

# Welcome!

From the Owner & Director at Little Love Bugs

Dear Parents:

Welcome to the new school year! I hope everyone had a fun and safe summer break. I would like to take this opportunity to introduce myself to the new families joining us this year and a big welcome back to the returning ones! My name is Heather Mohawk and I am very excited to have your child at our center. This is the beginning of a new educational journey and I plan to help your child succeed to reach their highest goals this year. As a reminder, I ask that you please be sure to keep the Little Love Bugs team informed of the events in your child's life, including any questions you may have regarding their progress.

Little Love Bugs is transitioning to a Reggio-Inspired school that utilizes a play-based curriculum with loose parts play.

## The Basics

The Reggio philosophy is based on three pillars:

1. There is a strong connection between the children, teachers, parents, curriculum, environment, and community.
2. Children's work takes the form of projects, based on a topic chosen by the children with the help of the teacher. The children's input in the project can take any form the children prefer.
3. Teachers in a Reggio classroom do not dictate lessons to students, rather teachers provide opportunities for children to explore and learn about the world themselves.

The basic premise of the Reggio Emilia approach is a shared and deep belief in the strength of children's potential for learning, exploring, and entering into relationships with their peers, their teachers and their environment. Inherent in the premise is the expectation that children make hypotheses and discover connections and meaning among things and events of their daily lives. Children have many languages for expressing and communicating- and they want to use all of them. They seek an alliance with the adults in their life to protect their right to creative freedom which is also a space of trust, solidarity, and joy (Drummond, 1999, p. 3).

When we refer to a child's "learning language" (or their preferred way of expressing their understanding of information) we are referring to what the founder of the Reggio Emilia approach calls "The Hundred Languages". It emphasizes the importance of providing children with one hundred ways to share their thinking of the world around them. The hundred languages also represent the infinite amount of potential each child naturally has and each child's individual view and take of their community. As is widely accepted by educators and supported in research, children learn in a variety of ways. This knowledge is the reason why providing different means for learning and exploring is critical in the educational journey. These means of exploration

can include talking, writing, acting, drawing, the use of natural materials and dancing. Providing children with free play, encouraging exploration of a child's own interest, and creating a safe and positive environment and community also supports the Reggio-inspired approach and the hundred languages.

## Curriculum

While we will be utilizing the New York State Early Learning Guidelines as a way for us to ensure that the children are on the right track, there is no mandated curriculum in a Reggio-Inspired classroom, nor is there an emphasis on "school readiness". Reaching the age of 5 is a milestone that should not and cannot be rushed. Never again will they grow and develop at such a rapid rate. It takes time for children to master the skills they will acquire in those first years. So, those first five years should be a time to luxuriate in all that a child accomplishes. This is not a time to push academics or try to "get a child ready" for kindergarten. Making a 4-year-old do kindergarten work so that they will be ready for kindergarten is as absurd a concept as having a 2-month-old baby practice standing so he will be ready to walk at 14 months. This is a time when children should be allowed to be children. During these early years we will put most of our focus on helping the children build social and emotional skills. This will allow for the child to be more successful academically when they are ready to enter school. With that being said, having no set curriculum does not mean that learning will not be taking place. The children will still be learning, but at their own pace, when they are developmentally ready, and in a way that they are able to express their understanding of the content.

Once a class starts exploring a certain idea, Reggio educators follow through with this theme over weeks and sometimes months. There are no distinct disciplines in Reggio schools and so a certain idea may be explored using many different languages. Just as life is multidimensional so are the concepts that the children learn in school. As well as exploring different ideas in different "languages," Reggio educators also try to make learning relevant to the children's lives and to the community that they live in. For example, children may take field trips to different locations in their towns to see how a certain idea functions in the real world. Connecting ideas through different languages and connecting the "curriculum" to the students' lives is integral to the learning process in Reggio Emilia schools.

## The Teacher's Role

With this style of teaching, the teacher acts as a facilitator of learning rather than the direct instructor. The teacher acts as a partner in the learning process, building the curriculum around the children's questions and statements. The teacher will spend a significant amount of time observing the children to discover their interests, their strengths, and their weaknesses. This will allow the teachers to create an atmosphere of discovery, exploration and appropriate risk-taking based on the content and materials that will be most engaging for the children in the classroom. In many classrooms today, teachers control all aspects of learning including what is going to be taught, how it is going to be taught, and how students are going to communicate their understanding of the topic. In a Reggio classroom, educators let the students choose what they want to learn about, and how they want to express their ideas. The learning will be more meaningful, and the children will be more successful in meeting their learning goals if they are able to immerse themselves in content that reflects their "language of learning".

## Learning Documentation

This style of teaching may create some uncertainties and worries for parents who are used to their children bringing home worksheets that show what they have done throughout the day. With this approach to learning, your child may bring home projects that they have created while here, however the learning process

will mostly be documented through pictures that the teachers will take throughout the day. They then will create collages that show the learning that is taking place. This type of learning focuses more on the process rather than the product. Documentation is key in Reggio Emilia and functions for teachers as a way to record students' progress. These learning documentation boards will be posted in the classrooms and will also be sent home in the form of a newsletter so that the parents can see their child's learning progress.

