

MISSION MONTESSORI SCHOOLS

Infant/Toddler Handbook
Revised Summer 2023



What is the Montessori Toddler House?

The Montessori Toddler House offers children aged 16 to approximately 36 months opportunities to explore their independence and connection to the world using their extraordinary capacity for learning. The environment is set up much like a home, with distinct areas for preparing food, eating, changing clothes, toileting, group activities, individual work, and quiet moments. Coming into the Toddler House, the child sees himself as an individual ready for this living environment that offers opportunities for social interaction, independence, self-expression, as well as small and large motor development.

What Montessori words should I be familiar with?

Dr. Maria Montessori introduced many new terms and concepts to describe how children grow and learn. Here are definitions of some widely used Montessori words and phrases.

Prepared Environment – The Guide prepares the environment of the Montessori environment with carefully selected, aesthetically arranged materials that are presented sequentially to meet the developmental needs of the children using the space. Well-prepared Montessori environments contain appropriately sized furniture, a full complement of Montessori materials, and enough space to allow children to work in peace, alone or in small or large groups.

Directress or Guide – Historically, the designation for the lead Guide in a Montessori environment. In Montessori education, the role of the instructor is to direct or guide individual children to purposeful activity based upon the instructor's observation of each child's readiness. The child develops his own knowledge through hands-on learning with didactic materials he chooses.

Work – Purposeful activity. Maria Montessori observed that children learn through purposeful activities of their own choosing; Montessori schools call all of the children's activities "work."

Normalization – A natural or "normal" developmental process marked by a love of work or activity, concentration, self-discipline, and joy in accomplishment. Dr. Montessori observed that the normalization process is characteristic of human beings at any age.

Normalizing Event – Within the prepared environment of the Montessori environment, children experience a normalizing event every time they complete a basic work cycle, which includes 1) choosing an activity; 2) completing the activity and returning the materials to the proper place; and 3) experiencing a sense of satisfaction.

Practical Life Activities – Young children in Montessori environments learn to take care of themselves and their environment through activities such as hand washing, dusting, and mopping. These activities help toddlers and preschool-age children learn to work independently, develop concentration, and prepare for later work with reading and math; older children participate in more advanced activities.

Sensorial Exercises – These activities develop and refine the 5 senses—seeing, hearing, touching, tasting, and smelling—and build a foundation for speech, writing, and math through

the use of sensorial materials. The exercises also bring order to the barrage of sensorial impressions the child experiences from birth onward.

Sensitive Period – A critical time during human development when the child is biologically ready and receptive to acquiring a specific skill or ability—such as the use of language or a sense of order—and is therefore particularly sensitive to stimuli that promote the development of that skill. A Montessori Guide prepares the environment to meet the developmental needs of each sensitive period.

Grace and Courtesy – Children are formally instructed in social skills they will use throughout their lives, for example, saying “please” and “thank you,” interrupting conversations politely, requesting rather than demanding assistance, and greeting guests warmly.

What is my child’s role?

The child enters the Toddler House when he is walking steadily. Offering new experience and opportunities, he explores his own capabilities and grows with each challenge. He builds his self-esteem through both successes and failures in a supportive community.

He finds himself in a language-rich environment that supports his need to hear as well as speak. Although he may not be ready yet to express himself verbally, he has plenty of time and opportunity here, so that when he is ready, he will feel comfortable seizing the moment.

He comes to master his environment and count on the predictability of its physical organization and the consistency of its schedule. The trust and respect modeled by the Guides enable him to trust in his environment, building a true connection to this community and the wider world.

He learns to understand and believe in his own capabilities. He begins to understand the organic cues in his body to satisfy hunger, to relieve a full bladder, to recognize and express his emotions. He is a valued and supported person in this living creative environment.

What is the Guide’s role?

The Guide in the Toddler House has been trained to embody in herself and in the environment the principles that every child is unique and that every child’s full human potential can be realized.

