



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

PENINSULA FAMILY YMCA Gateway Child Development Center Family Handbook



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YMCA Mission Statement

The YMCA of San Francisco builds strong kids, strong families and strong communities by enriching the lives of all people in spirit, mind and body. Gateway is a program within the Peninsula Family YMCA, a branch of the YMCA of San Francisco.

Gateway Child Care Center Mission Statement

The mission of Gateway Child Development Center is to provide a supportive, nurturing environment that enriches the development of the whole child and helps to provide a foundation for the entire family.

Philosophy

We are dedicated to providing high quality professional care to infants, toddlers and preschool children in YMCA programs. Creating the strong emotional bonds between the child, families and other children is the primary focus. Children need to feel emotionally and physically safe in their environment to reach their highest potential.

We understand that children develop at different rates and we incorporate that belief into every aspect of the program. We provide opportunities for children to engage in developmentally-appropriate activities that focus on learning.

Program Goals

- To meet the developmental needs of the child while encouraging creativity, self-esteem and self-expression
- To promote social, emotional, and cognitive growth
- To provide a relaxed and nurturing atmosphere where self-esteem, independence, decision making, and self-control are supported
- To provide clear, easily understood expectations and boundaries for the children
- To provide a wide variety of age appropriate activities in a predictable routine schedule
- To encourage cooperation and growth of interpersonal relationships and trust
- To provide an opportunity to appreciate all aspects of diversity in other families and other children in the center

Values

Gateway Child Development Center incorporates hands-on learning experiences that teach the values of caring, honesty, respect, responsibility, and community through exploration and discovery. We provide a supportive, enriching environment based on the interests of the children through a self-guided curriculum. We are developing leaders of the future who will display strong character, as well as curious minds, and healthy bodies. It is the role of the YMCA staff to guide and teach children with love, respect, and creativity. Caring is focused on teaching the ability to show compassion, forgiveness, generosity, and kindness. Honesty is shown by speaking the truth and encouraging the children to behave with integrity and fairness. We foster respect by understanding and accepting of other people and their beliefs. Gateway staff helps the children understand their choices and learn about responsibility.

Quality

Gateway Child Development Center meets or exceeds all rules and regulations mandated by California Department of Social Services, Community Care Licensing. We follow YMCA of the USA guidelines for quality. These guidelines go above and beyond what is regulated by Licensing and include curriculum, staffing, facility, and quality measures. We are accredited by The National Association of Education for Young Children (NAEYC). This accreditation means the center operates at the highest level of quality and is nationally recognized. Only the top five percent of centers in the nation are NAEYC accredited. Accreditation will speak volumes about the quality of the center.

Introduction

Collectively, YMCAs are the country's largest provider of child care and are committed to developing and operating the highest quality child care programs possible. Gateway Child Development Center opened its doors in 2004 and is made possible through a partnership among the City of South San Francisco, Peninsula Family YMCA, and Boston Properties. Boston Properties donated the land, the City of South San Francisco developed the site, and the Peninsula YMCA is the operator of the center. Generous support from the community, foundations, and corporations such as the Child Care Coordinating Council of San Mateo & the SmartKids Child Care Facilities Fund, supported by the Human Services Agency of San Mateo County and First 5 San Mateo County, the Peninsula Community Foundation, and the Atkinson Foundation made the development of the child care center possible.

Staff

The center is staffed with a caring and experienced workforce. The Child Development Program Director has a degree in Child & Adolescent Development and more than 20 years in childcare, teaching, supervision, and management. Each member of the teaching staff, along with the Director, holds a teaching permit from the California Commission on Teaching Credentialing. Our staff is selected based on their professionalism, skills, training, and ability to work with children. All personnel meet or exceed California's Community Care licensing educational and experience requirements. A background check and fingerprinting are completed before an individual is eligible to work at the center. We understand that a well-trained, stable staff that cares deeply about children is central to a quality program. The YMCA has a training series to advance the knowledge and development of staff members at all levels. Mandatory YMCA training for child care staff includes first aid, CPR, and Child Abuse Prevention.

Nondiscrimination

Gateway Child Development Center practices a policy of nondiscrimination and accords equal treatment and access to services without regard to race, creed, color, religion, national origin or ancestry, sex, marital status, domestic partner status, sexual orientation, veteran status, mental or physical disability, age or any other condition protected by law. We accept children with physical or emotional disabilities and make accommodations, whenever possible, to meet their individual needs. Gateway Child Development Center does not practice any religious instruction or worship.

Wait List

A non-refundable fee of \$100 is required to register for the waitlist. This does not guarantee a space will be available in the child care center. Priority on the waitlist is given to employees, corporate partners, South San Francisco residents and siblings of enrolled students. Once offered a space, the family has 72 hours to accept or decline a spot in the program. The child must begin attending Gateway within 30 days of their acceptance date. Tuition must be paid before the child starts at Gateway. If one is offered a spot and declines, but wish to remain on the waitlist, the application will be placed at the bottom of the list.

Admissions Orientation

The teaching staff will conduct entrance in-take interviews with the parent or guardian. These interviews provide the perfect opportunity for families to become acquainted with the teaching staff, to gather essential enrollment information, and to review child care center policies and curriculum. Furthermore, in-take interviews give us the opportunity to get to know each family so we can better support individual needs.

Required Enrollment Forms

The YMCA Child Development Center is licensed by the State of California Community Care Licensing and is required to have all parents complete the following forms **before the first day of enrollment**.

**must be updated and maintained current quarterly (and as needed)

*** must be updated every three months (and as needed)

- | | |
|---|----------------------------|
| * Admissions agreement | * Personal rights |
| * Consent for Emergency Medical Treatment | *** Needs and service plan |
| * Child's pre-admission health history form | ** Physician's report |
| * Notification of Parents' Rights | ** Immunization record |
| ** Identification and Emergency Information | * Photograph Consent Form |

Hours of Operation and Ratio

Gateway Child Development Center hours are from 7:00 AM to 6:30 PM, Monday through Friday year-round, with some exceptions. The teacher to child ratio for infants is 1:4, 2's or toddlers is 1:6 (during peak times of 9:30 AM to 5:30 PM) and 1:12 for preschoolers. We offer child care for the following age groups:

Infants	3-24 months
Toddlers/Preschool 2's	2 years – 3 years (not potty trained)
Preschoolers	3 years – 6 years

The tuition amount covers a maximum of ten hours of service per day. During registration period, each family must select a ten hour slot between 7:00 AM and 6:30 PM. It is important for families to follow these contracted hours, as we plan our staffing pattern according to the

number of children we anticipate having in each area. We ask that families let us know, in writing, if they are planning to change.

A deposit equal to one month's tuition is due at registration and will be used for the following month of attendance. If for any reason parents decide to terminate their child care services, a 30-day written notice must be given to the child care center.

