be able to talk about the day with their children.
QUARTERLY NEWSLETTERS are sent to families summarizing objectives and special events of children discovering through play.
BAND is the app we use to share information and photos. It is managed by the classroom teacher with the assistance of the room parent. This password protected app invites only parents from the classroom to read about daily activities, view pictures of children interacting with their peers, sign up for class parties, snack schedule and play doh.

Diapers

DIAPERS - The children's diapers are changed as necessary. We ask that parents notify teachers if a child has a diaper rash or other condition. Parents must complete and sign a form giving permission for a teacher to apply any diaper cream. This is a requirement for licensing.
TOILET TRAINING POLICY - Children in our toddler program typically transition to potty training after age 2, with most beginning around 2 1/2 years of age. The toddler teachers are willing to work as a team with parents as children make this transition. Please speak to your child's teacher **before** you start so they are fully prepared. If the child is having continuous accidents and does not seem to be ready, we will request that he/she be back in diapers while at

school. More guidelines on toilet training are included in the parent orientation night folder. Additional information can also be obtained in the Weekday School office.

Comfort Items

SPECIAL TOYS – We understand a special lovey, blanket or pacifier may help a child transition to school easier. You may send a comfort item or lovey. If your child has a special toy or cuddly, put his/her name on it if possible and help us by checking to make sure you have it when it is time to go home.

Snack

SNACK – Parents are asked to send in a snack consisting of a fruit(cut up in small pieces) or vegetable (cut up in small pieces) or cheese and a dry snack daily in a disposable or reusable bag labeled with your child's name. Please note that popcorn is a choking hazard for young children and should not be sent to school. Grapes should be carefully quartered to avoid choking. NO NUTS OF ANY KIND PLEASE. Due to an increasing number of children with nut allergies in the school Reveille Weekday School has banned all nut products and this, of course, includes peanut butter. All classes will be served water at snack. *Please write the date on the snacks as this is required for licensure.* On seasonal "party days", all food sent from home to be shared with other children, must be whole and/or commercially prepackaged. .

Birthdays

We realize that birthdays are special days for you and your child! The Weekday School celebrates by singing to the child at snack time and presenting the birthday child with a birthday crown and sticker. Due to the changes in licensing standards, we ask that parents not send in birthday treats.

Discipline

The teachers use re-direction as the primary method of discipline. The teachers will most often redirect the child from the situation – usually to the puzzle table, book area, rug etc and one teacher will sit with him or her. If your child is biting, please let us know. While biting is not acceptable, it is typical of this age. If we know someone is going through a biting stage, we can be proactive and alert as we work with your child. Should you have a change at home (visitors, new baby, illness, divorce etc.) that may be affecting your child, let the teachers know so that they can provide additional attention and care to help your child through a potentially difficult time.

The Toddler Day

LEARNING CENTERS – The learning environment is set up daily for activities that will support children in achieving predetermined outcomes. Each age group is based on a set of learning objectives from which lessons are developed. Through a rich and stimulating environment, children are provided with opportunities to develop skills in

- language and literacy
- reasoning and problem solving
- self-help and independence
- awareness of the community and world in which they live

- fine and motor skills
- fine arts
- social and emotional awareness

During this time, teachers are able to individualize instruction and support to meet the needs of each and every child.

CIRCLE TIME – Children gather to listen to a story and discuss various topics daily. Circle Time is also an opportunity to work on the following skills:

- Develop cognitive skills as we introduce and review new information. This may be along the lines of a theme that will be developed through art and/or other kinesthetic means, something new that is introduced in the classroom routine or environment, or challenging them in a "what's missing" or other games that encourage speculation, prediction and problem solving.
- Develop literacy and phonological awareness as we introduce new vocabulary through labeling and reading, recite finger-plays and nursery rhymes (rhyme and alliteration) and sing songs.
- Develop social and emotional awareness as we notice similarities and differences in each other and pictures. We use this time to talk about feelings as we grow in self-awareness and independence.

Circle time develops as we move through the year. There may be some children who have a difficult time sitting in a group setting. No child is ever forced to sit with the group. This will be something that the teachers will encourage and work towards as the child develops.

MUSIC – All toddlers will go to music once a week. The teachers create their own music in the classroom as well! During music, the teacher provides opportunities for movement and musical instruments as well as singing. For some of the younger toddler classes, the music teacher may bring music to the classroom space as we limit transitions and ease into the school year.