## The Parents' Role

Reggio educators' stress that parental involvement in students' learning is key to a balanced and connected education. A child's learning takes place both at home and at school and so all people in the children's lives should be working together to help the children make sense of the world. We encourage parents to become involved in their child's learning journey and stress the importance of building a relationship between the teachers and parents.

While this is a new approach to learning, and may seem unconventional at first, I truly believe that this style of teaching will benefit the children in many ways. Since this is our first year of transitioning there will be a learning curve, and it will take some time for the teachers and children to get used to the new way of learning. I am really excited to see the benefits of implementing these new techniques! I encourage you to communicate with me and the teachers by email and/or Brightwheel about any questions or concerns that you may have and I also encourage you to read more on Reggio Emilia and Loose Parts Play to get an even better understanding of why we have chosen to implement this style of teaching into our center. It's going to be an awesome year!

Heather Mohawk

Owner

Amy Drozdiel

Director/Preschool Teacher

# Early Learning Guidelines

Our teachers here at Little Love Bugs use the Early Learning Guidelines as a framework to ensure that the children in their classrooms are on the right track! The Guidelines were designed to complement and coordinate with the state's Pre-Kindergarten Foundation for the Common Core, the Head Start Child Development and Learning Framework and the New York State Learning Standards, to reinforce the developmental continuum. These documents are companions to the NYS Core Body of Knowledge and the NYS Teaching Standards. We are fortunate to have a framework in New York State that acknowledges that learning begins at birth and continues throughout one's lifetime!

The ELG include 5 domains and have been divided into 3 age groups:

## **Infancy (Birth to 18 months)**

During infancy, the child is completely dependent on the adults who care for him. He will need to develop a strong bond with at least one person so that he feels safe and is free to do all of the work of infancy. He will learn to eat, gain control of his body, begin to learn to communicate, and explore the world with all of his senses. This usually happens by about 18 months

## **Toddlerhood (18 months to 3 years)**

As a toddler, a child is learning about who he is as a separate individual. His sense of self will develop as he strives to be independent and begins to gain control (of his bodily functions, his impulses, and his strong emotions), all the while exploring and making amazing discoveries about the world around him. His communication skills are developing. Busy as he is, he picks up clues about who he is and how he should behave from the way people respond to him. It is a fascinating and at times challenging stage of life – for a toddler and the adults around him. He will need your support to help assure he comes through these times feeling competent, confident, and appreciated. We define toddlerhood as being between 18 months to 3 years.

The 5 Domains:

### **Domain I – Approaches to Learning**

- A. Curiosity and Interest
- B. Initiative
- C. Persistence and Attentiveness
- D. Creativity and Inventiveness

### **Domain II – Physical Well-Being, Health and Motor Development**

- A. Large Motor Skills
- B. Small Motor Skills
- C. Sensory Integration
- D. Self-Care
- E. Healthy Sexuality

### **Domain III – Social and Emotional Development**

- A. Trusting Relationships with Adults
- B. Sense of Belonging



- C. Sense of Self
- D. Empathy
- E. Cooperation and Negotiation
- F. Emotional Self-Regulation
- G. Rhythms, Rules and Routines

#### Domain IV – Communication, Language and Literacy

- A. Speaking
- B. Listening and Understanding
- C. Social Communication
- D. Engagement with Stories and Books
- E. Phonological Awareness
- F. Composing
- G. Creating and Interpreting Multimedia Texts

#### Domain V – Cognitive Development

- A. Understanding Stability and Change
- B. Representing
- C. Memory and History
- D. Investigating and Exploring
- E. Understanding Cause and Effect
- F. Engineering
- G. Math
  - 1. Comparing and Categorizing
  - 2. Number Sense and Quantity
  - 3. Patterning
  - 4. Spatial Sense and Geometry

### **Preschool Age (3 to 5 years)**

The preschool years, ages 3 to 5, are a time to refine many of the basic skills already learned and to focus particularly on social skills. These are the years when a child begins to learn that other people's points of view may not match his own and he may need to compromise or negotiate. He will learn that his way is not the only way and that the group's needs take precedence over his own. He will develop true friendships with his peers and widen the circle of those with whom he has relationships. He will learn by playing – alone, with his friends, indoors and outside. With support from caring, trusting adults, by the time the child reaches his fifth birthday, he will have developed skills for getting along with others, basic knowledge about the world around him, and a sense of himself as a competent, effective learner – each part of the foundation for school and life success.

These age grouping have deliberately been kept broad. Why? Each child's timetable of development is driven by the child's own genetic makeup and influenced by his environment – specifically his unique parenting experience within his own culture, which will determine what he is exposed to, and when and how he is exposed to it. All of these things influence the rate of development. Keeping the age ranges broad allows a child time to develop at his own rate in his own way. Children learn a great deal in the first five years of life. It takes time for children to master the skills they will acquire in those first years. If we start saying, "By 6 months, a child should do so and so" we run the risk of labeling an infant who is not doing a certain behavior at 6 months as delayed, flawed or, worse yet, deficient. However, if we list the skills in the usual order in which they are acquired, and deliberately leave off the narrowly defined "normal age attained," we can give

children time to develop on their own personal schedule and save their adults from unnecessarily jumping in to worry, “what is wrong?”