Financial Assistance

The Peninsula Family YMCA is a non-profit 501(c)3 organization that re-invests back into the programs it offers to the community. Through the generosity of our many supporters and active fundraising, the YMCA can offer affordable programs and services designed to benefit people of all income levels. The YMCA works with single parents, unemployed parents and families in challenging situations to provide assistance when needed. We will try to work with each family individually to create a plan that supports their need for quality child care. YMCA financial assistance forms are available at Gateway's front desk. Families receiving financial assistance will renew their application every 6 months or when there is a change in the family. In addition, only children who need full time care will be accepted. Please inquire with the program director for eligibility requirements and policies. We also work with the following subsidy programs: 4Cs of San Mateo County and Children's Council of San Francisco.

Fees and Payment Options

Gateway Child Development Center is committed to serving families living and working in San Mateo County. Our preferred method of billing families is automatic bank draft or credit card charge. Automatic payment authorization forms are included in all new families' registration packets. Drafting information can be accessed by all parents using our online account management system. Your saved billing information on file can also be used to pay for enrichment classes, lunch, and other 'extras.' Families' accounts will be automatically adjusted when children transition from suite to suite. Bank drafts will be canceled within 30 days of your child being withdrawn from Gateway.

In an effort to support families managing their budgets, we have two options for payments:

- **Option One:** Choose to be drafted for the full amount of your monthly dues on the 20th of the prior month (e.g. Payment for July tuition will be drafted on June 20th)
- **Option Two:** Choose to be drafted for the full amount of your monthly dues on the 1st of the prior month (e.g. Payment for July tuition will be drafted on June 1st)

It is important that Peninsula Family YMCA maintains fiscally sound billing procedures at Gateway. We will make every effort to work with families to ensure that tuition gets paid in a timely manner and that child care is not disrupted. Families who have not paid their tuition by the first of the month will be assessed a \$50 late fee (per child). A \$15 bank fee will be applied to all rejected child care drafts. Tuition payments and late fees will be due by the fifth of the month. Special circumstances will be acknowledged and accommodations will be made for families with third-party subsidy payments. If payment is not received, care may end on the 6th of the month.

Please discuss any specific needs or concerns with the Program Director, Sheriann Chaw. For additional billing questions, please contact Cashea Airy, Administrative Services Assistant at (650) 873-8145/ cairy@ymcasf.org, or Jon Iiyama, Administrative Services Director, at (650) 294-2618/ jiiyama@ymcasf.org.

Daily Drop-in Rates

When ratio allows, we are able to accept children for drop-in care. Our daily drop-in rate is \$83 per day for infants, toddlers, and preschoolers. For parents contracting 10 days or more, the following pro-rated fees will apply:

- \$79 per day – Infants
- \$69 per day – Toddlers
- \$58 per day—Preschool

Community Care Licensing requires the mandatory paperwork to be submitted on or prior to the child’s first day of care (e.g. immunization, emergency contact info, etc.). For a complete list of required documents, please see the list under the section titled “Required Enrollment Forms” on page 3. Payments for daily drop-in are must be submitted two weeks prior to or on the day of service.

30 Days’ Notice

We understand family circumstances may change and impact your child’s ability to continue attending Gateway. In order to receive a credit for any unused days, parents must provide at least 30 days’ notice prior to withdrawing their child from the program. Tuition payments cover care for one month (i.e. from the first day of the month to the last day of the month). This means, tuition paid in the prior month (e.g. August 20th) will cover the following month (e.g. September 1st through September 30th). If the child’s last day of enrollment is less than two weeks into the month, meaning **less than 10 week days**, parents will pay the drop-in rate of \$83 per day ($\$83 \times 10 = \830). If the child’s last day is **at least 11 days or more into the month**, parents will pay the pro-rated fees per day (see above).

Optional Extended Hours

Gateway Child Development Center believes that a ten hour day should be sufficient to support each family’s needs. However, we understand that some families may require more than a ten hour day. Optional extended hours may be arranged if there are enough children enrolled during the requested additional hours and a 48 hour advance request is provided to the Director. The cost for extended care is \$10 per hour. We will try our best to support your needs. For more information, please contact Gateway.

Please note that Gateway staff members are not allowed to provide care for a child outside of the child care center.

Drop off and Pick-up procedure

For the safety of the children, the main entrance is locked at all times. Please press the doorbell (red button) by the main entrance so that staff can let you into the building. Please understand that there may be times when staff is busy (caring for the children or handling administrative tasks) and cannot hear or respond to the doorbell immediately. During these times, please knock on the door or window to get the attention of staff.

In the morning, the parent or guardian shall escort the child to the classroom and stay with the child until she or he is accepted by the teacher. We ask that you remember to sign your child into Gateway by signing your signature, along with the date, in the classroom's attendance binder. At pick-up time, please pick up your child, along with his or her belongings, and exit the center only *after* signing your child out of Gateway in the attendance binder. This must be done daily.

Please call Gateway at (650) 873-8145 by 10:00 AM if your child will not be attending school for the day or for an extended amount of time.

At the end of the day, children will only be released to the authorized adults listed on the Identification and Emergency Form. Please be aware that we will check photo identifications and/or make a copy of the identification card of people who are picking up your child for the first time or if we are unfamiliar with the person. For safety reasons, we ask for authorization updates every four to six months. We ask that parents please keep the center informed about any changes to the list of people authorized to pick up their child. We will not release children to anyone whose name is not listed on your child's "Identification and Emergency Information" form. We will not release children to anyone who appears to be under the influence of drugs or alcohol, or who is under 18 years old.

Late Pick-ups

If a child is picked up after your 10-hour time slot, and arrangements for extended services were not made, a late fee of \$1.00 per minute will be charged after the scheduled pick-up time. Late fees will be added to the child's tuition amount. Anytime you will be late, it is important to call the center to inform staff. We are more than willing to do all that is necessary to assist families in an emergency situation. The call allows us to reassure the child that someone is on the way. Frequent late pick-ups may cause termination of child care services.

Late Pick-ups after closing time

If we do not hear from a parent, or if we cannot get in contact with someone on the emergency contact list by 7:00 PM, we will have to contact Child Protective Services or 911. If this should happen, the child may be picked up at the local police precinct. A late fee of \$1.00 per minute also applies in this situation.

Center Calendar

Please refer to the calendar for special events and the following center schedule:

- **4:00pm Early Closures**: There will be four (4) scheduled early closure days for an all-staff meeting and/or center clean-up. On early closure days, a late fee will be assessed for children picked-up after 4:15 PM.
- **Staff Development Training/Center Maintenance**: Throughout the year, we will be closed on other days for staff development trainings and/or center maintenance. These dates are scheduled on the center calendar. If the schedule changes, parents will be given a 30-day advance notice.
- **Holidays**: The center will be closed for the following holidays. If the holiday falls on a Saturday or Sunday, the day of closure will be adjusted.

New Year's Day	Independence Day
Martin Luther King Day	Labor Day
Memorial Day	Thanksgiving (and the day after)
President's Day	Christmas Day

Please note: We will be closed for 1-2 weeks during the month of December.

Parent Involvement

Gateway Child Development Center is a family-centered program. We believe in parent and program team collaboration. We encourage and welcome parent participation in the program by visiting the center and becoming involved through family programs, volunteering, and ***participating in our semi-annual program evaluations*** and special events.

