



Infant & Toddler Room

PARENT HANDBOOK

Debra McNeil, Little Fawn Nursery Administrator

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Weytkp Xwexwéyt te K'wséltkten / Dear Families,

Welcome to the Infant and Toddler classroom at the **Tse7í7elt re Yecwemníletens** (Little Fawn Nursery). We are excited about working together and forming a relationship with you and your child. The infant and toddler years are very special with a lot of developmental changes and events specific to this age. It is expected that prior to children starting in the Infant and Toddler Room, parents will meet with the Little Fawn Nursery Administrator to review the Handbook and ask any questions.

Secwepemc language and culture revitalization is a high priority for the Tk'emlúps te Secwepemc, also known as the Kamloops Indian Band. It is with great pride and teamwork that we may offer a Secwepemc language nest program within the Little Fawn Nursery. We fully believe that a language nest is one of the most effective means of revitalizing a language. Raising children in the Secwépmc language with a strong sense of identity and culture promotes academic excellence and a lifetime of health. From birth, all infants are able to make sense of any speech sounds they hear over and over. Studies have shown that raising children with two languages ensures that children can be comfortable in two cultures, have good interpersonal and problem-solving skills, be creative thinkers and have a strong sense of belonging in their own community.

The handbook is a supplement to your Registration Package. The Parent Handbook answers your questions about general policies, for example enrolment, drop-off and pick-up policies, and billing. This Infant and Toddler Handbook is specific to your child and the practices and guidelines relating to this classroom. Please take the time to read through this information. If you have any questions, please feel free to ask the LFN Administrator or Infant and Toddler Room staff members at any time.

In Friendship,

Little Fawn Nursery

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Facility Information

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Facility Name:	Little Fawn Nursery	
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Infant & Toddler Room Staff

Racheal Billy, Infant/Toddler Educator/ Room Supervisor

Debra McNeil, Infant/Toddler Educator/ Subs in this room)

Dae-Lyn Billy, Infant/Toddler Educator (Subs in this room)

Vision

We have a vision of a Secwépemc speaking community that actively promotes our culture, values and traditions. It is essential that our children are given the opportunity to hear, learn, play, dance, sing, and speak the Secwépemc language.

Philosophy

The philosophy of the Little Fawn Nursery is to provide children with a safe, secure, and stimulating environment. This environment motivates children to learn and develop through discovery. At the Little Fawn Nursery, we aim to:

- Provide a quality preschool and daycare program based on individual progress and development.
- Respect each child as a unique individual with equal rights and responsibilities; and
- Provide an education acknowledging that parents are the primary teachers in their children's life and learning.

What is a Secwepemc Language Nest Program?

A language nest uses the immersion method to help the children learn the language. All communication is in Secwepemctsin (Secwepemc language), not English. The idea is that learners will pick up Secwepemctsin faster if they are placed in an environment where it is used constantly for real communication in meaningful and context-rich settings.

The goal of our language nest is to create a place for the daily use of Secwépemctsin away from English. The reason the children are in the nest is because they are not getting the language anywhere else. They are getting English everywhere they go – from their parents, family members, friends, television, radio, internet, games, and books. The purpose of the nest is to bring Secwépemctsin up to equal status with

English. For the next five years, a strategic language mentoring program will be tailored for all LFN staff members to become speakers of the Secwepemc language.

Will learning another language harm or delay my child?

Misconceptions such as this seem to persist despite there being evidence that learning two languages positively enhances the cognitive development of children. However, some well-intentioned people, doctors, and speech therapists among them, may caution parents of the dangers of “confusing” their children by using more than one language. These common misconceptions were based on the belief that learning two languages simultaneously would result in delays in the first language. However well-intentioned the advice is, language research has discovered that hearing two or more languages in childhood is not a cause of language disorder or language delay. Within a Secwepemc language nest, children are immersed in the language in a loving environment that develops not only their intellectual abilities, but also their social and emotional intelligences. And since language is strongly linked to emotion and identity, all the children’s needs are met holistically. (Adapted from Language Nest Handbook for B.C. First Nations Communities, First Peoples Cultural Council)

Learning two or more languages does not cause language disorder or delay.