The 5 Domains:

Domain I – Approaches to Learning

- E. Curiosity and Interest
- F. Initiative
- G. Persistence and Attentiveness
- H. Creativity and Inventiveness

Domain II – Physical Well-Being, Health and Motor Development

- F. Large Motor Skills
- G. Small Motor Skills
- H. Sensory Integration
- I. Self-Care
- J. Healthy Sexuality

Domain III – Social and Emotional Development

- H. Trusting Relationships with Adults
- I. Sense of Belonging
- J. Sense of Self
- K. Empathy
- L. Cooperation and Negotiation
- M. Emotional Self-Regulation
- N. Rhythms, Rules and Routines

Domain IV – Communication, Language and Literacy

- H. Speaking
- I. Listening and Understanding
- J. Social Communication
- K. Engagement with Stories and Books
- L. Phonological Awareness
- M. Composing
- N. Creating and Interpreting Multimedia Texts

Domain V – Cognitive Development

- H. Understanding Stability and Change
- I. Representing
- J. Memory and History
- K. Investigating and Exploring
- L. Understanding Cause and Effect
- M. Engineering
- N. Math
  - 1. Comparing and Categorizing
  - 2. Number Sense and Quantity
  - 3. Patterning
  - 4. Spatial Sense and Geometry

# Creating a Positive Relationship with Your Child's Teacher

A positive parent-teacher relationship can help your child be more successful. These tips can help you improve communication with your child's teacher.

Our teachers learn a lot about the importance of building strong relationships with families. But what is our responsibility as parents in communicating with our child's childcare and preschool teacher? Is there a particular role we should be playing? Are there parameters?

We know that when parents are involved in their child's education, the child tends to be more successful.

This parent-teacher relationship can be a challenge because you often have a year at best for it to grow and develop. Just when it feels like you have the relationship right where you want it, it's time for your child to move on from their care giver or teacher, which can lead to anxiety for them and a new teacher relationship for you.

When choosing childcare, it is not all about location but rather all about relationships, relationships, relationships. Parent-child, teacher-child, child-child, and parent-teacher relationships are all key to your child's early learning. We know that within relationships, we need time to build trust, confidence in each other and a safe space to be honest. We want a relationship with our child's early education teacher with give and take, where we can both feel free to ask questions and give information.

## Tips for Communicating with Your Child's Early Education Teacher

- **Find out the best time and way of contacting your child's teacher.** Often the primary times that we interact with our child's teacher are at drop-off and pick-up, which can be the more stressful, hurried times of the day. Ask when the best time to talk to your child's teacher is or if alternate modes of communication are preferred, such as phone or email. He/she can often suggest better times or ways to communicate.
- **Attend family events.** We know that having children under six can be one of the busiest times in our parenting lives. There is always more to do than we have time for. That said, attempt to attend as many parent events as you can and when you can't, no need to feel guilty. When there are two parents in your family, consider alternating who attends, or send a grandparent or aunt. When you can't, maybe you can visit another day and bring some breakfast items to share.
- **Seek alternate ways to engage with your child's teacher.** If your schedule doesn't allow you to do drop-off or pick-up and/or you travel a lot, there are other ways to build relationships. Journals and Brightwheel are a great way to stay in touch. Journals can be passed back and forth between home and the center. Both teachers and parents write details of their child's days and development and pose questions. This can also be done electronically through Brightwheel. If these options aren't a good fit, talk to your child's teacher about another way that you could communicate with each other.
- **Ask your child's teacher questions.** You are the one who gets up in the middle of the night with him, takes care of him when sick, and does the mundane and not so mundane tasks. Being confident in your parenting means that you also are confident enough to ask questions of your child's teacher who also knows your child, cares about him and can add to your knowledge and understanding of how he learns best.

- **Take advantage of parent-teacher conferences.** Even if you feel like you and the teacher have talked enough, still schedule a conference. There is always more to learn, and the conference strengthens your relationship with the teacher as well as informing you about your child.
- **Don't wait until something escalates to talk about it.** If you have a concern, let the teacher know as soon as possible. For example, your child tells you another child is hitting her repeatedly when they are outside. Don't wait until the next incident but bring it to the teacher's attention now and talk through strategies.
- **Give thanks!** Early education teachers are skilled professionals and deserve our respect and thanks. Saying "thank you" can go a long way. Take time when you can to learn about your child's teachers, both in their teaching roles and as people while keeping professional boundaries.

Like any relationship, the parent-teacher relationship takes time and practice to nurture and grow. Consider this as one of the most important relationships in your child's life and give the relationship the attention it deserves.