Parents may volunteer for the following:

- **Fieldtrips/Special Events**: Assist in ratio for fieldtrips, special events, picture day, etc.
- **Special classroom/center guest**: (the following activities must be discussed, approved and/or scheduled with staff ahead of time)
 - Read to the children
 - Lead a special project or activity (i.e. cooking, music, art, science, etc.)
 - Share cultural events, stories, etc.
 - Perform, teach dance, play musical instruments, etc.
- **Parent Classroom Representative/Parent Advisory Committee**: As a parent classroom representative, one is a member of the Parent Advisory Committee (PAC), also known as the Steering Committee. The PAC is one of the best ways to involve parents in the program because parents are not only helping to strengthen the program quality; they are also learning and benefitting themselves through the experience. The steering committee is made up of parent volunteers, classroom parent representatives and

program staff. The committee meets on a monthly basis and as needed. This volunteer group provides support to Gateway by giving feedback and recommendations for improvement(s), finding resources, and fundraising.

- Special Events Committee: Parents may volunteer to assist staff in planning and organizing special events like the Halloween Parade and Fall Festival, Silent Auction/Winter Holiday Party, Annual Giving Campaign, Open-House and various other center-wide celebrations. One of the main goals of this committee is to encourage other parents to participate and ultimately, to help strengthen the Gateway community.

If you are interested in participating or discussing any of these parent involvement activities, please let us know.

Open Door Policy

Parents or legal guardians are always welcome to visit the center at any time during the day without advance notice. Please be respectful of children's routines and programs. Access may be denied to any adult and to the non-custodial parent if so requested by the responsible parent or legal guardian. For these types of requests, we will need a court order on file stating custody of the child. In addition, access may be denied to any adult whose verbal or physical behavior presents a threat or a danger to the children or adults present.

Communication

We understand that communication about a child's development is important, especially during the early years. The lines of communication are kept open in a number of ways: formally and informally via Tot Report, daily/weekly written notes, newsletters, parent groups, incident reports, email, bulletin boards, conferences, surveys/questionnaires and events. Frequent communication between families and Gateway staff is essential in supporting a child. In order for us to provide the best care possible for a child, it is important for parents to inform us of any changes at home that may affect the child's behavior at school. This will help us to understand the child's behavior at school and further support their needs at the center. We welcome parents to visit their child during the day to observe their progress.

Parent/Teacher Conferences

Each age suite has a schedule for periodic conferences for the children in that age group. There will be semi-annual conferences for infant, toddler and preschool families. This gives the staff the opportunity to share important observations and information with parents about their child. It also gives parents the opportunity to see their child's progress and work with teachers to support any specific needs. The tool used is the "Desired Results Developmental Profile" (DRDP) developed by the California Department of Education. This tool is based on observations of the child within the activities of the program. Daily communication between parents and teachers will include this information as well. Parents

and staff should feel free to meet as frequently as needed and not wait for a scheduled meeting if there are any concerns about a child or the child care center.

Transitions

The decision to transition a child from one age suite to another is based on age, observations and assessments made by the staff with the input from the parents. A schedule of visits to the new suite will be planned and explained to the parents. Parents are also encouraged to visit the new area to get to know the staff and classroom schedule. A child's adjustment to the child care center environment is a gradual process and happens according to their needs, development, and personality. Therefore, the first two or three days a child may stay in the new classroom for several hours, leaving prior to naptime. The visits are implemented regularly and consistently to promote healthy social skills with their peers and to familiarize children with the new environment. In addition, parents may be asked to stay with the child for a few hours a day until the child feels more comfortable with his/her new environment and the teaching staff. It may take several days before a child is ready to participate for a full day in the new classroom. Although this process may seem time consuming, a gradual transition is likely to mean a more successful adjustment to the center or the child's new suite.

Confidentiality

All information maintained in our file on each family would be considered confidential and its use will be limited to purposes directly connected with the administration of the program. No other use of this information will be made without the written consent of the parent. Parents shall have access to all information in their child's file. Children's files are locked or inaccessible to unauthorized persons.

Inclusion

The Gateway Child Development Center accepts children with special needs provided that we can make appropriate accommodations to meet the individual needs of each child. If, in the opinion of the program team or Child Development Specialist, a child's special needs require a smaller group, a special classroom, and/or a classroom with a lower teacher-to-child ratio, we will meet with the parents to discuss the child's needs. If necessary, further action will take place such as the following:

- Create a plan to work with the child within the center
- Make a referral to a more appropriate educational setting
- Administer an assessment by the Special Education Department

If the child remains at the center, a follow-up meeting will be held to evaluate the progress. If it is determined that the child's special need cannot be accommodated, a reasonable effort will be made to work with the parent to locate an alternative program for the child.

Discipline/Behavior Management

Gateway Child Development Center works to create a safe but challenging environment where children can explore with a low level of stress and frustration. Gateway teachers and staff model appropriate behavior in an effort to teach the children to behave respectfully.

Our discipline policy takes into account the age, development, emotions and uniqueness of each child. A supportive and trusting environment reduces the need for constant discipline, but still requires the structure of rules and guidelines. When conflict does arise the staff encourage the children, when appropriate, to use words to solve the problem themselves.

The staff will assist the children in this process and will intervene if the conflict cannot be resolved. The children will be separated and staff will address the issue with each child. The staff will use this as an opportunity to discuss the appropriate behavior and the consequences of their actions. Staff will then reintroduce the child back into the group and to the activity. We see issues that arise at the center as learning experiences for all involved and treat them as such. Further discipline issues may result in the following steps:

- Staff will talk to the child about the issue/situation.
- The child will be separated from the group and redirected to another activity if necessary.
- Parents will be informed of the issue/situation.
- A conference with the parent and teacher will be set up to discuss the issue/situation.
- If needed, a formal behavior agreement will be signed.
- If needed, a referral to a counseling agency may be made to assist the family.
- If the issue/situation cannot be resolved, the family may be requested to find alternative care for their child.

Please note that the above steps are guidelines only. Each situation will be assessed on a case-by-case basis and steps of actions will be determined accordingly. Gateway Child Development Center reserves the right to terminate childcare services at any time if the child's behavior is harmful to himself/herself or to others at the center.

Gateway staff does not use corporal punishment, physical punishment, prone containment, or other negative discipline methods that may hurt, frighten, humiliate or violate the personal rights of the children.

Biting

We will do everything we can to prevent biting. However, in the event that it occurs, we will take the following steps:

- We will wash the affected area with soap and water, and apply a cold compress.
- Parents are asked to bring a teething ring for the child to use.
- An incident report will be written for both children involved, and both parents will be notified about the biting incident. We will keep the identity of the biting child confidential.
- If the biting behavior persists, the parent of the biting child will be asked to schedule a meeting with us regarding the biting and a behavior plan will be created to help the child.
- If the behavior continues, the parent will be called to pick up the child and child care services will be terminated.

Dispute Resolution

The YMCA is hopeful that conflicts will not arise with our staff but if they do, the following protocol will be used. Concerns about situations that happen in the classroom should first be discussed between the staff member and the parent. For the well-being of the children and the other families, please keep these discussions outside of the classroom environment. If the parent is not satisfied with the outcome, a conference with the master teacher can be scheduled. The next step will include a conference with the parent, master teacher, and program director to create a plan to address the parents' concerns.