She has a respect for the child’s “inner guide.” This is the child’s driving life force that knows what he needs for his normal development. The adult observes each child to see the inner guide at work and presents materials and activities that support the child’s developing personality. For instance, when the Guide observes a child wanting to climb, she responds to this need by offering appropriate climbing opportunities.

She prepares a developmentally appropriate environment that calls out to the child and begs him to engage. The care, beauty and preparation she devotes to the environment are of the utmost importance and are the keys to the child’s connection with his world.

The Guide is also a good listener. She understands that children develop confidence in speaking

when the adults in their lives are genuinely interested in what they are saying. The Guide promotes a non-competitive atmosphere by encouraging without praising, providing feedback rather than judgment. A Montessori Guide would be more likely to encourage the child's self-esteem by saying, "You did it!" or "It must feel good to do it yourself," rather than making a judgment like "Good job" or "Nice work." The Guide is caring and warm, celebrating small triumphs *with* the children, rather than encouraging them to depend on the approval of an adult.

What is my role as a parent?

You play a significant role in your child's experience in the Toddler House. There are many opportunities for you to discuss your child's experiences with the Guide, through scheduled conferences, phone calls, and impromptu chats (of course, in private and away from your child).

You can stay informed by attending parent education events nights, connecting with other parents and Guides, and observing the environment throughout the year. Insights from observations, parent meetings, and other informal communications help you to have a greater understanding of your child's work and development, as well as to incorporate principles of the Toddler House into your home life, creating consistent expectations and experience.

PHASING INTO THE ENVIRONMENT

Infants:

The Infant Program transition begins with a phone or in person conversation with the lead Guide to gather as much information about the infant as possible from birth information to feeding, sleep, and health. This opens up dialogue and communication between Guide and parent. We will also discuss supplies required for environment needs and go over the Infant/Toddler handbook. This first week will require a flexible schedule from the parents/family. We are very mindful and respectful of the child's needs and separation from the primary caregiver.

Infant Phase-in Schedule:

(Day 1)

The infant will spend up to 2 hours in the environment without the parent.

(Day 2)

The infant will spend up to 4 hours in the environment without the parent.

(Day 3)

The infant will spend a half day or full day depending on how he/she has transitioned thus far.

(Day 4-5)

We will follow the lead of the child as to how he/she has acclimated to the environment.

Depending on the child, they may be ready for a full day.

Toddlers:

Toddlers are excited about their growing independence, but they are also feeling the loss of the special relationship of oneness with their parents. For this reason we need to give the child plenty of time to settle into their new environment. Our goal is to convey the idea of active settling in, which is a biological, psychological, emotional, sensory and cognitive process. Gradually phasing the child into the new environment, allows them to make their new surroundings their own, at their own pace. To assist in the phasing- in this process we ask that you or another person that your child feels comfortable with set aside time to accompany them to school. This time can last a couple of days or a couple of weeks depending on your child's needs, with a required minimum of 3 days. It is necessary to plan your schedule so you will be available for your child during the first week of your child's start date. **For some this may require using some vacation time from work.** Initially you and your child will spend approximately 1 hour. Please relax and be the beacon of light your child can come to, or simply see, to help him/her feel secure in their new environment. Over the next several days, the time of your visits will increase until the phasing-in period is complete. Your child has built trust in the environment and the new adults in his life. For many of you this may be the first experience of separation. Please trust and know we will make this a positive one for you and your child.

Toddler/Transition Phase-In Schedule:

***Please note that some children may need a longer phase in period.**

Phase in schedule for Transition and Toddler Classes: this is a general schedule for transition into the classroom; it may be modified depending on the child