# Preparing for the First Day of Child Care

The first day of childcare is a big step for both parents and kids. We parents are sending our children out into the world, entrusting them to others. Our children are entering a new environment where they will be surrounded by other children and nurtured by new adults. Although you've carefully selected the childcare program and feel secure that it's a good fit for your family, as the big day approaches, you might be wondering: What if he doesn't want me to leave? What if the teachers can't understand what she wants? What if he cries?

You can feel more confident and ensure the smoothest transition for both you and your child with a bit of preparation for that first day of daycare. Of course, how you do so will depend upon the child's age, temperament, and level of maturity.

## General Preparation Tips before the First Day of Child Care

- Trust your judgment that you selected a childcare setting where your child will be happy and receive nurturing care and love.
- Begin to develop a relationship with the teachers/caregivers before the first day. Keep the parent/teacher communication open and ask lots of questions and share anxieties you might have about your child starting childcare for the first time. Teachers are professionals trained to support parents and children through the adjustment period.
- Understand that children react to new situations in different ways. Discuss your child's temperament and possible reactions to this new place with the teachers before the first day.
- Ask the teachers to help develop a separation routine; ask about what you should do upon arrival and how long you should stay the first day.
- On a prior visit to the daycare center with the child, take a couple of photos of learning centers (avoiding other children) to share with your child at home. Talk about the fun playground or the book area that they will get to visit again.
- Start your family on the new evening and morning routines at least a week before the first day of childcare. If you can do longer than a week, that is even better.
- Pack everything you need the night before and place it in a special spot. Label everything that your child will take on the first day: clothes, bottles, bottle tops, food, backpack, diapers, binkies, and cuddly toys for nap. In some instances, it might be easier to drop off these items before the first day of childcare.
- Make sure to schedule ample time on your work calendar, so you don't feel rushed, have time to help your child get settled in, and be able to take a few minutes for yourself afterwards.

## How to Prepare Your Children before the First Day of Child Care

- Remind your child about the upcoming event. Talk about friends who already go to childcare or school. Reminding children of the teacher's names and some of the school activities will help them feel that school is a familiar, safe, and fun place.
- Preparation for the first day of daycare or school will vary based on your child's age. All children will notice that something new is happening but will react to the change in different ways. Babies may be a little fussier than usual. Older children may be a little clingier.
- Keep your emotions in check. Often times, adjusting to first day of childcare for adults can be tough, but make sure that your emotions and actions are aligned in front of your child. Children receive a

confusing message if you're tearful as you describe how happy they're going to be in this "wonderful, fun place."

- Involve your child in preparing for the first day of childcare. Have him help select what he wants to wear, pack the backpack, and select a cuddly toy for nap time. You might give your child a family photo to put in a backpack.
- For toddlers and above, explain what will happen during the morning of their first day: "We'll get up and get dressed, have a nutritious breakfast, and then drive together to childcare. I'll stay for a little while, and we will read a story. Then I will give you a big hug and kiss and go to work, just like all the other parents. We'll give Naomi, your teacher, your yellow blanket and teddy bear to put in a special place for naptime."
- For preschoolers, describe the entire plan for the first day of preschool. "After I say goodbye, you'll stay at school with the children. Your teachers, Naomi and Bruce, will take good care of you. You'll play, and then eat lunch sitting at the little tables. Then everyone takes a nap. In the afternoon you will play lots more and have a snack. After late-afternoon story time, I'll be there to pick you up!"
- Keep the home environment as consistent as possible. This is not the time to make major changes or transitions in the child's life, like moving to a bed, stopping the bottle, or starting potty train.
- Be sure to introduce bottles to nursing infants at least a few weeks before they start childcare. It's easier to make the transition to a bottle at home rather than at the childcare center.

## **Tips for the Morning of the First Day of Child Care**

- Wake up early enough to get ready for school without rushing. Enjoy a leisurely breakfast and remind your child about the plan for the day.
- Allow ample time for the transition from home to childcare. Upon arriving at the center, spend a few minutes reintroducing your child to the teacher. Spend time with your baby and caregiver. Talk to the teacher about your baby's evening and morning, and then be sure to give all necessary instructions both verbally and in writing. Help your toddler or preschooler child find an activity he likes and join in for a few minutes before having to leave him.
- When it's time to leave the childcare center or school, create a goodbye routine. Give your child a cheerful and confident goodbye. Reassure your child that you'll be back at the end of the day and when, for example, "after story time." Never sneak out during the childcare drop-off. Always tell your child you are leaving. Although it might be tempting, sneaking away when your child is engaged in an activity, it will likely cause him to have a harder time trusting when you will leave and when you will return. Let the teachers know when you are ready to leave. Teachers want to nurture children through the transition and need to know when to help your child say goodbye. Say goodbye to the teachers. Leave quickly; don't linger at the door.
- After you leave, reflect upon the morning. It's normal to feel a bit anxious or concerned during childcare drop-offs. Call the daycare center any time for updates and reassurance. Understand that it's normal for many children to shed tears, scream, or beg you not to go. If this happens, think about the happy children you saw during the pre-visits or ask for a call later. Be careful not to judge the class by drop-off time. This is one of the most hectic times of the day and isn't usually typical of the rest of the day. Remind yourself that your child is in a wonderful childcare setting, playing, learning, enjoying new experiences, and developing relationships with teachers who will do everything possible to help him feel secure and happy.