Curriculum

Our curriculum is based on scientific evidence and studies. It is developed from current brain research and the best teaching practices using the following philosophy and approach: Developmentally Appropriate Practices (DAP), Program for Infant-Toddler Caregivers (PITC), and Reggio Emilia implemented through play and environment. We believe that children learn best when they are having fun. Children are given opportunities to explore, experiment, investigate, and problem solve through activities that are developmentally appropriate and age appropriate. Children will have the opportunity to do this in a safe and nurturing environment where a variety of appropriate activities are available for individual skill levels.

We look to the YMCA core Values when implementing our curriculum:

We use Honesty, Caring, Respect, and Responsibility in all of our work. The Mission of the center is to provide high quality education and care to children from three months old to six years of age. We do this by providing a safe and nurturing environment with a focus on the whole child and all aspects of learning. Gateway Child Development Center is a play-based center; play is a primary context for learning.

The following learning areas are offered to the children and are an essential component to our daily curriculum (see following page):

(Learning Area)	(Activities)	(They are learning)
Art	Drawing, coloring, Painting, using scissors and glue	<ul style="list-style-type: none"> • Hand-eye coordination • Fine motor skills • Using symbols to represent their thoughts • Exploring new and different mediums • Creativity
Manipulative	Working on puzzles, Lego, games, play dough	<ul style="list-style-type: none"> • Pre-math skills-grouping, ordering, matching, sequencing, and fine motor skills
Science	Water table, observing the weather, experiments and plants	<ul style="list-style-type: none"> • Problem solving skills, observations and drawing conclusion
Music and Movement	Singing, dancing and playing various instruments	<ul style="list-style-type: none"> • Expressing oneself and emotions • Learning different languages and cultures • Gross and fine motor skills • Recognizing rhymes • Participating cooperatively in a group
Physical Development	Jumping, running, ball playing, riding the tricycles and exploring the play structure	<ul style="list-style-type: none"> • Motor skill • Social skills • Developing self-confidence
Dramatic Play	Dress up clothing and acting out roles	<ul style="list-style-type: none"> • Socializing • Pretending with objects • Practicing basic life skills
Blocks	Building various structures and pretending	<ul style="list-style-type: none"> • Understanding weight, size and shape • Language skills by discussing with other children what they are building • Cooperation and planning
Computer	Typing, trying out computer programs with another child	<ul style="list-style-type: none"> • Sharing and cooperatively playing with others • Recognizing letters and numbers

Assessment of Children

Teachers conduct on-going assessments that involve information from parents, on-going staff observations, tracking and measuring each child’s developmental progress. For infants, assessments are conducted three times per year. For toddlers and preschoolers, the assessments are conducted two times per year. Observations, artwork samples, photographs, anecdotal and assessment tools are kept in a portfolio for each child. The assessment is a California Department of Education evidence-based, developmental tool that covers four major domains of cognitive, social emotional, language, and physical development using observations as the key element.

The assessments accomplish the following:

- Allows teachers to better design classroom activities and curriculum.
- The results are shared with parents during parent-teacher conferences to discuss and, as a team, develop an Individualized Learning Plan (ILP) for their child. The ILP is documented on the Child Development Progress Report signed by parents during the parent teacher conferences. Parents shall receive a copy of the ILP progress report.
- Determine if referral for further assessment is needed.
 - One-on-one assessments and referrals made to the local education agency or regional center require parent consent.

Kindergarten Readiness:

We use the California Preschool Curriculum framework as a guideline to ensure that our curriculum prepares children for Kindergarten and future learning. In addition to the four building blocks used for our curriculum (social emotional, language, cognitive, and physical fine/gross motor development), the framework also includes early academic learning. Our pre-kindergarten aged children have daily small groups to focus on the following early academics: Math, Language/Literacy, Science, Art, and Technology

Field Trips

Field trips are an important component to the child care curriculum. They are a fun way for children to learn about themselves and the world outside of home and school. Children will need to follow directions and pay attention to teachers. For this reason, the older children will have opportunities to participate in field trips more often than the younger children. When weather permits, the children may take walks in the neighborhood surrounding the center. Parents will be notified and parent's permission is required for any field trip. Parents and volunteers will be asked to accompany the children to increase adult-to-child ratios.

Transportation

When traveling to special field trips, the motor vehicle used shall be in a safe operating condition and drivers will be licensed for the type of vehicle operated. Children will be appropriately secured in car seats and supervised by chaperones.

Food Services

Children who are older than one year will follow the feeding schedule of the center. We provide morning and afternoon snacks for toddlers and preschoolers that meet the requirements of two food groups. Toddler and Preschool parents have the option to purchase a catered hot lunch through Chefables for an additional cost or bring lunch meals for their children. Chefables application forms and monthly menus are available at the front desk.

Parents of infants are responsible for bringing food, snacks, and milk for their child. Formula must be prepared and packaged in separate bottles for each feeding. We will try to follow your written plan about when your child should be fed to reinforce what is going on at home.

We do not microwave bottle or food for infants; instead we place the bottle or food container in warm water to warm it up.

All parents are responsible for bringing drinking and eating utensils for their child. For safety reasons, please use non-breakable and microwave safe containers.

The center is a **nut-free zone**. Any kind of nut product is not allowed in the center. This is to protect children with nut allergies. Parents must update staff on all changes in feeding, food allergies, or concerns.

Nutritional Guidelines:

We promote healthy living at Gateway. We ask families to please observe the following nutritional guidelines when packing food for school:

- Junk food such as candies, chips, sodas, cake or any sweets may not be brought to school.
- For safety reasons, we cannot serve the following to children younger than 4 years old:
 - hot dogs (whole or sliced into rounds)
 - whole grapes
 - nuts (or peanut-based foods)
 - popcorn
 - raw peas
 - hard pretzels
 - chunks of raw carrots or meat larger than can be swallowed whole.
- For infants and toddlers: please cut foods into pieces no larger than 1/4 square inch for infants and 1/2 square inch square for toddlers, according to each child's chewing and swallowing capability.
- We encourage a well-balanced meal with whole grains, whole wheat, fruits, and vegetables for snack in lieu of less nutritional foods for meal or snacks.

Birthdays

Birthdays are celebrated differently in each classroom. Please check with your child's teacher for guidelines. Parents might also like to provide a non-sweet, traditional family dish for the birthday celebration. Instead of handing out goodie bags, treats, or cakes, families may donate age-appropriate books, toys, or music for children to the child's classroom.

Health Policy and Procedures

At Gateway Child Development Center, we ensure that children's health and safety come first. Teachers and center staff conduct daily safety checks of both indoor and outdoor play areas for children. We conduct fire drills monthly and earthquake drills every other month. Staff are certified in CPR and First Aid, and trained annually on how to handle Blood Borne Pathogens, Child Abuse Prevention, proper medication administration, and emergency procedures. Toys, surfaces, and the child's environment are disinfected daily and as needed. Adults and children wash their hands throughout the day; infants' bedding is washed daily. Toddlers' and preschoolers' bedding is sent home weekly and as needed to be washed.