Day 1 child joins class from 8:30-9:30

Day 2 child joins class from 8:30-10:30 morning snack with us

Day 3 child joins class from 8:30-11:30 lunch

Day 4 child joins class from 8:30-2:00 nap

Day 5 child begins their regular daily schedule

ARRIVAL AND DISMISSAL PROCEDURES

1. **It is a state requirement that you sign-in and sign-out your child each day.** Each environment has a book for this purpose. Please make sure that you sign-in at the correct time that your child was placed in our care, not necessarily the time that you leave our campus each morning. A first initial and last name along with the time of arrival and departure are required for each date specified.
2. Identification is required from any adult who is not known to school personnel and who comes to pick up a child. We reserve the right not to release the child to anyone other than the custodial parent, or an authorized person **as stated on the child's blue emergency card**. If someone else is going to pick up a child, the parent must write a note and submit it to the school office. As a safety precaution, we will phone the custodial parent to confirm that this person has been authorized to pick up the child. They need to go to the office first and show a picture ID before removing your child from the school.
3. **Drop off and pick up routines should remain consistent so that the child can develop a sense of order in the environment.**
4. In order to respect the other children in the environment, and to give your child our full attention, arrivals and departures are not ideal times for in-depth conversations and conferences.

*See attached map and arrival/dismissal policy if your child is attending the Cactus campus.

Arrival for Infants:

We suggest that infants be fed breakfast at home and have a dry diaper before entering the environment. This will help them to feel more secure in the environment before your departure. The infant environment has a “no shoe” policy, to ensure that the infants have a clean floor to move about.

When you arrive at the classroom door, please knock and a Guide will meet you and your child at the door. Because we may be working with a child upon your arrival, we request that the conversation with us be limited at this time. We will provide you with a daily communications sheet located beside the Sign In/Out Book, to be filled out every morning upon arrival. We will want to know when your child ate last, time of last diaper change, how long he/she slept, and any additional comments that you feel we need to be aware of. Parents may contact Guides by phone or email if they have any questions, comments, or concerns.

Dismissal for Infants:

You are encouraged to phone (480-699-4950 ext. 61) prior to your arrival at the door so your child and belongings can be ready to go-again, please knock. Pick up should be calm and quiet just as for your arrival. This will be particularly helpful for the children who are not leaving at the same time, as well as for your child.

Arrival for Toddlers:

Toddlers should arrive no later than 8:25 am. **Late arrival creates a difficulty for the child in making an easy transition into the daily routine in their environment.** If your child will be coming later than 8:30 am for any reason, please let us know in advance. Toddlers may be dropped off at morning car line (7:50-8:25), and your child's teacher will discuss specific drop-off procedures at your initial meeting. Drop offs should be short and sweet, as we want to make this transition as easy for the child as possible. Parents need to stay by the door at St. Apkar/gate at St. Anthony and children should be carrying their personal items into the environment. It is quite disruptive for parents to come into the environment as precious work and lessons are being done.

Dismissal for Toddlers:

Half day toddlers must be picked up by 12 pm by the door at St. Apkar/by the gate at St. Anthony. If your child is part of the full day program then they will be in the afternoon carline starting at 2:45 and ending 3:00. Please drive through the line and we will put your child in his/her car seat. Parents will need to pull into a parking spot to buckle their child in the car seat. Guides cannot buckle them in. Carline will not take place if it is raining or over 100 degrees, in this case dismissal will be at the door at St. Apkar/ the gate at St Anthony.

If for some reason you are going to be late for car line, please email your child's Guide no later than 2:30 so we can keep your child in the environment to prevent confusion.

DAILY COMMUNICATION

Infants:

Each infant has a daily sheet that records feedings, diapering, naps, etc. These daily sheets are kept in a binder, which is accessible to parents daily.

Toddlers:

It is the policy of the school that assistants are asked any direct questions from parents, regarding a child's environment performance or behavior to the lead Guide. Our assistants will be glad to help with environment questions regarding lost personal items, handouts, lunch, supplies, and a multitude of others. Please know that the time before and after school is very busy and is not an appropriate time for a meeting. If you need to speak with your child's Guide please give them a note or an email and they will get back to you as soon as possible.