# Sleep/Rest Time Agreement

As an early education provider, it is our responsibility to maintain a safe sleeping environment for your child. As per OCFS guidelines an agreement must be made outlining nap or rest time procedures for your child. Please complete the form and return it to the director. This agreement must be completed yearly. Thank you.

Sleep is an important part of healthy growth and development. When children sleep, their brains develop, they organize information, and they grow. Regular naps provide predictable routines and help children cope with the stimulating activities provided by the center.

## Rest Schedule

### **Infants:**

In the infant room we provide opportunities for infants to nap as their individual schedule indicates. When infants are napping, they are placed in an assigned crib and placed flat on their back to sleep, unless medical information from the child's health care provider is presented to the center by the parent that states this arrangement is inappropriate for that child.

Infant cribs may not have bumper pads, toys, large stuffed animals, heavy blankets, pillows, wedges, or infant positioners unless medical information from the child's health care provider is presented in writing indicating otherwise.

When your child reaches 12 months of age, he/she will make the transition from napping in a crib to napping on a cot.

### **Toddlers/Pre-K:**

Children 18 months and older will nap on a cot in the classroom. The room is darkened, soothing music is played, and backs will be rubbed if the child wishes. No child is ever forced to sleep; however, this is a quiet time and children are asked to rest quietly for a short time until those children needing naps have settled. For those children who do not nap, they will be offered quiet activities.

As children wake, they will be allowed the same quiet activities. The staff will wake up all children with back rubbing, soft voices and kindness. Blankets will be put back in the child's cubby and children will be offered a snack.

## Supervision During Rest Time

As per the requirements specified in section 418-1.8 of the NYS OCFS Regulations, all children will have competent supervision by classroom staff during rest times. Children will be within a staff member's range of vision and will be close enough to assist a child who wakes from nap or is playing quietly in the classroom.

Please sign below indicating your understanding and agreement. If you have questions about this agreement or questions about your child's individual needs, please discuss this with the center director.

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Parent Signature

Date

**NEW YORK STATE  
OFFICE OF CHILDREN AND FAMILY SERVICES  
DAY CARE ENROLLMENT**

CHILD INFORMATION	Child's Full Name:		Date of Birth: / /	Gender:	
	Preferred Name/Nickname:				
	Child's Home Address:				
	Name of Person Enrolling Child:		Relationship to Child: <input type="checkbox"/> Parent <input type="checkbox"/> Guardian <input type="checkbox"/> Caretaker <input type="checkbox"/> Relative _____ <input type="checkbox"/> Other _____		
Phone Number(s) of Person Enrolling Child: (   ) <input type="checkbox"/> ok to text			Address of Person Enrolling Child (if different than child):		
Email Address:					
EMERGENCY INFO	<b>EMERGENCY CONTACT NAMES / ADDRESSES</b>		<b>Authorized to Pick Up</b>	<b>PRIMARY PHONE NUMBER</b>	<b>OTHER PHONE NUMBER / EMAIL</b>
	Primary Contact:		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> ok to text	<input type="checkbox"/> ok to text
			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> ok to text	<input type="checkbox"/> ok to text
			<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> ok to text	<input type="checkbox"/> ok to text
For Program Use Only Date of Enrollment: / /			For Program Use Only Date of Disenrollment: / /		

Check boxes below to indicate if your child has any special needs/services: ☐ None

☐ Early Intervention/Special Education  
 ☐ Occupational Therapy  
 ☐ Speech/Language  
 ☐ Physical Therapy

☐ Allergies (list) \_\_\_\_\_

☐ Other \_\_\_\_\_

Please provide information here AND discuss with your child care provider:

Child's Primary Care Physician's Name/ Group:	Phone Number: (   )   -
Preferred Hospital:	Phone Number: (   )   -
Child's Dental Care:	Phone Number: (   )   -

Child health insurance information is available by calling toll-free 1-800-696-4543 or  
the NYS Health Marketplace website: <https://nystateofhealth.ny.gov/>

**AGREEMENTS**

- I consent to emergency medical treatment for my child..... ☐ Yes ☐ N
- I consent for my child to take part in neighborhood trips (i.e., library, park and playground) away from the program under proper supervision..... ☐ Yes ☐ N
- I understand the program may need additional permissions for situations such as transportation, medication, release of information, and field trips..... ☐ Yes ☐ N
- I provided information on my child's special needs to the program to assist in caring for my child..... ☐ Yes ☐ N
- I understand the program must give parents, at the time of enrollment of a child, a written policy statement as required by regulation..... ☐ Yes ☐ N
- I agree to review and update this information whenever a change occurs and at least once every year..... ☐ Yes ☐ N