Gateway staff also adheres to the following health and policy procedures as a precaution in preventing the spread of communicable diseases or illnesses:

1. Daily Health Inspections
2. Immunization requirements for children
3. General health policy for ill children
4. Criteria for keeping a sick child home, sending a sick child home, and re-admittance to child care (see chart)
5. Medications

1. Daily Health Inspections

Staff will make a visual health inspection of each child upon arrival. The child will be accepted into the program only if he/she has no obvious signs of illness. Please see our “General Health Policy.”

2. Immunization Requirements

Our immunization records are reviewed annually by the San Mateo County Health Department to ensure the children in our program have proper health and immunization records as required.

3. General Health Policy

Maintaining the good health of all children and staff involved in the center is very important to us. We do everything possible to work with families when a child is not feeling well, but if the health of other children or staff is compromised, we will ask that the child be brought home.

If the child’s illness requires they stay home for more than three days, please provide a doctor’s note upon return. This will help us ensure that the child is not in danger of a relapse or still contagious.

If staff feels that the child is ill or cannot engage in normal classroom activities, the parents (or other emergency contacts) will be contacted to pick up the child. The child will be isolated from other children as they wait for their parents or authorized person to pick him/her up. Parents must pick-up their child within one hour of being notified.

Exposure Notifications to Communicable Diseases

If a child or family member in the home has been exposed to a communicable disease, please let us know immediately so we can post an exposure notice. The child’s name will not be revealed. The exposure notice will be posted throughout the classroom, suite and/or center as a precaution to inform parents that their child may have been exposed to a communicable disease.

The incidence and severity of illness can be greatly reduced if we cooperate to prevent the rapid spread of communicable infections among the children at our center. Parents are required to notify the center if they or their child has contracted a communicable disease. Children must stay home if they have a communicable disease and may return to school only with a doctor's consent, or clearance from the Health Department, when applicable.

Please see below for examples of Communicable Diseases for which a medical provider and/or the Health Department may need to provide documentation for return to child care:

- Chicken pox
- Meningitis
- Giardia
- Measles
- Shigella
- Pink Eye
- Hepatitis
- Any other serious communicable disease not listed here

4. Criteria for Keeping a Sick Child Home:

Some diseases require that the Health Department provide documentation of clearance from the infection – a doctor's note is not sufficient. The Health Department can provide consultation regarding this issue. For information regarding when to readmit a child after exclusion, please read the signs and symptoms charts on the following page. This is not a complete list of medical conditions; please talk to staff about any questions or concerns regarding the health of the child.

Symptom	Common Causes	Complaints or What Might Be Seen	Temporarily Exclude?	If Excluded, Readmit When
Cold Symptoms	<p><i>Viruses</i> (early stage of many viruses)</p> <ul style="list-style-type: none"> • Adenovirus • Coxsackievirus • Enterovirus • Parainfluenza virus • Respiratory syncytial virus • Rhinovirus • Coronavirus • Influenza <p><i>Bacteria</i></p> <ul style="list-style-type: none"> • Mycoplasma 	<ul style="list-style-type: none"> • Runny or stuffy nose • Scratchy throat • Coughing • Sneezing • Watery eyes • Fever 	<p>No, unless</p> <ul style="list-style-type: none"> • Fever accompanied by behavior change. • Child looks or acts very ill. • Child has difficulty breathing. • Child has blood red or purple rash not associated with injury. • Child meets other exclusion criteria 	<ul style="list-style-type: none"> • Exclusion criteria are resolved. (See List: Temporary Excluded)
Cough (May come from congestion any where from ears to lungs. Cough is a body response to something that is irritating tissues in the airway.)	<ul style="list-style-type: none"> • Common cold • Lower respiratory infection (eg, pneumonia, bronchiolitis) • Croup • Asthma • Sinus infection • Bronchitis 	<ul style="list-style-type: none"> • Dry or wet cough • Runny nose (clear, white, or yellow-green) • Sore throat • Throat irritation • Hoarse voice, barking cough 	<p>No, unless</p> <ul style="list-style-type: none"> • Severe cough • Rapid and/or difficult breathing • Wheezing if not already evaluated and treated • Cyanosis (ie, blue color of skin and mucous membranes) 	<ul style="list-style-type: none"> • Exclusion criteria are resolved. (See List: Temporary Excluded)
Diaper Rash	<ul style="list-style-type: none"> • Irritation by rubbing of diaper material against skin wet with urine or stool • Infection with yeast or bacteria 	<ul style="list-style-type: none"> • Redness • Scaling • Red bumps • Sores • Cracking of skin in diaper region 	<p>No, unless</p> <ul style="list-style-type: none"> • Oozing sores that leak body fluids outside the diaper 	<ul style="list-style-type: none"> • Exclusion criteria are resolved. (See List: Temporary Excluded)
Diarrhea	Usually viral, less commonly bacterial or parasitic	<ul style="list-style-type: none"> • Frequent loose or watery stools compared to child's normal pattern. (Note that exclusively breastfed infants normally have frequent unformed and somewhat watery stools, or may have several days with no stools.) • Abdominal cramps. • Fever. • Generally not feeling well. • Sometimes accompanied by vomiting. 	<p>Yes, if</p> <ul style="list-style-type: none"> • Stool is not contained in the diaper for diapered children. • Diarrhea is causing "accidents" for toilet-trained children. • Stool frequency exceeds 2 or more stools above normal for that child, because this may cause too much work for the teacher/caregivers and make it difficult to maintain good sanitation. • Blood/mucus in stool. • Abnormal color of stool for child (eg, all black or very pale). • No urine output in 8 hours. • Jaundice (ie, yellow skin or eyes). • Fever with behavior change. • Looks or acts very ill. 	<ul style="list-style-type: none"> • Cleared to return by health professional for all cases of bloody diarrhea and diarrhea caused by <i>Shigella</i>, <i>Salmonella</i>, or <i>Giardia</i>. • Diapered children have their stool contained by the diaper (even if the stools remain loose) and toilet-trained children do not have toileting accidents. • Able to participate.