STUDENT HEALTH

As you know, your child's first community experience will bring increased exposure to viral and bacterial illness. To reduce the spread of disease the school environment is thoroughly cleaned and maintained daily. In a Montessori environment the emphasis is on helping the child achieve independence. Enabling him to handle the functions of his own body not only cuts down considerably on the spreading of germs from child to child, but also builds self-esteem. The teachers demonstrate, for example, cleaning one's nose, and then encourage the children to practice themselves. (If your child has an unmanageably runny nose, please keep him or her at home.)

In case of injury or illness during school hours, parents will be notified by phone to pick up their child. If a parent cannot be reached, the school will call the alternate pick up names listed on the emergency card. **Please keep all emergency information current by notifying your child's Guide and the main office with any changes in addresses, telephone numbers, emergency contact information, etc. Please keep in mind that if your child were to have an accident and the information on your blue card were to be incorrect, we would have no way of contacting you.**

Illnesses:

1. If your child is running a fever (100.0 or higher) we will notify you to pick up your child immediately. Infant Guides will assess fevers sometimes caused by the normal teething process. We may also call you if we feel your child is unusually fussy or showing other signs of not feeling well.
- 1a. We require infants and toddlers to remain home to be observed by parents for 24 hours following any immunizations. This is for the well-being of your child.**
2. **State law requires children who are sent home from school with a fever not to return to school until they have been fever-free for 24 hours without the use of fever reducing medications.**
3. If your child has runny bowel movements (diarrhea) or has clearly vomited, you will be called to pick up your child. **To ensure the health of all, we ask that your child remain at home for at least 24 hours after these incidents have occurred.**
4. A child with constant thick green nasal discharge may be sent home. Parents are encouraged to keep their child at home if they are showing this or any other symptoms of illness.
5. If any rashes are found on your child which are making him/her uncomfortable or which seem to be spreading, you will be called to pick up your child. This can also apply to severe diaper rash and extreme bug bites. We ask that you check with your doctor and advise us of any diagnoses. A doctor's note will be required for all children sent home with a rash who return to school.
6. Please notify the school immediately if your child is diagnosed with a contagious disease.
7. **Sick children should be picked up promptly after our call (within 45 minutes).** This will insure that your child is quickly in the comfort of your care and it will also help limit the spread of illnesses to the other children in the environment.
8. Since we are dealing with very young children, if any surgery is required (ear tubes or

any kind of stitches on the body), the school cannot be held responsible to care for your child until he or she seems to be out of pain and well on the way to recovery. It will need to be left to the discretion of the Guide to decide if the child is ready to return to school care.

Perspective on Biting

Biting is a very common behavior among children born to three years of age. Biting is a form of communication and is almost always a response to the child's needs not being met or coping with a challenge or stressor. At Mission Montessori we believe that by understanding the developmental stages of the children in our care and their individual needs, we can proactively prevent many biting behaviors by the environment which we create for the children.

We understand that biting other children is one of the most common and most difficult behaviors to deal with in group child care settings. It can occur without warning, can be difficult to defend against, and provokes strong emotional responses in both children, the families, and the caregivers involved.

For many young children, the biting stage is just a passing problem. Young children try it out as a way to get what they want from another. They are in the process of learning what is socially acceptable and what is not. They discover that biting is a sure-fire way to cause the other child to drop what they are holding so the child who has bitten can pick it up. However, they experience the disapproval of the adults nearby and eventually learn other ways of gaining possession of objects or expressing difficult feelings.

For other children, biting is a persistent and chronic problem. They may bite for a variety of reasons: teething, frustration, boredom, inadequate language skills, stress or change in the environment, feeling threatened, or to feel a sense of power. In order to alleviate some of the triggers for biting, Mission Montessori has practices in place that are known to help prevent incidences of biting in small children.

• **Quality relationships:** Guides develop nurturing relationships with the children and get to know each child individually. Guide is given opportunities for professional development to help learn ways to build quality relationships with the children.