English Free Zone

With respect to the goals and objective of the Secwepemc Language Nest Program at Little Fawn Nursery, we are asking for the parents and guardians to only speak English in the cubby room or the office. We have creative ways to keep English out of the classroom environment, for example writing on dry erase boards. One of the easiest ways to keep English out of the classroom is for parents and guardians to learn basic phrases. LFN can help provide language learning materials or teach parents basic phrases. We are proud to admit that your child will begin speaking and singing in Secwepemctsin within the next few weeks. Please enjoy this wonderful achievement in upcoming weeks!

Classroom Setting and Staffing

Program Overview: The Infant/Toddler Room is a **combined** Group Child Care program for twelve (12) children up to 36 months of age. The infants and toddlers are housed in one activity room that meets childcare regulations. Infants and toddlers will be given the opportunity to hear the speech sounds of Secwepemctsin on a regular basis, a critical time for the development of cognitive and social skills, as well as cultural and personal identity. Healthy meals and snacks are provided as we work closely with parents to suit each child’s specific needs. Our infant/toddler program space is 360 square feet, with a separate sleeping area to provide a comfortable quiet area to keep each child in their usual routines.

The Infant Program is for children between five (2) months to eighteen (18) months old and operates with a maximum of four (4) infants to one qualified educator. Infants do not all nap at the same time, eat in the same manner, or reach developmental milestones as a group. Infants are individuals and educators will plan appropriately for their group and will use the ages and stages milestones as a guideline. Educators respect individual needs and believe that parents are above all primary in all child life and learning.

The Toddler Program is for children eighteen (18) months to thirty-six (36) months and operates with a maximum of four toddlers to one qualified educator. As toddlers are developing an awareness of others, they are learning how to successfully interact as they develop their social skills. Educators will guide our toddlers to explore their environments, learn concepts such as cooperation and community. At this stage toddlers' sense of independence is encouraged and activity areas promote social, emotional, physical, and cognitive development.

Staff: The Infant/Toddler Program staff members provide quality childcare, in a safe and secure learning environment, and have a love and dedication for this age group. All staff members are early child educators, infant/toddler educators and assistants with a strong knowledge of child development. They educate based on the belief that parents are above all primary in all child life and learning. All staff members are mentored in the Secwepemc language and regularly attend professional development training. Staff members possess current license to practice, first aid, food safe, and childcare criminal record checks.

Enrolment Policy

The nursery will only be accepting full-time enrolled children.

Definitions

- a. **Full-time:** Monday to Friday, 7:30 AM to 5:00 PM

Priority

Priority will be for full-time enrollment is given in the following order:

- to children of TteS band members.
- to children of TteS community members.
- to children of TteS employees.
- to children graduating from one program to the next (as spaces become available); and
- all other children.

Payment Policy

The nursery payment policy, will read as follows:

1. Full fees, charged on a flat-rate basis, are due on the First (1st) day of each Month.
2. Full fees must be "pre-paid, in advance" and without set-off or abatement and are **not** reduced for any government subsidy or any other type of financial assistance, or for any absences, including: "sick"; "missed" or "statutory holidays."
3. If full fees are not paid by the Fourth (4th) business day of the start of the Month, your child, or children, will not be accepted at the nursery on the Fifth (5th) business day of the Month, or any other day, until the full fees are paid. If full fees remain unpaid after the Sixth (6th) business day, the child's, or children's, space(s) is forfeited and re-enrollment is required, subject to administrative enrollment and registration requirements.