ART – The children will have some sort of art experience every day. They will bring artwork home if they choose to participate. We know that it is important for toddlers to have "big" experiences in art, using large movements, large surfaces and easy-to-grip tools. They will often be given this opportunity in the form of a large mural or easel drawing/painting. If they do not bring home a sample of art, you can be assured that they were given the opportunity to participate in an art experience that day. As with circle time, there may be some children who choose not to participate in art every day. There are also some who must adjust to the new sensory experience of having paint on their hands. As part of the individual plan for that child, the teacher will provide opportunities that will assist him/her in developing a tolerance and eventually a comfort level in using various mediums.

It is important to educate our families about the differences between process and product art. Art is a self-expression or creation using different types of mediums. The teacher facilitates by providing a variety of art tools and mediums and offering simple instructions as to how to use each. The children are then left to explore and create on their own, without a model. The value of the art experience is in the process: children learn by doing. Product art, on the other hand, is a craft that is made with art materials. There is generally a model and the teacher provides the child with step-by-step directions. Crafts are often used to carry out a theme and they serve as a reminder when the child takes them home. They are not considered "art".

The children are proud of their work when they are able to bring it home. We encourage our families to ask questions about the process or comment on the physical attributes. "How did you make this shape over here?" "I see that you covered your paper with bright colors! How did you make this color?" "I see your fingerprints! What did it feel like when you put your fingers in the paint?" We want them to be able to talk about their work! This technique offers the child the opportunity to express himself, while recalling the art experience. How much more they will gain, rather than hearing "That is nice or that is pretty." Make sure that you find a spot in the house to display their work at your child's eye level.

The children will be painting often and although they do wear smocks, paint has a way of ending up on clothes, in hair and on the teachers! Please send your child to school in clothes that are comfortable. It is also important that they be "play clothes" – they may come wearing paint, glue and/or sand.

FAVORITE ACTIVITIES – Playground and snack are favorite times in the classroom! When the weather is good, we spend as much time outside as possible. Make sure that your child is dressed appropriately. All children must wear tennis shoes to school. Sandals, crocks, clogs and slick-bottom shoes make climbing and running difficult and dangerous. Your child will need to wear a hat, gloves and a warm coat in the winter. Please make sure to label everything!

Arrival and Dismissal

Toddler families should drop their child off at the door of the classroom. Please take your child to the bathroom in the hallway to wash hands before entering the classroom. We ask that parents quickly exit as children are easily upset if they hear your voice or see parents outside the room, especially at the beginning of the year. We ask that parents not enter the classroom at dropoff if at all possible as this will prolong the "goodbye" and could cause more upset. If you arrive late to school after morning carpool, please proceed to the main office doors and follow similar procedures for entering the building. **Children should be picked up by 11:45am each day.** Once receiving your child, if you have a preschooler to pick up, come to the main office door and let the carpool teacher know who you are picking up. The child will be brought from their classroom to the front door for pick up. You may also choose to get back in the noon carpool line to pick up your preschooler. If someone other than the parent will be picking your child up, the teacher must have a note that is signed and dated. Please alert the office if a change in dismissal will occur.

Parent Notes

If you need to notify the teacher of something, please email them ahead of time or pass along a note in your child's daily folder. Email will not be checked once the school day begins. If the matter is confidential, please call the office and ask that the teacher call you at home after school. PLEASE do not come into the room to drop off or pick up your child. A teacher will receive and hand your child to you at the door.

Illness

Staff members shall observe each child daily for signs and symptoms of illness. If a child shows symptoms of illness or communicable disease, the office staff shall make arrangements for the parent or designated emergency person to pick up the child as soon as possible. Such children shall remain in a supervised quiet area until leaving the school. Teachers are required to document all illnesses. Written documentation will include a description of the illness, actions by the staff and method of notification of parents. The parent (or caregiver) will be asked to sign the form before leaving with the child.

When a child has been exposed to a communicable disease at school, the Weekday School will notify each family in the classroom in writing.

Children shall be kept home if they have fever, sore throat, fresh cold, greenish-yellow nasal discharge, swollen glands, skin rash, nausea or diarrhea. They shall be asked not to return to school for a minimum of **48** hours following fever or vomiting with a doctor's note. If no fever or vomiting, a child must be symptom free for **24** hours before a return to school.