SIGNATURE – PARENT OR PERSON(S) LEGALLY RESPONSIBLE:

DATE: / /



## Appendix A – Enrollment Packet

<b>Child Care Registration Form</b>				Date child entered care		Date child left care		
Child's name    Last                      First                      Middle			Name (Nickname) used			Birthdate		
Street address				City		Zip code		
Child's parent/guardian name			home phone # (     )     -		cell phone# (     )     -		alternative phone # (     )     -	
Street address				City		Zip code		
Address where you can be reached while child is in care				City		Zip code		
Child's parent/guardian name			home phone # (     )     -		cell phone# (     )     -		alternative phone # (     )     -	
Street address				City		Zip code		
Address where you can be reached while child is in care				City		Zip code		
Other than you, who else has permission to pick up your child?								
Name			Address			Telephone number		
Name: Relationship :						Home: (     )     - Cell: (     ) Alternative: (     )     -		
Name: Relationship :						Home: (     )     - Cell: (     ) Alternative: (     )     -		
Name: Relationship :						Home: (     )     - Cell: (     ) Alternative: (     )     -		
Name: Relationship :						Home: (     )     - Cell: (     ) Alternative: (     )     -		
In case of an emergency, I give permission for any of the following individuals to be contacted and my child may be released to any of them.  Parent/Guardian signature: _____								
Name			Address			Telephone number		
Name: Relationship :						Home: (     ) Cell: (     )     - Alternative: (     )     -		
Name: Relationship :						Home: (     ) Cell: (     )     - Alternative: (     )     -		
Name: Relationship :						Home: (     ) Cell: (     )     - Alternative: (     )     -		

## NON-PRESCRIPTION MEDICATION FORM

Child's Name \_\_\_\_\_

I hereby give permission to \_\_\_\_\_

to administer the over-the-counter preparations listed below in accordance with the directions for use listed on the container.

Specify name brand, frequency, and duration of use.

Baby Wipes \_\_\_\_\_

Ointment (Desitin, Vaseline, etc.) \_\_\_\_\_

Baby Powder \_\_\_\_\_

Sunscreen \_\_\_\_\_

Insect Repellent \_\_\_\_\_

Other \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\* I release the above named daycare provider from any liability from administering these products.

Parent Signature/Date \_\_\_\_\_

Parent Signature/Date \_\_\_\_\_

All items must be supplied by parents if use is requested. All items must be provided in the original container clearly labeled with the child's name.

NEW YORK STATE  
OFFICE OF CHILDREN AND FAMILY SERVICES  
**CHILD IN CARE MEDICAL STATEMENT**

**To Be Completed By Licensed Physician, Physician Assistant or Nurse Practitioner**

Name of Child: _____	Date of Birth: _____ / /	Date of Examination: _____ / /
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**Immunizations required for entry into day care**

**Medical Exemption** The physical condition of the named child is such that one or more of the immunizations would endanger life or health. Attach certification specifying the exempt immunization(s).

☐ Yes ☐ No

Diphtheria, Tetanus and Pertussis (DPT) Diphtheria and Tetanus and acellular Pertussis (DTaP)	1 <sup>st</sup> Date / /	2 <sup>nd</sup> Date / /	3 <sup>rd</sup> Date / /	4 <sup>th</sup> Date / /	5 <sup>th</sup> Date / /
Polio (IPV or OPV)	1 <sup>st</sup> Date / /	2 <sup>nd</sup> Date / /	3 <sup>rd</sup> Date / /	4 <sup>th</sup> Date / /	
Haemophilus influenzae type B (Hib)	1 <sup>st</sup> Date / /	2 <sup>nd</sup> Date / /	3 <sup>rd</sup> Date / /	4 <sup>th</sup> Date OR 1 <sup>st</sup> Date (if given on or after 15 months of age) / /	
Pneumococcal Conjugate (PCV) for those born on or after 1/1/08)	1 <sup>st</sup> Date / /	2 <sup>nd</sup> Date / /	3 <sup>rd</sup> Date / /	4 <sup>th</sup> Date / /	
Hepatitis B	1 <sup>st</sup> Date / /	2 <sup>nd</sup> Date / /	3 <sup>rd</sup> Date / /		
Measles, Mumps and Rubella (MMR)	1 <sup>st</sup> Date / /	2 <sup>nd</sup> Date / /			
Varicella (also known as Chicken Pox)	1 <sup>st</sup> Date / /	2 <sup>nd</sup> Date / /			

**Other Immunizations may include the recommended vaccines of Rotavirus, Influenza and Hepatitis A**

Type of Immunization:	Date: / /	Type of Immunization:	Date: / /
Type of Immunization:	Date: / /	Type of Immunization:	Date: / /
Type of Immunization:	Date: / /	Type of Immunization:	Date: / /

**Tests**

Tuberculin Test Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_ Mantoux Results: ☐ Positive ☐ Negative \_\_\_\_\_ mm  
TB Tests are at the physician's discretion. Acceptable tests include Mantoux or other federally approved test.  
If positive, or if x-ray ordered, attach physician's statement documenting treatment and follow-up.