4. Any fees received after the First (1st) are deemed late and are subject to a \$25.00 Late Fee. The late fee must be paid together, with the full fees owing. After two (2) consecutive months of late payments, you will be required to pay full fees by “Pre-Authorized Payments (PAP).”
5. Any Enrollment Fee must be paid together, with the full fees owed.
6. Late pick-up incurs a \$15.00 Late Pick-Up Fee per 15 minutes late or any part thereof, and the late pick-up fee must be paid by cash, upon pick-up of child, or children.
7. An NSF or returned payment is subject to a \$65.00 NSF Fee, that must be paid together, with the full fees owed. After one (1) returned payment, you will be required to pay full fees by “Cash or INTERAC cash debit”, only. An NSF cheque is considered a late payment, and is subject to paragraph (3, 4 and 10).
8. Full Fees and any other charges, can be paid by:
 - a. Cash or INTERAC cash debit; or
 - b. electronic bank bill payment; or
 - c. Pre-Authorized Payments (PAP); or
 - d. cheque(s).

If paid electronically or by way of voluntary payroll deductions, your full fees are still payable as instructed in paragraph (2.) above.

Customers will pay TteS, all fees payable under this policy, at the times herein provided, without any invoice, demand, or other formality, at the offices of the Ttes.

Drop Off Policy

Once a family completes the registration process and receives a confirmation of enrolment letter signed by the LFN Administrator, this signals to TteS departments that a child is approved for drop off at LFN. **All children must be signed in at LFN by 9:00 a.m.** Each parent will be allowed to “call” LFN prior to 9:00 a.m. to notify staff of a late drop off. Late drop offs will be no later than 20 minutes and will only be granted up to two times. After two times, no late drop-offs will be permitted. There are no exceptions to this policy.

Pick Up Policy

Little Fawn Nursery is responsible for the safe release of children and all staff members will implement this policy with their parents or other authorized adults.

Procedure:

1. Parent/guardians will list all adults authorized to pick up their child on the registration form. Parents may also list those who may not legally pick up their child if proper legal documentation is provided. Parents/guardians must have at least (3) emergency contacts on file, and (1) out of town emergency contact.

2. LFN staff members will not release children to any adult other than a custodial parent without prior written consent or in-person authorization from the parent. Phone calls will not be acceptable for authorization.
3. Children will be released only to authorized adults over the age of fourteen years old.
4. If the LFN staff members have questions he/she will immediately call the parent(s) before releasing the child – authorized individuals may be asked to show picture I.D. before the child is released.
5. LFN staff members will not release children into the care of a parent or other authorized adult who shows clear signs of being seriously impaired by the use of alcohol or other drugs. The LFN staff members will protect the child by:
 - a. Keeping the child safe until the impaired person finds and uses alternative transportation.
 - b. Keeping the child safe until referral personnel from social services arrive.
 - c. Keeping the child safe until law enforcement personnel arrive.
6. Any such incident of child endangerment will immediately be reported to Secwepemc Child and Family Services. The LFN reserves the right to refuse future care for a child whose parent(s) or legal guardian(s) have attempted to pick them up in an impaired condition. In such cases, parents will receive written notice and will be required to meet with the LFN Administrator and/or TteS Education Department Manager prior to continuation or termination of care.

Daily Schedules

The daily schedule for the children is a guide. It provides a framework for planning and organizing the daily routine and play activities for the children. The daily routines may be a little different based on the age of your child. Infants follow their biological needs. They are fed, changed, and nap when they need to. Toddlers are changed/taken to the toilet before transitions in the day and as needed. Adjustments to the schedule are made as your child gets older and his/her needs change. You may also notice that as your child gets older, s/he may alter her/his own schedule to fit in with the group. Some common changes you may notice in your child's behaviour after enrolment in any group care situation include altered sleep/wake patterns (staying awake for longer hours or napping more frequently for short periods of time), or changes in appetite.

The following daily schedule is an outline of a typical day with infants and toddlers. Keep in mind that the schedule will include children's individual needs based on their age. This is a sample that includes the different types of components to the daily schedule.