The current edition of the State Department of Health Communicable Disease Chart shall be posted in the school office. Recommendations on the chart for the exclusion of sick children from school shall be followed.

Children who attend school shall be considered able to go to the playground. The school staff shall not provide indoor care for a child while the class goes to the playground.

Family Volunteers & Room Parents

Reveille's toddler program is unique in its inclusion of family members. Our families enjoy having the opportunity to observe their child in a social setting, meet their child's peers and learn helpful techniques from our qualified staff. Participating in the classroom is not required, but welcomed if desired.

We are grateful for parents that show interest in serving as a room parent. The room parents responsibility will include the following:

1. Room parents will be asked to coordinate with the classroom teacher in helping to manage the class BAND app.
2. Make sure all class party sign ups are posted using the class BAND page.
3. Discuss with teachers ideas for a "get acquainted" activity for parents (ex. coffee) at the beginning of the year.
4. Help work and coordinate Fall Festival, Toy Wash, Pizza Dinner and other social events during the school year.
5. Check with the teacher about any extra help needed for class parties.

6. Serve on the Parent Advisory Committee which meets one Monday during the months of October, November, January & March each school year.

Confidentiality

Volunteers must abide by the same code of ethics that we require from our teaching staff. Individual children and/or incidents are not to be discussed outside the classroom. If something needs to be shared, the teacher will be the one to contact the parent. Remember that biting, pushing, hitting, and grabbing are all typical behaviors at this age. The teachers are effective classroom managers and will take care of all discipline issues.

Classroom Supplies

Each family is asked to bring two boxes of diaper wipes – unscented if possible, and one box of tissues.

Pictures

We would like to have a picture of your child and one of your whole family. Feel free to send it to the school in the mail or bring it with you to Open House.

Observation and Assessment

The teachers will be implementing the curriculum and adapting it to meet the needs of every child. They will be observing your child throughout the year and documenting progress. Informal assessments in the classrooms will be based on developmental milestones. All information will be shared with parents in a fall and spring parent/teacher conference. All observations and notes are kept strictly confidential.

REVEILLE WEEKDAY SCHOOL CURRICULUM
One Year Old Toddlers
Concepts to be introduced according to age and individual-appropriateness
(Children will master each task according to their developmental level)
***Activities will be adjusted to meet individual needs**

<u>COGNITIVE DEVELOPMENT – MULTISENSORY APPROACH</u>

LANGUAGE DEVELOPMENT:

Listening Skills:

- attentive when spoken to
- listen to stories, poems, fingerplays, rhymes, songs for a short while
- follow simple instructions
- aware of reciprocal conversations

O*ral Language:*

- encourage "jargon" (putting words and sounds together in speech-like patterns)
- encourage language development by using repetitive rhymes, songs, etc.

Literacy:

- exposure to print media
- labeling in classroom / print-rich environment

AUDITORY DISCRIMINATION:

- respond to direction of voice when name is called
- point to three body parts when asked
- respond to simple questions with “yes” and “no” and appropriate shaking of head

VISUAL DISCRIMINATION:

- point to common classroom items
- point to some classmates or to teachers when asked “Where is ____?”
- recognize self in mirror

TACTILE / OLFACTORY DEVELOPMENT:

- explore various materials to stimulate sense of touch
- explore various materials to stimulate sense of smell

REASONING / PROBLEM SOLVING:

- knobbed puzzles
- large blocks to stack and knock down
- cause and effect toys for pushing, pressing, turning
- demonstrate appropriate use of everyday items (i.e.: pretends to drink from cup, etc.)

MOTOR DEVELOPMENT

MOTOR SKILLS:
Include activities that promote reach, grasp, release*, *weight-bearing positions and weight-shift

- age appropriate manipulatives
- toys to pound, bang and pull apart
- boxes, ring stackers and other toys with large openings for placement skills
- bubbles to visually track and pop with hand
- painting with fingers
- drawing with stubby crayons
- crawl, sit, pull up, stand, walk
- roll large balls
- toys to ride on or in
- housekeeping toys to push and pull (can be weighted to provide resistance for strengthening)

SOCIAL-EMOTIONAL DEVELOPMENT

SELF-AWARENESS:

Learn about own place in larger environment:

- begin to assert independence
- print exposure to cultural and generational diversities and to those with special needs