Signs and Symptoms Chart
American Academy of Pediatrics 2009

Symptom	Common Causes	Complaints or What Might Be Seen	Temporarily Exclude?	If Excluded, Readmit When
Difficult or Noisy Breathing	<ol style="list-style-type: none"> 1. Common cold 2. Croup 3. Epiglottitis 4. Bronchiolitis 5. Asthma 6. Pneumonia 7. Object stuck in airway 	<ol style="list-style-type: none"> 1. Common cold: Stuffy nose, sore throat, cough, and/or mild fever. 2. Croup: Barking cough, hoarseness, fever, possible chest discomfort (symptoms worse at night), and/or very noisy breathing, especially when breathing in. 3. Epiglottitis: Gasping noisily for breath with mouth wide open, chin pulled down, high fever, and/or bluish (cyanotic) nails and skin; drooling, unwilling to lie down. 4 and 5. Bronchiolitis and Asthma: Child is working hard to breathe; rapid breathing; space between ribs looks like it is sucked in with each breath (retractions); wheezing; whistling sound with breathing; cold/cough; irritable and unwell. Takes longer to breathe out than to breathe in. 6. Pneumonia: Deep cough, fever, rapid breathing, or space between ribs looks like it is sucked in with each breath (retractions). 7. Object stuck in airway: Symptoms similar to croup (2 above). 	Yes, if <ul style="list-style-type: none"> • Fever accompanied by behavior change. • Child looks or acts very ill. • Child has difficulty breathing. • Child has blood red or purple rash not associated with injury. • The child meets other exclusion criteria 	<ul style="list-style-type: none"> • Exclusion criteria are resolved. (See List: Temporary Excluded)
Earache	<ul style="list-style-type: none"> • Bacteria or viruses • Often occurs in context of common cold 	<ul style="list-style-type: none"> • Fever • Pain or irritability • Difficulty hearing • "Blocked ears" • Drainage • Swelling around ear 	No, unless <ul style="list-style-type: none"> • Unable to participate. • Care would compromise staff's ability to care for other children. • Fever with behavior change. 	<ul style="list-style-type: none"> • Exclusion criteria are resolved. (See List: Temporary Excluded)
Eye Irritation, Pinkeye	<ol style="list-style-type: none"> 1. Bacterial infection of the membrane covering the eye and eyelid (bacterial conjunctivitis) 2. Viral infection of the membrane covering the eye and eyelid (viral conjunctivitis) 3. Allergic irritation of the membrane covering the eye and eyelid (allergic conjunctivitis) 4. Chemical irritation of the membrane covering the eye and eyelid (irritant conjunctivitis) (eg, swimming in heavily chlorinated water, air pollution) 	<ol style="list-style-type: none"> 1. Bacterial infection: Pink color instead of whites of eyes and thick yellow/green discharge. May be irritated, swollen, or crusted in the morning. 2. Viral infection: Pinkish/red, irritated, swollen eyes; watery discharge; possible upper respiratory infection. 3 and 4. Allergic and chemical irritation: Red, tearing, itchy eyes; runny nose, sneezing; watery discharge. 	<i>For bacterial conjunctivitis</i> No. Exclusion is no longer required for this condition. Health professionals may vary on whether to treat this condition with antibiotic medication. The role of antibiotics in treatment and preventing spread is unclear. Most children with pinkeye get better after 5 or 6 days without antibiotics. <i>For other forms</i> No, unless <ul style="list-style-type: none"> • The child meets other exclusion criteria Note: One type of viral conjunctivitis spreads rapidly and requires exclusion. If 2 or more children in the group have watery red eyes without any known chemical irritant exposure, exclusion may be required and health authorities should be notified.	<ul style="list-style-type: none"> • <i>For bacterial conjunctivitis</i> once parent has discussed with health professional. Antibiotics may or may not be prescribed. • Exclusion criteria are resolved.

Signs and Symptoms Chart
American Academy of Pediatrics 2009

Symptom	Common Causes	Complaints or What Might Be Seen	Temporarily Exclude?	If Excluded, Readmit When
Fever	<ul style="list-style-type: none"> Any viral, bacterial, or parasitic infection Overheating Reaction to medication (eg, vaccine, oral) Other noninfectious illnesses (eg, rheumatoid arthritis, malignancy) 	<p>Flushing, tired, irritable, decreased activity</p> <p>Notes</p> <ul style="list-style-type: none"> Fever alone is not harmful. When a child has an infection, raising the body temperature is part of the body's normal defense against outside attacks. Rapid elevation of body temperature sometimes triggers a febrile seizure in young children; this usually is outgrown by age 6 years. The first time a febrile seizure happens, the child requires evaluation. These seizures are frightening, but do not cause the child any long-term harm. Parents should inform their child's health professional every time the child has a seizure, even if the child is known to have febrile seizures. <p>Warning: <i>Do not</i> give aspirin. It has been linked to an increased risk of Reye syndrome (a rare and serious disease affecting the brain and liver).</p>	<p>No, unless</p> <ul style="list-style-type: none"> Behavior change. Unable to participate. Care would compromise staff's ability to care for other children. <p>Note: Temperatures considered meaningfully elevated above normal, although not necessarily an indication of a significant health problem, for children older than 4 months are</p> <ul style="list-style-type: none"> 100°F (37.8°C) axillary (armpit) 101°F (38.3°C) orally 102°F (38.9°C) rectally Aural (ear) temperature equal to oral or rectal temperature <p>Get immediate medical attention when infant younger than 4 months has unexplained temperature of 101°F (38.3°C) rectally or 100°F (37.8°C) axillary. Any infant younger than 2 months with fever should get medical attention within an hour.</p>	<ul style="list-style-type: none"> Able to participate Exclusion criteria are resolved. <p>(See List: Temporary Excluded)</p>
Headache	<ul style="list-style-type: none"> Any bacterial/viral infection Other noninfectious causes 	<ul style="list-style-type: none"> Tired and irritable Can occur with or without other symptoms 	<p>No, unless</p> <ul style="list-style-type: none"> Child is unable to participate <p>Note: Notify health professional in case of sudden, severe headache with vomiting or stiff neck that might signal meningitis. The stiff neck of concern is reluctance and unusual discomfort when the child is asked to look at his or her "belly button" (putting chin to chest)—different from soreness in the side of the neck.</p>	<ul style="list-style-type: none"> Able to participate
	<p>fifth disease, chickenpox, herpesvirus, molluscum contagiosum, warts, cold sores, shingles (herpes zoster), and others</p> <p>2. Skin infections and infestations: ringworm (fungus), scabies (parasite), impetigo, abscesses, and cellulitis (bacteria)</p> <p>3. Severe bacterial infections: meningococcus, pneumococcus, <i>Staphylococcus aureus</i> (MSSA, MRSA).</p>	<p>rash requires a competent health professional evaluation that takes into account information other than just how rash looks.</p> <p>1. Viral: Usually signs of general illness such as runny nose, cough, and fever (except for warts or molluscum). Each viral rash may have a distinctive appearance.</p> <p>2. Minor skin infections and infestations: See "Itching." More serious skin infections: redness, pain, fever, pus.</p> <p>3. Severe bacterial infections: Rare. These children have fever with rash and may be very ill.</p>	<ul style="list-style-type: none"> Has oozing/open wound Has bruising not associated with injury Has joint pain and rash Unable to participate Tender, red area of skin, especially if it is increasing in size or tenderness 	<ul style="list-style-type: none"> On antibiotic medication at least 24 hours (if indicated). Exclusion criteria are resolved. <p>(See List: Temporary Exclusion)</p>

Signs and Symptoms Chart
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5. Medication

If a child is on a medication they have never been prescribed before, please keep them home for 24 hours to watch for any possible side effects. All immunizations must be kept up to date and reported to the center. If a parent has any concerns about their child's health, they can feel free to talk to the teaching staff or the program director at any time. It is important that parents and staff work together to maintain a healthy classroom environment.

For the safety of the children, staff is only allowed to dispense prescription medication and cannot dispense any over-the-counter medication without a doctor's consent. Prescription medication will be given when the following are met:

- Medicine must be labeled and in its original container with child's name, date and dosage.
- Parents must complete a medication consent form with date, child's name, type of medication, dosage, time to be given, and signature.