Daily Schedule

Morning Schedule

7:30-8:00	Arrival; children's choice activities Hand washing
8:00-9:00	Morning Snack
9:00-9:30	1 st diaper routine or washroom break
9:30-10:00	Morning group circle and song time – Secwepemc seasonal round programming
10:00-10:10	Prepare children to go outside
10:10-11:00	Outdoor time: stroller walk or playground fun
11:00-11:15	Prepare for lunch, washing hands
11:15-12:00	Lunch

Afternoon Schedule

12:00-12:20	2 nd diaper routine or washroom break, hand washing
12:20-2:00	Nap time
2:00 – 2:30	Wake up time/diaper routine/bathroom, hand washing
2:30-3:00	Snack time
3:00-4:00	Secwepemc seasonal round programming <ul style="list-style-type: none">• Arts and crafts table• Sensory activities• Painting or Play Dough• Gross motor or Music
4:00-4:15	Diaper routine/bathroom time
4:15-4:30	Story books
4:30-5:00	4 th diaper routine or washroom break; nursery closes for the day

Mealtimes

There are two snack times and a lunch time every day. Snack foods include cereals, crackers, fruit, vegetables, yogurt, cheese, and milk. Menus are posted outside your child's classroom on the parent information board. The older infants will be sitting at a small table with chairs; toddlers will be at tables to eat their meals. Children will be using sippy cups or regular cups and using utensils. It is our goal to work cooperatively with families and their child's routine; however, bottles are not the common practice as the toddlers get older.

If your child has a food intolerance or allergy, please notify your child's teacher immediately so we can post this information in our Infant and Toddler Room and the Kitchen.

Feeding Infants

Young infants will be fed according to their own schedule. As they grow and start eating solid foods, their eating needs will change, and the eating times will be adjusted toward the group schedule. During lunch, infants who are not yet eating table food will be served cereals and jarred foods. Parents are asked to provide formula and any baby food until their child is on table or solid foods.



Bottles

Parents of bottle-fed babies will need to provide 2-3 labeled bottles, nipples, and lids. Contents remaining in any bottle must be discarded within two hours. Formula or water will be placed in a bottle.

Bottles are not heated in the microwave, as this will produce “hot spots” in the formula or breast milk. Bottles are warmed in a bottle warmer.

Lunch Policy for Toddlers

Parents are asked to provide healthy lunch and snacks for their child every day. LFN staff members are not required to cook your child’s lunch. Do not send soup or noodles (eg. Itchiban and Mr. Noodles) that need to be cooked. LFN staff members are permitted to reheat food. LFN will provide whole milk and lots of water throughout the day – please do not send juice as most are high in sugar content. LFN is a Healthy Food Zone. Here is a list of healthy alternatives:

 Chips		Crackers
 Chocolate Bars		Granola bars
 Sugary Cereal		Cheerios
 Cheezies		Goldfish crackers
 Fruit Snacks		Fresh fruit

No chocolate or nuts allowed! This includes chocolate chip cookies.

Sleeping

Infants nap according to their own schedules. If infants fall asleep while they are being rocked, lightly bounced, or taken for a walk in a stroller, they will be put in their cribs to continue their sleep. As your child grows and matures, cot sleeping will be encouraged. This will assist especially in the transition from the Infant and Toddler Room when that time comes. Toddlers will also nap on a cot.

Safe Sleeping Practices

Infants will be placed on their backs to sleep in a crib. The infants at LFN are provided with a firm, tight-fitting mattress in a crib that meets current safety standards. There will be no pillows, quilts, bumpers, comforters, sheepskins, stuffed toys, or other fluffy products in the crib. Two children never share the same crib at the same time. A sheet will be provided for your infant and toddler. Parents are welcome to bring in a blanket for his/her child to use at nap times.

Diapering

The LFN does not provide diapers or wipes for children in the Infant and Toddler classroom. Parents are asked to provide 8-10 diapers per day, or a sleeve at a time. LFN will not share diapers with other children. Your child will be changed at regular intervals throughout the day and as needed. Store bought wipes are used when changing your child; we will use plain water and wash cloths for children with diaper rash. Feel free to bring labeled diaper cream with you if you would like it to be applied to your child’s rash. We will not be applying baby powder on infants. The use of powder has been linked to

childhood asthma and other respiratory problems. LFN will keep a daily log of your child's diaper changes.