Creativity and self-expression:

- art work is process rather than project oriented
- music is explorative

Social relations:

- opportunities to develop sense of right and wrong (the toddler years are when it begins!)
- show interest in peers
- engage in parallel play
- respond to redirection

Personal development:

- smooth transition from parent to teacher
- experience trust and security at school
- begin to develop independence with some classroom routines –washing hands, cleaning up after self, putting away toys
- experience varying degrees of success or failure
- willingness to try new things

REVEILLE WEEKDAY SCHOOL CURRICULUM

Two to Three Year Old Preschoolers

Concepts to be introduced according to age and individual-appropriateness-does NOT mean child will master each task

***Activities may be adjusted to appropriately serve children with special needs**

COGNITIVE DEVELOPMENT – MULTISENSORY APPROACH

LANGUAGE DEVELOPMENT:

Listening Skills:

- attentive when spoken to
- listen to stories, poems, fingerplays, rhymes, songs for a short while
- follow one step directions

O*ral Language:*

- encourage to verbalize thoughts, feelings and desires
- use compound sentences
- use adjectives and adverbs
- ask questions
- verbalize with puppets, flannel board, dramatic play, fingerplays, clapping

Literacy:

- exposure to varied types of print media
- labeling in classroom / print-rich environment
- develop story language through read-aloud experiences.

AUDITORY DISCRIMINATION:

- respond to own name
- hear and begin to identify common sounds – animals, vehicles, common household sounds
- follow a tune in music
- simple clapping patterns

VISUAL DISCRIMINATION:

- recognize likenesses and differences
- some color recognition
- some shape recognition
- nesting and shape sorter toys

TACTILE / OLFACTORY DEVELOPMENT:

- explore various materials to stimulate sense of touch
- explore various materials to stimulate sense of smell

REASONING / PROBLEM SOLVING:

- simple puzzles
- sort objects according to simple attributes
- building and construction

Scientific exploration:

- observe natural events such as seed growth and weather
- cause and effect

MOTOR DEVELOPMENT

FINE MOTOR SKILLS:

Include activities that promote individual finger control, coordinated use of both hands, forearm rotation, and thumb opposition

Eye-hand coordination:

- building and construction manipulatives
- bubbles to visually track and pop with hand
- lacing, sewing, stringing
- sifting and pouring – water, sand, and other sensory table materials
- use brushes for gluing
- painting with brushes, fingers, sponges
- drawing with stubby crayons, sidewalk chalk

Strengthening:

- take apart toys to twist and turn
- jars with lids to twist off and on
- roll clay and playdough – use appropriate related implements such as cookie cutters and extruders
- introduce tools such as tongs and tweezers
- introduce experiences at easel or other vertical work areas to begin development of wrist extension
- cooking (or other) activities that encourage pouring, stirring, pinching, rolling and kneading

Individual Finger Control:

- toy typewriter
- cash register
- tape player

GROSS MOTOR SKILLS:

- walking, running, jumping
- stand on one foot
- balance
- walk up steps one foot on each step
- kicking large balls
- circle and movement games
- encourage pumping feet on swings
- throwing, catching
- woodworking – hammering and sawing

- housekeeping toys to push and pull

SOCIAL-EMOTIONAL DEVELOPMENT

SELF-AWARENESS:

Learn about own place in larger environment:

- begin to view ones' self independently
- learn name of teachers and classmates
- identify own coat and backpack
- community helpers
- cultural diversities
- generational diversities
- handicap awareness
- field trips

Creativity and self-expression:

- engage in dramatic or imaginative play
- actively participate in music, art and creative movement activities
- art work is process rather than project oriented
- music is explorative

Social relations:

- respect feelings, rights, and property of others
- respect own and others physical space
- usually engage in parallel play--may become cooperative play closer to three years old
- learn to use words to solve disputes
- continue to develop empathic concern for others
- respond to redirection
- use good table manners

Work habits:

- begin to develop independence with classroom routines – carpool, snack, washing hands, toileting skills (if applicable), putting coat on, cleaning up after self
- listen attentively at circle time (use age-appropriate time guidelines)
- care for classroom materials

Personal development:

- make appropriate choices as move through daily routine
- experience trust and security at school

- smooth transitioning
- positive attitude
- experience varying degrees of success or failure
- willingness to take risks and try new things
- practice good health, safety and nutrition habits