Parents must turn in all medication to the child's teacher. Please do not send medication with your child or in your child's belongings. Parents are welcome to visit the center to provide the medication themselves.

The health and safety guidelines/policy are considered the best practice to protect children as well as to prevent the spread of communicable diseases or illnesses. The guidelines are based on health committee discussions, health journals, and under the advisement of health professionals in the field. Prior to making changes to the health policy, our program consults with community health committees, public health nurses, and other health professionals to guide us. We practice and enforce these guidelines to ensure that our program staff continues to be updated, using best practices on how to prevent the spread of contagious illnesses or diseases in child care programs.

Emergency Procedures

The entire center practices monthly fire drills and quarterly earthquake drills. In case of emergencies, staff will follow the written policies and procedures established for the center. Parents will be informed, as soon as possible, of the status of the center in case of a natural or man-made disaster. Staff will do everything possible to reassure the children and keep them safe and calm throughout the situation.

Medical/Dental Emergencies – Upon enrollment, families are asked to provide emergency medical and dental information and emergency instructions. The center requires a signed authorization for emergency medical and dental treatment from each family. Every effort will be made to inform parents if an injury does occur. We will do our best to follow parent instructions. In the case of an accident or illness that needs to be treated immediately by a medical professional, Gateway staff will do the following: (1) assess the situation, (2) call 911, (3) call parents to inform them of the situation, (4) follow the instructions of emergency personnel, and (5) continue to communicate with the parents.

Natural Disasters – In the case of an earthquake, Gateway staff will: (1) protect the children, (2) wait until movement has ceased, (3) evaluate environment, (4) call 911 if necessary, and (5) remove children to designated location. Staff will contact parents for pick-up if necessary. Please plan on picking up children as soon as possible.

Man-Made Disaster – In case of a military action, violent threats, illegal entry or access to the center/trespassing, Gateway staff will: (1) comfort the children, (2) assess the situation, and (3) contact parents for pick-up, if necessary. In the case of a bomb threat, staff will: (1) assess the situation, (2) call 911, (3) evacuate the building, (4) remove children to designated location, and (5) contact parents for pick-up, if necessary.

Evacuation Procedures

If it becomes necessary to evacuate the children from the center, staff will follow the policies and procedures developed for the center. Parents will be notified, as soon as possible, that the center has been evacuated and where and when to pick-up their children.

Pets

To maintain a healthy environment for children and staff, we do not allow any pets or animals inside the center. Pets or visiting animals must have prior approval by the program director. Any approved pets or visiting animals must provide documentation from a veterinarian or animal shelter stating that the animals are healthy, fully immunized and whether or not the animal should be protected and suitable for contact with children. Absolutely no exceptions.

Child Abuse Reporting

All child care providers are mandated reporters of suspected child abuse or neglect. Staff is always willing to talk to parents experiencing family stress and other problems and can provide referrals to appropriate service agencies, if necessary.

Grounds for Dismissal

We will make every effort to support families; however we do need parent cooperation to resolve issues or concerns. If the issue persists, Gateway Child Development Center may terminate enrollment for any of the following reasons:

- Emergency names and phone numbers are incorrect
- Parent is late in picking up the child after contracted hours
- Late payment of fees or insufficient funds
- Failure to adhere to the sign-in/sign-out policies
- Failure to notify the Gateway that the child will be absent
- Child behavior that is continually disruptive or dangerous to others and/or self
- Any single incident that is deemed by the Gateway staff and/or Program Director to be dangerous, harmful, disruptive, disrespectful, violent or threatening toward staff, other children, or other parents/families.

[Gateway Daily Schedules]

by suite / age group

Infants (3 months-24 months)

There are 3 infant rooms within our infant suite. Each classroom has 12 children in a family-like group setting, where children are of different age groups. Each child will be assigned to a primary caregiver who will communicate daily with parents and be the primary person responsible for care giving routines and recording. Whenever the primary caregiver is unavailable, the other teachers in the classroom will serve as secondary caregivers and will be available to support your family. Personalized schedules and caring interactions throughout the day encourage infants to discover, develop, and advance in their own special way.

The suite is designed to provide a caring and stimulating environment for children. Areas for sleeping, feeding, playing, and changing are built into the suite. The nap room has cribs for younger infants and small cots for the walking infants, and is designed to promote relaxation for the infants. The design of the entire suite takes into account the health and safety of the infants. Infants will experience plenty of caring attention and age-appropriate activities throughout the day. Infants respond best to warm, caring interactions, so staff interacts with them by hugging, singing, rocking, and playing at the infant's level.

Developmentally appropriate materials help infants practice reaching, grasping, and tracking objects with their eyes. Bright colorful toys and mirrors provide opportunities for infants to touch and explore. Communication about an infant's activities during the day will be recorded on your child's day form/Tot Report. A copy will be given to parents upon request.

Parents are responsible for bringing in diapers and wipes to be kept at the center. Extra sets of clothing should also be brought in to Gateway in case of accidents. Please provide light weight and heavy weight blankets. Infant sheets will be washed and changed daily and as needed.

Parents will provide all meals and snacks. Please note that staff is not allowed to provide any food that is stored in an open can or food jar. All of the child's belongings should be clearly marked with his or her name.

A "Needs and Services Plan" is required by licensing. Families must complete and submit this plan on or before the child's first day of school. *The "Needs and Services Plan" must be updated every three months and as needed thereafter.* This information will help the teaching staff gain a better understanding of your infant's individual needs.

Breastfeeding

Nursing is welcomed and supported by Gateway staff. For a quiet and comfortable space, nursing mothers may use the library or the infant's activity room to nurse their child throughout the day.

Shoe covers

Due to sanitary issues, there is a “no shoe” and “no bare feet” policy in the infant rooms. If one is wearing socks, we ask that they remove their shoes before entering the infant suite or use the shoe covers the center has provided. In addition, please use the hand sanitizer by the door before entering the infant area.

Safe Sleep Practices

Infants up to twelve months of age are placed for sleep in supine position (wholly on their back) for every nap or sleep time unless the infant’s custodial parent has completed a signed waiver indicating that the child requires an alternate sleep position. Blankets or swaddling infants when they are in a crib is not necessary or recommended, but rather one-piece sleepers should be used. Information on health risks caused by blankets or swaddling is available upon request.

Infant’s Daily Schedule

Young infants’ schedule for sleeping and eating are according to individual child’s needs & schedule. Diapers will be changed every two hours or as necessary throughout the day. Infant teachers will work closely with families to individualize the schedule. However, infants over 1 year will have scheduled meal time and nap time.

