

Special points of interest:

- Medication Policy
- January Curriculum
- We are closed January 1st!
- Recipe for Fun

Illness Policy

Unfortunately, we are in the season for runny noses, coughs and sore throats. It is time to take a look at the illness policy.

Parents are asked to keep their children out of school if the child currently has, or has had within the past twenty-four hours, a fever of one hundred degrees or higher and/or vomiting or diarrhea (defined as more than one abnormally loose stool per day). Children with one or more of these symptoms will not be admitted to KidCo upon arrival. If a child develops these symptoms or other indications of illness while at KidCo, they will be kept as comfortable as possible until the parent can get to KidCo. Parents or



those designated as persons to be contacts in case parents cannot be reached, should come to KidCo to get ill children as soon as possible to minimize

the spread of disease and to maximize the child's comfort. Parents who are not able to stay home with ill children should

make prior arrangements for alternative care of their children when ill. It is the responsibility of the parent to inform KidCo management of any medical conditions that might affect the child's participation in any aspect of the daily program.

If a child contracts a communicable disease, parents must keep the child home for the appropriate exclusion period and must report the disease to the Center. All parents will

be notified in writing when a child has contracted a communicable disease. A statement from the child's physician may be required stating that they are free of the contagious illness.

Children who have been ill may not return to the Center until they are no longer contagious and are ready to participate in the full program, including outdoor play.

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What is "Developmentally Appropriate Practice"?

You probably have noticed that our classroom has a lot of bustle and noise, that children are up doing things, talking, playing, and exploring. Such a classroom environment differs from the old grade-school images of teachers doing a lot of talking at a blackboard while children sit and listen quietly at their desks.

Research and experience tell us that to be effective with young children, teaching practices need to be "developmentally appropriate." What this means is simply that educators need to think first about what young children are like and then create an environ-

ment and experiences that are in tune with children's characteristics.

Early childhood, after all, is a time of life quite different from adulthood, and even from the later school years. Children 3-6 learn far better through direct interactive experiences than through just listening to someone talk. They learn extraordinary amounts through play and exploration. And the younger children are, the more what they learn needs to be relevant and interesting on the day they learn it, not just in the context of some future learning.

Based on such knowledge about what children of this age

are like, we design our program to fit them. It works a lot better than trying to redesign children!

A developmentally appropriate program like ours is age-appropriate. But that's not all. To make the program a good place for every child, we gear our classroom environment and activities to this community and the families involved. We're eager to learn as much as we can about each child's family, cultural background, past experience, and current circumstances. With this knowledge we work to create a program that fits the families we serve.

Medication Policy

Parents must fill out and sign medication cards for each illness requiring medication. The card is good for the days listed or the duration of the medicine. Out-of-date medications will not be given, nor will any medications prescribed for another person. Only medications in their original containers will be administered.



Over-the-counter and prescription medications will only be administered with a written order from a doctor. All medications must be labeled with the child's name and specific instructions for administering must be filled out on a medication card. Instructions to give 'as needed' are not valid. The directions on the card must be consistent with the directions on

the medication label of over-the-counter medications unless specified otherwise by a physician. Medication will not be added to bottles, cups, juice, etc. No medications may be stored in diaper bags or backpacks. All medication must be turned into the office for safekeeping.

For more information, please refer to your parent handbook or contact your Director.

Happy Birthday!!

Chenal

Alise ~ Dec 13th
Stacie ~ Dec 15th

Conway

Ms. Amanda ~ Dec 12th
Ms. Alana ~ Dec 16th
Ms. Malessa ~ Jan 16th
Ms. Tessa ~ Jan 26th



Farm Bureau

Ms. Monie ~ Dec 30th
Ms. TaShonda ~ Jan 10th
Ms. Pat ~ Jan 13th
Ms. Jessica ~ Jan 20th
Ms. Annette ~ Jan 27th
Ms. Shena ~ Jan 27th

Curriculum Connection

January 4th—8th Review

January 11th—15th Rain

Rain is a part of children’s natural environment that they can experience first-hand. Rain can be seen as it splashes on the window or the sidewalk. Rain can be heard as it hits the roof of the house or the car. Our bodies can feel the “wet” of rain. We can taste rain on our tongues.

We can smell a freshness in the air after a spring rain. Children learn about rain through all of their senses.

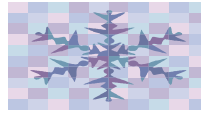


Children’s books about rain:

In the Rain with Baby Duck by Amy Hest, illustrated by Jill Barton

Rain by Robert Kalan, illustrated by Donald Crews

Rabbits & Raindrops by Jim Arnosky



January 18th—22nd Snow & Ice

Snow is sometimes a part of children’s natural environment that they can experience first-hand. During a snowfall, children can see but not hear the snowflakes as they fall to the ground. However, they can hear sleet as it hits the windowpane. When snow melts and refreezes, it becomes icy and makes a crunching sound when we walk on it. Snow and ice feel cold and wet. Snow looks good to eat, but its taste is very bland. Cold weather foods such as soup and chili have a wonderful aroma. Children learn about snow, ice and cold weather through their senses.

Children’s books about snow:

Froggy Gets Dressed by Jonathan London

The Snowy Day by Ezra Jack Keats

Oh! By Kevin Henkes

January 25th—29th Water

Water and children are a natural. For children in Arkansas there are endless possibilities available to them as they embark on a study of water. They all experience the use of water in their daily lives.

Many children are familiar with bodies of water, whether it is a lake, pond, river, creek, stream, bayou, swimming pool, or the annual family vacation to the Gulf coast.

Water sports and recreation are a vital part of the lives of many Arkansas families. Best of all, water is a free and readily available resource for learning.



Children’s books about water:

Water by Frank Asch

Mr. Gumpy’s Outing by John Burningham

Harry the Dirty Dog by Gene Zion

Parking Lot Safety

Here’s a few helpful reminders for navigating through our parking lots:

⇒ Never leave your car running unattended. Thieves are always on the prowl for easy opportunities and unattended vehicles are a perfect target.

⇒ Never leave children unattended in vehicles.

⇒ Slow down and be aware that children might dart away from their parents.

⇒ When backing out, especially in the dark, please be aware of your surroundings.

⇒ Parking under the Farm Bureau awning is a maximum of 2 minutes.





-Don't Forget-

All KidCo centers will be closed Friday, January 1st for New Year's Day. Please have a Safe and Happy Holiday Weekend!



*Making the decision to have a child is momentous.
It is to decide forever to have your heart go
walking around outside your body.*

Recipe for Fun!!

Invisible Ink

Ingredients

- Baking soda
- Water
- 100% grape juice (purple)

You'll Also Need

- Q-tip or small paint brush
- Cotton ball or chunky paint brush
- White or light-colored paper
- 2 cups or bowls

Directions

Mix several tablespoons of baking soda into a bowl of water. Use a Q-tip or paint brush dipped in baking soda solution to draw or write a "secret" message on paper. Let dry completely. To reveal the message, paint over the entire page with a cotton ball or clean paint brush dipped in grape juice. The message will magically appear in green!

Tips & Hints

Older children can explore the scientific principles at work here; grape juice is a natural pH indicator. What happens if you write with lemon juice, let it dry, and paint over it with grape juice?