• **Environmental influences on child's behaviors:** Children are given opportunities to work in both small and large groups; there is a variety of work and children are given lessons on how to be in the environment with other children appropriately, as well as witnessing constant modeling

of appropriate interactions. A Montessori environment is often productive and concentration-promoting, which is very soothing to children. Guides are very aware of and willing to help a child that is feeling overwhelmed.

• **Targeted social-emotional supports:** Children have an environment that consists of gross motor time, time to pursue own work, and snack time. Children learn early how to navigate classroom transitions in a way that helps them build confidence and alleviate stress. Guides talk about emotions/feelings through books and other work and teach strategies to help children learn to calm themselves.

No matter what the cause, it is important to be aware of the potential problem before it happens. Therefore, Mission Montessori, has developed the following plan of action to be used if and when biting occurs in our school.

Response to Biting - Action Plan

Before biting occurs:

-Create an environment which meets the developmental needs of the children. While monitoring and supervising all children working and/or playing. Redirect in situations where a potential biting incident may occur. Maintain an environment that elicits calm, thoughtful behavior.

For the child that bites:

1. The child that has bitten is immediately removed with no emotion, using words such as “I see X is crying/has a mark. Biting hurt X, and made X sad.”
2. The child that has bitten will not be allowed to return to the activity that elicited the bite, and will be talked to on a level which the child can understand. “I can see that you want that activity, but I can’t let you hurt X.”
3. The child will be asked to make amends with the child that was bitten. For example, getting an icepack from the freezer and holding it on the site of the bite (with the bitten child’s permission). The child can return to an activity after making amends that is approved by the child bitten. The child who bit may also just watch the guide apply the ice pack.
4. Guide will complete two incident reports (for both children) and notify the families of both parties when the children are picked up for the day.

For the bitten child:

Guides will administer appropriate first aid as follows:

1. Assess the wound and if it is bleeding, apply pressure directly to the wound, using a clean, dry cloth, until the bleeding stops.
2. Clean the bite wound with a mild soap and warm running water for approximately 3 - 5 minutes.
3. Rinse thoroughly, and pat dry with a clean, dry cloth.
4. Cover the wound with a clean, dry dressing.
5. Should the wound require immediate medical attention, appropriate action will be taken.
6. Parents will be notified

Follow Up After Class:

1. Guides will confer with the Head of School to review the context of the biting incident, whether adequate supervision was present and whether the environment contributed to the biting incident. If changes in supervision and/or environment are warranted, then those changes will be implemented.
2. If the biting behavior is chronic, we will host a conference with the family of the child that bites, and discuss possible sources of the biting behavior and create and implement a plan of action. This may include, but is not limited to, an evaluation by a speech therapist, an evaluation by an occupational therapist specializing in sensory behaviors, or changes in the home life (such as limit-setting, media exposure, etc). Failure to make and keep appointments or follow the plan of action can result in dismissal.

CLOTHING

Infants:

Infant clothing should be loose and comfortable for the child to move in. Dresses, tights, and overalls are **not** ideal.

Toddlers:

Imagine a day in which you planned to repaint your dining room, polish silver, work in the garden a little, and relax with a book after you were finished. Now consider what you would wear. Every day your child is involved in tasks which can be messy. Have your child wear clothing in which he or she can work comfortably. We encourage self-care, but young children do not have the skills to keep themselves and their clothing perfectly clean.

Also, appropriate clothing can be a wonderful tool to help encourage your child's independence resulting in higher self-esteem. Please do not send your child to school in blue jeans, overalls, tights, or belts. Acceptable clothing is loose fitting, soft fabric which the child can pull down quickly. Elastic waist pants and T-shirts with wide collars allow the child to dress and undress more independently. Avoid snaps, buttons, and zippers which often present a problem for the child and cause wetting accidents. Bulky fabrics like denim do not pull down easily and often get wet when the child empties his or her bladder, even though he or she is sitting on or standing at the toilet. The frustration the child experiences when this occurs is unnecessary.