Shoes

With infants commonly on the floor, LFN wants to provide a clean, safe, and healthy environment in the entire centre, especially in the Infant and Toddler Room. All parents must provide a pair of clean indoor shoes that your child will change into upon arrival. Those shoes will stay at the Nursery. We ask that adults entering the Infant and Toddler Room to please remove your shoes in the cubby room. We take this action to prevent outside contaminants from being brought into the room and spread onto the carpet, particularly during the cold weather with the snow and salt. The children spend much of their time exploring the floor, so it is best that these areas be kept as clean as possible.

What To Bring

Active and sometimes messy play is going to be a part of your child's day. It is recommended that children wear comfortable washable play clothes that are easy to move around in and OK if something gets spills on it!

LFN does not keep extra clothes on hand for your child. It is the parent's responsibility to provide all seasonal clothing and footwear.

Clothing/Seasonal Items

Children must be dressed in clothing and not just wearing a diaper or onesies. Please ensure there is a change of clothes in your child's cubby, including: shirt, pants, socks, etc. to be left at school. Label everything with your child's name. If clothing items are not labeled, it makes it extremely difficult to remember which item of clothing goes to which child. For older infants who are walking, it is helpful if parents keep a clean pair of shoes here at the school for your child to wear in the classroom. During warmer months children should also bring a hat, sunglasses, and sunscreen. Sunscreen will not be applied to infants under 6 months.

In colder, winter months children must be dressed to go outside as every child will be going outside. Infants must have warm and protective clothing and toddlers need to have clothing appropriate for playing on the playground (boots, snow pants, hat, waterproof mittens).

Bottles

Parents of infants are asked to bring 2-3 labeled bottles to be kept at the school. It is common practice for children in the toddler room to drink from sippy cups instead of bottles.

Other Items

If your child uses a pacifier, parents are asked to provide a labeled one. Infants who use pacifiers will have them on an as-needed basis throughout their day. Toddlers who use them will have a pacifier only at nap time. Toddlers will not be allowed to walk around the classroom with a pacifier during the day for

the following reasons: it is not healthy for a child to pick up a pacifier off the floor once dropped and put back in their mouth; another child may put someone else's pacifier in their mouth; it is difficult to understand a child who is trying to talk with one in his/her mouth; and, the muscles in their mouth and tongue need to learn how to work when talking without a pacifier in it.

Other items you will need to bring for your child include a blanket for sleep-time, diapers, cream as necessary, and a sippy cup. If your child has a special small blanket, please label it, and your child will have it during nap time. At times, a new child may have a hard time transitioning; we try to work with the families in helping this adjustment to be less stressful. A toddler is welcome to bring a comfort item to help him/her transition into childcare. Eventually, your child will not feel the need for it at school and will have formed positive relationships with his/her teachers. We view transitional comfort items as something that will benefit the child in helping him/her feel secure in this new environment.

Infant and Toddler Developmental Issues

Separation can be a difficult process for both children and parents. When babies are somewhat between 8 and 10 months of age they are often distressed when they are separated from their parents. This anxiety can last into the second year of life. Typical reactions associated with separation anxiety are crying, clinging, and trying to follow. When a toddler becomes more verbal, separation anxiety may include words of protest: "Mommy stay", or "I go". New people and new routines can be scary for little ones.

Every child is unique, and they all respond to separations differently. Parents should be aware; however, that children take their cues from them. When a parent feels good and responds positively to dropping their child off, the child will sense this. The following is a list of things to do that can help the separation process go smoother for both you and your child. These helpful hints can be applied from the youngest of babies to the oldest of preschoolers:

- *Talk to your child ahead of time as to what is going to happen, such as "Today is a school day!"*
- *Talk with your child's teacher daily and establish a friendly relationship. This helps when you may have to give your child to her/him at drop off and the more comfortable you are, the better your child will respond. You can help your child begin to settle by offering a toy or a book.*
- *Say your goodbyes to the child and then leave. Make the departure definite. Depending on your child, he/she can get mixed signals from a parent who hangs around for too long, or from a parent who goes and then turns around and comes back. On the other hand, it is never best to sneak away from your child without saying goodbye. Always tell your child goodbye and you will see him/her later.*
- *Children become comfortable with routine and life becomes somewhat predictable for them. When a child sees their parents departing positively, and then discovers that every day they do*

come back, separations become easier, and a trust is built between the parent and child and makes him/her feel comfortable and good about being in school.