Lead Screening Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Attach lead level statement

**Lead Screening (Include All Dates and Results)**

1 year \_\_\_\_ / \_\_\_\_ / \_\_\_\_ Result: \_\_\_\_\_ mcg/dL ☐ Venous ☐ Capillary

2 years \_\_\_\_ / \_\_\_\_ / \_\_\_\_ Result: \_\_\_\_\_ mcg/dL ☐ Venous ☐ Capillary

**Most recent date of lead screening (if different from above):**

\_\_\_\_ / \_\_\_\_ / \_\_\_\_ Result: \_\_\_\_\_ mcg/dL ☐ Venous ☐ Capillary

**Per NYS law, a blood lead test is required at 1 and 2 years of age and whenever risk of lead poisoning is likely.** If the child has not been tested for lead, the day care provider may not exclude the child from child day care, but must give the parent information on lead poisoning and prevention, and refer the parent to their health care provider or the county health department for a lead blood screening test.

(Continued on reverse side)



**CHILD IN CARE MEDICAL STATEMENT** *(continued)***Comments****Health Specifics**

Are there allergies? (Specify)	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Is medication regularly taken? (Specify drug and condition)	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Is a special diet required? (Specify diet and condition)	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Are there any hearing, visual or dental conditions requiring special attention?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Are there any medical or developmental conditions requiring special attention?	<input type="checkbox"/> Yes <input type="checkbox"/> No	

**Summary of Physical Exam**

Include special recommendations to child day care providers

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On the basis of my findings as indicated above and on my knowledge of the named child, I find that: he/she is free from contagious and communicable disease and is able to participate in child day care.

☐ Yes ☐ No

Signature of Examiner

Address

Please Print Name

City, State, Zip

Title

Phone

Date

# Permission to Take Photos

I, \_\_\_\_\_ give my daycare provider **Little Love Bugs, Inc.** permission to take and use still photographs or videos of my child(ren) \_\_\_\_\_ in the following ways:

Photo Authorization	(Check One)	
	Grant Permission	Decline Permission
Daycare Provider's Photo Books		
Craft Projects		
Share with Current Clients (via newsletter, bulletin boards, etc.)		
Promotional Material for Prospective Clients		
Online: Facility's Business Website		
Online: Facility's Private Facebook Page		
Online: General Social Media sites (i.e. Facebook, Twitter, Instagram, etc.)		

(Photos may be taken by the provider, an assistant, a staff member or other delegated photographers, but will never be sold for commercial use.)

\_\_\_\_\_ I understand that it's my responsibility to update this form if I wish to retract permission in \_\_\_\_\_ (Initials) category listed above.

\_\_\_\_\_ I understand that permission is given for the entire period of my child's enrollment unless I \_\_\_\_\_ (Initials) update the form.

\_\_\_\_\_  
(Signature of Parent/Guardian)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Provider's Signature)

\_\_\_\_\_  
(Date)



# Parent Handbook Acknowledgement

I, the parent/guardian of \_\_\_\_\_, have read and reviewed Little Love Bugs Parent Handbook. Since the information contained in the handbook is subject to change, I acknowledge that revisions may occur throughout the school year. All such revisions will be communicated through parent group emails and memos sent home with my child. I concede that revised information may supersede, modify, or eliminate existing policies and programs. I understand that it is my responsibility to comply with Little Love Bugs policies contained in the Parent Handbook.

Parent, Legal Guardian (print)

Parent, Legal Guardian (sign) Date



See INSTRUCTIONS on reverse.

CHILD CARE CENTER NAME \_\_\_\_\_

Print the name of the child(ren) enrolled in this child care center

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

**DIRECTIONS**

**Complete SECTION A if anyone in your household**

1. Participates in the Supplemental Nutrition Assistance Program (SNAP)
2. Receives Temporary Assistance to Needy Families (TANF)
3. Participates in the Food Distribution Program on Indian Reservations (FDPIR) OR
4. Is a foster child

**SECTION A**

SNAP Case # \_\_\_\_\_

TANF # \_\_\_\_\_

FDPIR # \_\_\_\_\_

Names of Foster Children \_\_\_\_\_

**An adult household member must sign the application before it can be approved.** After reading the following statement and the statement on the back, sign below.

I certify that the above information is true. I understand that the center will get Federal funds based on the information I give.

Signature \_\_\_\_\_

Date \_\_\_\_\_

**FOR SPONSOR USE ONLY**

CACFP Agreement # \_\_\_\_\_

Total Number of Household Members \_\_\_\_\_  
(INCLUDING FOSTER CHILDREN, IF APPLICABLE)

Total Household Income \$ \_\_\_\_\_

Free \_\_\_\_\_ Reduced \_\_\_\_\_ Paid \_\_\_\_\_

Date of Determination \_\_\_\_\_

Signature of Center Staff \_\_\_\_\_

**Complete SECTION B if no one in your household participates in SNAP, receives TANF, participates in FDPIR or if none of the children enrolled in the child care center is a foster child.**

**SECTION B**

List all household members below. Include yourself and all adults and children NOT listed above, even if they do not receive income. Then list all income received **last month** in your household in the column to the right. Gross income includes: earnings from work, pensions, retirement, Social Security, child support, foster child's personal income and any other sources of income.