These guidelines are also important for children still in diapers, because these children will now begin practicing dressing skills that will later make toileting more successful. Most toddlers really love their shoes. Please send shoes that facilitate active play such as tennis shoes, soft oxfords, and sandals. Cowboy boots and dress shoes make it difficult for the young child to participate safely in gross motor activity. Velcro clasps are a wonderful aid to the young child. Shoes with laces are more appropriate for three to four year old children. We focus on the PROCESS versus the PRODUCT and acknowledge the independent success of the child.

Honoring your child's accomplishments allows them to discover their own mistakes and fully understand the hands-on process of learning.

We recommend that both infants and toddlers have 3 full changes of clothes at all times in their cubbies. **PLEASE LABEL ALL OF YOUR CHILD'S CLOTHING WITH HIS OR HER NAME.**

BIRTHDAYS

Birthdays are celebrated with a traditional Montessori “Celebration of Life”. Your child will bring one picture to represent each year from birth to present, for this special ceremony. Food treats or goodie bags will no longer be part of classroom celebrations. You are welcome to come to school and join in your child’s celebration. *Arrangements with your child’s teacher need to be made ahead of time.*

It is a tradition for Montessori children to present their class with a book, or plant during their birthday celebration. This provides an opportunity for the child to experience the pleasure in giving as well as receiving. If you wish to participate in this tradition, please remember to inscribe the gift with your child’s name, birth date, age, and current year.

If you are planning a *home party* for your child, **do not send invitations to school with your child.** Mission Montessori’s policy is to refrain from distributing invitations on campus. Please mail your invitations from home. **Also, please do not send gifts to school for other children.** We have found these situations to be upsetting for those children not invited to the celebration(s).

OBJECTS FROM HOME

Please do not allow your child to bring random play things from home or wear jewelry to school. Explain to your child that the toy/jewelry will be waiting in the car at dismissal time. Expect your child to test this limit, but please be firm. However, the sharing of learning objects, such as plants, books, or cultural items are always welcome. Please mark your name on anything that comes into the school, so we can be sure to get it back to you.

LUNCH POLICY

If your child stays for lunch and does not order a lunch from our hot lunch provider, please pack a nutritious lunch and include a blue ice pack. Please include bottled water instead of milk. Water is best for keeping hydrated during the day. **Whole food choices are expected, as their little brains and bodies are doing hard work all day.**

Suggestions for a healthy lunch include:

1. Foods that provide healthy protein such as lean meats, fish, poultry, beans, eggs, peas, cheese, and full fat dairy.
2. **Please do not send:** Kool-Aid, Lunchables, sugary cakes, candy, cereal, go-gurts, fruit snacks, processed foods. **Popcorn is not allowed in the infant and toddler environments due to choking hazards.**
2. Pack food with adequate starch and fiber: Vegetables, fruits, whole grain breads and whole grain cereals.
3. Choose foods that are low in sodium (salt). Examples of high sodium foods that children **should not** be consuming except in small quantities: potato chips, pretzels, condiments, etc.

Lunch can be purchased monthly through our **Hot Lunch Program**, go to missionmontessori.boonli.com/login. Emails will be sent out before the beginning of the month and you may choose to sign up for lunch for the month or you may sign up for just Pizza Friday.

SNACK

Infants:

Infants will be offered a snack from their lunchbox, when they are showing signs of hunger. We recommend packing organic, healthy foods when possible. The infant program has a refrigerator and freezer for daily storage of food, as well as fresh or frozen breastmilk. Please remember to label all of your child's food and milk items.

***Please note:** grapes should be quarters, carrots shredded or steamed, and apples/ hard pears thinly sliced as they pose a choking hazard.

Toddlers:

Here in the Toddler House, your child will be given the choice to eat snacks or not. Please send a nutritious snack daily for your child (2 snacks if they stay past 3:00), it is a good idea to label these. He/she will be shown how to set his table for snack and how to clean up after. Your child is practicing his motor skills, independence, coordination and order through the independent snack process.