- *This last one may be a difficult one to do for a parent. If your child begins to cry while you are leaving, please don't turn around and come back. It is a natural reaction for many parents to immediately want to go back to comfort their child when they are distressed. Of course, the teachers are sensitive to that. However, coming back to ease a crying child will not make the separation any easier when a parent really must leave; in fact, it may be harder for your child the second time around. After you leave, feel free to phone or text your teachers to see how your child is doing. It is typical for children to regain their composure and get into their daily routine shortly after mom or dad leaves.*

Sometimes children who have had easy drop-offs for the first week or two may suddenly start to become upset at their parents' departure. This is a typical reaction in a group care setting. Then usually children become accustomed to the idea of coming to school every day or every week. Providing continuity of care will also be helpful, as your child will have a consistent care giver and group of friends for a long period of time. Having this provides for a very trusting and predictable environment for your child.

Parent Involvement

LFN staff members welcome each parent to talk to them at drop off and/or pick up, and share information on how your child's night sleep was like, if he/she ate, if there are medications, etc. Our goal is to have all the information necessary to best care for your child.

Cubby Room and Logbook

Every child will have a cubby assigned to them. Cubbies will hold a child's outdoor clothing, bags, or personal items.

Staff welcome each parent to talk to them at drop off and pickup, and share information on how your child's night sleep was like, if he/she ate, if there are medications, etc. Our goal is to have all the information necessary to best care for your child.

Curriculum Planning for Infants and Toddlers

During the first two years of life, children are working on acquiring a sense of trustworthiness of oneself and others to whom the child is attached. In the toddler years, a strong sense of autonomy is building. This comes from being treated as an individual and being allowed opportunities for independence.

When children feel the sense of independence, power, and competence, they can step out into the world and be active learners and problem solvers. Young children need a safe environment full of opportunities to explore and have fun. They need to be able to see, touch, feel, and move.

The curriculum for infants is an extension of the Secwepemctsin Language Program model that began in the Preschool Room – everything is done in Secwepemctsin. Everything that a child may experience is a learning opportunity. Responsive care giving is the key component to setting up a safe and secure

environment. For example, diaper changes perfect opportunities for learning language while talking to the child about what is happening or when gently singing. Throughout the day, teachers will take advantage of these care giving experiences that are so important in the early years of life and turn them into meaningful and positive experiences for a child's healthy development.

Along with the individual care giving moments, teachers will also plan and organize their environments to provide experiences which enhance motor development – reaching, grasping, crawling in and out, throwing, pulling; cognitive development – object permanence, cause and effect experiences, language, listening and responding to sounds and interactions, and expressing emotions towards others.

Planning for infants and toddlers does not necessarily involve “lessons” but rather opportunities for experiences that as individuals they can make the most out of. When teachers organize materials for the room, they consider children's individual differences along with their knowledge of child development. Planning is based on observations of the children using their new skills and their reactions to materials. As the children grow and change, the teachers change the classroom environment.

Emergency Preparedness Planning

Please see the LFN Emergency Plan policy.

Resources

First Peoples Cultural Council. Language Nest Handbook. Website: fpcc.ca

Infant and Toddler Parent Handbook. The Creative Child Learning Centre. Website: thecreativechild3.com

Queen's Printer. Community Care and Assisted Living Act. Child Care Licensing Regulation. September 1, 2016. Website: bclaws.ca

Tk'emlups te Secwepemc. Little Fawn Nursery Parent Handbook. April 2013.

Revisions to this handbook

There will be annual revisions to this handbook. If you have any suggestions for change, please submit your recommendations to the Little Fawn Nursery Administrator. Thank you for becoming an integral part of Little Fawn Nursery family.

In order to maintain best practices in childcare, we must also keep up with the cost-of-living increase so we will periodically increase our child care fees. In respecting and honoring our parents and/or guardians, a month notice will be provided an increase may be implemented.