7:00- 9:30 AM	Welcome, hand wash (for both child and adults) health check, free play, breakfast for early children Parents fill out My Day Form/Tot-Report Transition to classrooms Young infants feed and nap according to their schedule. Continues to welcome children and health check
9:30 – 11:00 AM	Circle Time Wash hands, free play Diaper change, offer art/small group activity Outdoor activities for older infants, free play
10:30 AM -12:00 PM	Indoor activity room/Outdoor activities, Wash hands, young infants will eat according to their own schedule. Lunchtime for older infants
12:00-3:00 PM	Diaper change, naptime for older infants, outside time for younger infants. Indoor activities and quiet play.
3:00-4:30 PM	Enrichment Classes, indoor/outdoor activities, snack time
4:00-5:30 PM	Circle time, music & movement, diaper change 2 nd snack time, meal/dinner time, combine both classrooms

5:30-6:30 PM

Combine classrooms, free play
Departure time, exchange of information

Toddlers or Two's (24 months-3 years)

Toddlers experience the world in new and exciting ways as they begin to talk, walk, and explore on their own. An enriching, stimulating environment helps toddlers learn and develop their own self-confidence, self-esteem, and understanding of the world around them.

The toddler suite was designed to provide fun and balance for the children. Each room will have an area where children can learn body control and coordination. Imaginative and dramatic play provides an opportunity for creativity, independence, and adventure in a safe caring space.

The toddler rooms are designed with daily learning plans that include a variety of age-appropriate activities that engage the child's interest. We understand that toddlers learn by doing, so we give them plenty of activities that include singing, dancing, jumping, and playing. Activities that stimulate all five of the child's senses are included in each learning plan. Puzzles and blocks help improve fine motor skills and explore colors, shapes, sizes, and numbers at the same time. Singing and story time helps with language development.

Toddler's minds and bodies don't always grow at the same speed; so, self-control, potty training, and self-esteem are three of the most challenging and important stages of development during this time. In the toddler suite, we have a changing table as well as toilets to support and encourage potty training. Regarding behavior and discipline issues, most situations can be handled by redirecting the child to another appropriate activity. This directly affects the child's confidence and self-esteem, which are formed during this highly impressionable time. We will support the child at his/her level of development, and never compare one child to another.

Communication with parents will take place verbally and in writing (using a communication log) on a daily basis with the staff of the toddler suite. At the end of the day, staff will communicate what each child's day was like. If there are changes to a child's feeding or napping schedule, please put it in writing so staff can include it in their learning plan.

During the potty training stage, we will work with the family to create a plan to match what is going on at home (e.g. pull-ups, etc). Three changes of clothing, in case of accidents, should be brought in each day. In addition, please provide breakfast/lunch/dinner for the day, eating utensils, blanket and small sheet for naptime. Blankets and sheets are sent home with parents every Friday for washing and brought in on the following Monday. Each child's clothing and other belongings brought to the center should be clearly marked with their name.

Toddler's Daily Schedule

7:00-8:30 AM	Welcome, hand wash (for both child and adults), combine with preschoolers, health check, parents sign in, free play
8:30-9:45 AM	Separate into their Toddler suite/classroom for choice table activities/learning center, clean-up, songs, Potty Training/Diaper change, wash hands, AM snack time, clean-up, wash hands
9:45 – 10:00 AM	Morning Circle/Large Group Time, prepare for outdoor play
10:00 – 11:00 AM	Outside choice time, walk, play structure, bike, and sand box
11:00 – 11:45 AM	Wash hands, inside special small group activities, learning center
11:45 AM – 12:45 PM	Clean-up, Potty Training/Diaper change, wash hands before and after meal Family style lunch, teeth brushing after meal
12:45- 1:00 PM	Book Choice/Story Time, prepare for nap (check diaper/toileting)
1:00-3:00 PM	Nap, quiet time
3:00-4:00 PM	Wake – up, wash hands, PM snack time Potty Training/Diaper change, wash hands
3:30-4:15 PM	PM Circle/Large Group time, free play in learning centers
4:15-5:30 PM	Enrichment Class/Outdoor choice time
5:30-6:30 PM	Wash hands, diaper change/toileting, May combine with preschoolers, Free play in areas, quiet reading time

Preschool (3 years-6 years)

Preschool programming encourages children to build reading skills, self-confidence, and have fun. The suite and outside playground were designed for safe exploration, allowing children to have fun while they are learning. Individual and group activities provide the opportunity for preschool age children to expand their knowledge while exploring the world around them. Each room has clearly defined learning centers offering a wide range of developmentally appropriate activities. Preschoolers will have the opportunity to explore the art, science, reading, music, blocks, puzzles, dramatic play, and computer areas.

The outdoor play space is also divided up into specific areas to provide a productive learning environment outdoors. Sand and water trays are available outside for fun and experiments. An age-appropriate play structure, where children can climb, slide, and jump, will be the focal point of most outside adventures. The children are developing their large motor skills by interacting with playground equipment and fellow peers. Bikes and tricycles, along with balls and jump ropes, are available for the children to choose from during outside play.

Both the interior and exterior environments were designed to take into account the developmental and physical level of the children using them. A safe and healthy environment is the key to a child's self-esteem development. Daily activities support weekly plans which in turn support monthly themes. As the children grow through the preschool years, the focus will turn from exploration to building a foundation in math, science, language, as well as an appreciation for art and music.

The oldest (or pre-K) children in the preschool will have pre-K enrichment activities daily. These small group activities will have more of an educational focus in their weekly plans and monthly themes conducted in a small group away from younger preschoolers. Letter recognition, story time, poems, and songs all will help prepare the children for the years to come. For example, counting, sorting, and ordering are basic math components that the children will focus on through games and activities. Working in both small and large groups will help with the social development and the concept of sharing, which are both very important when children are entering Kindergarten.

Preschool age children need to have a chance to rest and recuperate after hours of excitement and activity. Each classroom will have a designated quiet time, where children will rest for approximately 2 hours. We provide the cot for children to sleep on, but parents must send in a blanket and sheet for their child. This should be taken home every Friday to be washed and returned the following Monday. For children who do not nap, provisions will be made for them to engage in a quiet activity which will not disturb the rest of the sleeping children.

Communication with parents will take place verbally on a daily basis when the child is picked up. Formal parent/teacher conferences take place two times a year. Monthly calendars with the theme for the month along with weekly curriculum plans will be posted in the classrooms.

Preschool Daily Schedule

7:00-8:30 AM	Welcome, Wash hands for both child and adults, combine in Toddler suite, Health check, parents sign-in Free play, learning areas, breakfast for early children.
8:30-9:00 AM	Preschool suite opens, wash hands for adults and children arriving. Children help prepare for the day.
9:00- 9:30	Wash hands, AM snack time, Clean-up
9:30 -10:30 AM	Circle time, learning centers, interests' area play Small Group Activities / Pre-K Enrichment Time
10:30-11:45 AM	Outdoor choice time
11:45-12:30 PM	Wash hands, family style lunch, clean-up
12:30-1:00 PM	Teeth Brushing/Prepare for nap Begin rest time with book reading
1:00-2:45 PM	Rest time
2:45-3:15 PM	Wash hands, put cots/bedding away, PM snack time, clean-up
3:15-4:15 PM	Enrichment Class/Outside choice time
4:15-5:30 PM	Indoor choice time, PM circle time, learning activities
5:30-6:30 PM	May combine with Toddlers, area play Wash hands, Quiet literacy time

[CONTACT GATEWAY]

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