Food Preparation in the Toddler Room:

The exercises of Practical Life are a unique and vital part of the Montessori classroom. These activities are based on Dr. Montessori's observations of children spontaneously engaging in real life activities such as cleaning, cooking etc. with great enthusiasm. Through independent interactions with work that they love, children develop focus, coordination, self control, independence and great confidence. These skills are generalized to future academic and social pursuits.

Each classroom will offer one or more of the following activities for the children to choose during the work period, apple/pear cutting, banana cutting, egg peeling, cheese cutting, orange juicing, spreading, etc. Your child will be given lessons on using glass bowls, pitchers and utensils during the food work process.

Typically, each family participates by bringing the needed food to the classroom. Your child's teacher will create a schedule/calendar for a parent or parents to contribute each week.

STAND UP DIAPERING

Parents are often curious about the standing diaper-change they observe in Montessori environments. Allowing children to stand during a diaper change engages them as active participants in caring for their bodies and sends the message that taking care of our bodies is not a passive act. As soon as children can support their own weight on their legs, they can begin to participate in standing diaper-changes. Toileting is an opportunity to build the child's vocabulary using real words and appropriate language. We teach the child appropriate vocabulary for parts of his or her body and functions of the body.

The procedures and rituals used in diapering and toileting are designed to create positive experiences for your child, as he or she becomes aware of natural bodily functions. A calm, positive attitude is of utmost importance in diapering and toileting. Much of what is done in diapering is out of respect for the child's growing need for independence. The child is invited to get a diaper from his or her cubby and bring it to the bench where we change diapers. The child stands as the teacher changes the diaper because this encourages greater participation in manipulating his or her clothing. At each diaper change, the teacher invites the child to sit on the toilet. This gives the child an opportunity to practice all of the skills involved in toileting. Often the children are very interested in using the toilet when they see other children using it, but sometimes they are not at all interested! This invitation is simply an early introduction and is never forced.

NAPPING

Infants:

We follow the natural napping routine of each child based on their needs. Infants will have a floor bed to sleep on. We do not swaddle in the infant environment. Please keep us informed when your child's napping routine or schedule changes periodically as they grow and develop.

Toddlers:

Each child has their own sleeping mat. Please bring a large fitted crib sheet, small pillow, and light blanket. These items need to be brought to school in a reusable bag (no paper/plastic). We will send the bedding home every Friday to be washed and returned on Monday morning. If for some reason the bedding is soiled during the week, please wash it and return the following day.

TRANSITIONING TO PRIMARY ENVIRONMENT

This **transition week** takes place during the week before the child turns three if the child is solidly potty-trained and emotionally/socially ready to move into the primary environment.

The week prior to this transition week, the primary Guide comes to observe the toddler and introduce themselves to her/him. During this week, the primary Guide invites the incoming toddler's parent(s) to come observe in their environment for an hour allowing for an opportunity for parents to ask questions and for the primary Guide to pass on necessary paperwork/information in a meeting soon after the observation.

(Day 1)

- 9:00- Primary Guide comes to the Toddler environment to re-introduce themselves to the child and say how happy they are that the child will be coming to their room today.
- 9:30-10:00 Toddler Guide accompanies child to new environment and observes with them. The child is free to have snack or a lesson at this time.

(Day 2)

- 9:00-10:30 Toddler Guide accompanies child to new environment and stays with them until 9:30. The toddler Guide will step out and return at 10:30 to transition back to the toddler environment.

(Day 3)

- 9:00-11:00 Toddler Guide drops off in Primary and child returns to toddler environment with assistant around 11:00.

(Day 4)

- Toddler goes to primary environment at 8:30 and stays for lunch, returning toddler around 12:30

(Day 5)

- Toddler spends the majority of the day in the Primary environment. The child will eat lunch and nap in their new environment. If a child is enrolled in aftercare, then they will return to toddler aftercare at 3:00.
- The Monday after transition week, the child will be in their new Primary environment completely, including aftercare. If the child is staying for aftercare, then the lead toddler Guide will stay in aftercare for up to one hour with the child as needed.