HOUSEHOLD MEMBER NAME	MONTHLY GROSS SALARY
1. _____	\$ _____
2. _____	\$ _____
3. _____	\$ _____
4. _____	\$ _____
5. _____	\$ _____
6. _____	\$ _____
7. _____	\$ _____

**An adult household member must sign the application before it can be approved.** After reading the following statement and the statement on the back, sign below.

I certify that the above information is true and that all income is reported. I understand that the center will get Federal funds based on the information I give.

Signature \_\_\_\_\_

Print Name \_\_\_\_\_

LAST FOUR (4) DIGITS OF  
SOCIAL SECURITY NUMBER

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DATE \_\_\_\_\_



**Privacy Act Statement:** The Richard B. Russell National School Lunch Act requires the information on this form. You do not have to give the information, but if you do not, we cannot approve the participant for free or reduced-price meals. You must include the last four digits of the Social Security Number of the adult household member who signs the form. The Social Security Number is not required when you apply on behalf of a foster child; provide a SNAP, TANF or FDPIR number; or when you indicate that the adult household member signing the form does not have a Social Security Number. We will use your information to determine if the center is eligible for free or reduced-price meal reimbursement and for administration and enforcement of the Program.

### **INSTRUCTIONS FOR COMPLETING DOH-3688**

#### **Definition of Income**

*Income* means income before deductions for income taxes, social security taxes, insurance premiums, charitable contributions, and bonds, etc. It includes the following: (1) monetary compensation for services, including wages, salary, commissions or fees; (2) net income from non-farm self-employment; (3) net income from farm self-employment; (4) Social Security payments; (5) dividends or interest on savings or bonds, income from estates or trusts or net rental income; (6) unemployment compensation; (7) government civilian employee or military retirement, or pensions or veteran's payments; (8) private pensions or annuities; (9) alimony or child support payments; (10) regular contributions from persons not living in the household; (11) net royalties; (12) military benefits received in cash, such as housing allowance except if you are in the Military Housing Privatization Initiative; and (13) any other cash income.

#### **Definition of Household**

Household means *family* as defined in Section 226.2. *Family* means a group of related or non-related individuals who are not residents of an institution or boarding house, but who are living as one economic unit.

#### **INSTRUCTIONS FOR PARENTS OR GUARDIANS**

Write in the name of the child care center in the space provided.

Print the name of each child in your household who attends this child care center.

**Section A:** If anyone in your household participates in the Supplemental Nutrition Assistance Program (SNAP), receives Temporary Assistance for Needy Families (TANF) or participates in the Food Distribution Program on Indian Reservations (FDPIR), complete Section A only. Write down the SNAP, TANF or FDPIR number (do not use your ACS or DSS child care subsidy number). Then sign and date the form and return it to the day care center.

**Foster children:** If your household includes a foster child who is in child care, write in the names of the foster children.

**Section B:** Complete this section if you did not complete Section A. Write in your name and the names of all other adults and children living in the household, including unrelated people, even if they do not have any income. Do not include the children in child care who are listed at the top of the form.

Enter the amount of income each person received **last month**, before taxes or anything else was taken out. Refer to the Definition of Income and the Definition of Household, above. If any amount last month was more or less than the usual, write in that person's usual income.

The last four digits of the Social Security Number of the adult signing the certification is required. If you do not have a Social Security Number, write *none*. The form must be signed by an adult member of the household.

#### **INSTRUCTIONS FOR CENTERS AND SPONSORS**

**The *For Sponsor Use Only* section is to be completed, signed and dated by center or sponsor staff.** The sponsor/center representative must review the income eligibility form and ensure that it is completed as indicated in the instructions above. Then indicate the following:

**The CACFP Agreement Number.**

**Total Number of Household Members** – This item does not have to be completed if the parent completed Section A. Add those indicated in Section B (if completed) to the children enrolled in child care and the number of foster children, if applicable.

**Total Household Income** – This item does not need to be completed if the parent completed Section A. Indicate the total monthly income as calculated from Section B. If the parent chooses not to disclose income, the form must be categorized as *paid*.

**Number of Free, Reduced or Paid** – Compare the total household income and the total number of household members with the current year's Income Eligibility Guidelines (CACFP-3687) to determine if the household should be categorized as **Free**, **Reduced** or **Paid**. Use the appropriate column on the CACFP-3687 to categorize their income. For example, if the parent indicated biweekly income, multiply this amount by 26 to determine yearly income.

Incomplete forms (missing signatures, income information, last four digits of Social Security Number or SNAP, TANF or FDPIR numbers) are categorized in the paid category.

**The income eligibility form is valid until the last day of the month one calendar year from the date it is signed by the household member.** For example, a form signed on May 12, 2014 is valid until May 31, 2015.