



small talk

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Renovations Transform CDC into a Vibrant and Modern Center

It's been a busy summer and fall for childcare staff, parents, community volunteers, and other Gaston College employees who have come together to make renovations to the Childcare Development Center. Over \$20,000 in both interior and exterior upgrades have been made to the historic 33-year old modular buildings to create new classrooms for afterschool, expanded infant, toddler and 2-year-old through 4-year-old classrooms, new storage spaces, and other improvements.

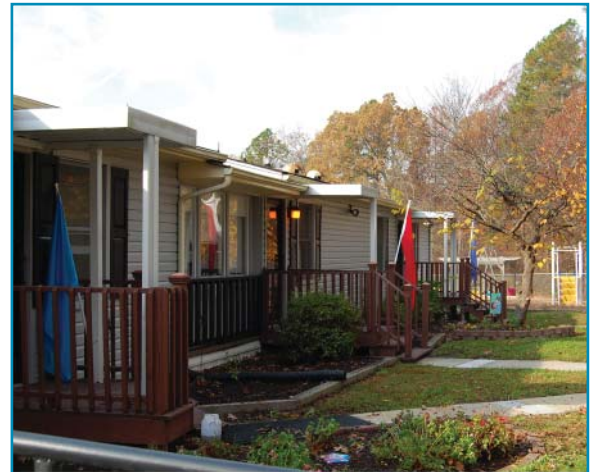
The reconfiguration and refurbishing of the Center's interior space included removal of walls, new lighting, ceiling tiles, flooring, heating and air covers on some floor ducts, insulation, wall paint, and carpeting. Ex-

terior upgrades include deck repair and staining, new roofing, removal and installation of

new playground surfacing, repainting of shutters and outside trim, sidewalk repairs, landscaping to the front and back yards, and new signage.

"This has been a labor of love for all of us," says Wray Rankin, project supervisor for the center renovation. "It was a challenge given the short, summer-break and early fall refurbishing schedule,

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Health Policy

During the cold and flu season we ask that everyone be reminded of a few key points of our health policy and why we have it. First and foremost we understand how hard it is for parents to miss work and we try hard to keep our environments sanitary and clean to eliminate germs and diseases. However, there are times when they do creep in and we can't control it. When this happens we ask that the following be adhered to at all times:

- Children sent home with fever, vomiting or diarrhea may not return until symptom free for 24 hours. Not even with a doctor's note.
- Children sent home with rash may return with a doctor's note stating they are not contagious. The note must state the above exactly, not just what they have.
- Deep coughing, sore throat, or fresh colds are also reasons for a child to be sent home.

For more information visit our website at www.gcchildcare.com.

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Hours of Operation & Holiday Closing Schedule

Just a reminder that the Childcare Center is open, Monday - Friday, from 7:30 am to 5:30 pm. Children may arrive as early as 7:30 am but no later than 10:00 am. The primary reason for this is that children who arrive after the cut-off miss very important activities, which are the core of our curriculum. It also aids in scheduling to have an accurate count of children for each classroom to maintain ratios and prepare meals. Please visit our website at www.child-carecenter.com to get a copy of our Parent Handbook.

Over the holidays, the center will be closed at Christmas (usually two weeks) and for all other holidays when the college is closed:

- Thanksgiving (two days)
- July 4th
- Martin Luther King Day
- Easter (two days)
- January 1st
- Labor Day

Parents will be notified at least one week in advance of any closings.

Ten Tips to Promote Healthy Brain Development

1. Be warm, loving and responsive.
2. Respond to the child's cues and clues.
3. Talk, sing and read to your child.
4. Establish rituals and routines.
5. Make television watching selective.
6. Use discipline as an opportunity to teach.
7. Recognize that each child is unique.
8. Encourage safe play and exploration.
9. Choose quality child care and stay involved.
10. Take care of yourself.



H1N1 Flu Tips

What is H1N1 Flu? H1N1 flu is a new type of flu virus that started making people sick all over the world in the spring of 2009. H1N1 flu feels a lot like seasonal flu, but there is a difference. H1N1 flu seems to be making people sick who don't normally get the flu – including children. Children may get very sick from H1N1 flu, so it is important that all caregivers follow these instructions.

Wash Your Hands:

Wash with soap and water frequently. Use an alcohol-based hand sanitizer when soap and water are not available. Avoid touching your nose, mouth, and eyes. When you cough or sneeze, use a tissue or cough/sneeze into your elbow.



Stay Home When Sick: If you think you or your child are sick, stay home and avoid contact with other people. Going to work or school sick can spread the virus around the classroom and your work environment. The symptoms of H1N1 flu are a fever of 100° F or more and one or more of the following: cough, sore throat, runny or stuffy nose.

Other symptoms may also include: body aches, headache, chills, fatigue, diarrhea or vomiting. Children with these symptoms should be separated from others until they can be sent home. They should avoid contact with others until 24 hours after their fever goes away (without the use of fever-reducing medications like Tylenol or Advil).

Keep it clean: All areas should be regularly cleaned, especially any items that may come into contact with a child's hands, mouth, or bodily fluids (such as toys, table tops, and play areas). Areas and items that are obviously dirty should be cleaned immediately.

Get Vaccinated: A vaccine became available for the H1N1 flu this fall. All children who attend a daycare center (6 months and older) should get the shot. If staff care for children who are younger than 6 months old, they should also get the shot, since those children are too young for H1N1 vaccine. Watch the local news or read newspapers to learn when the H1N1 vaccine will be available. Seasonal flu shots are now available – as with every year, it's a good idea for everyone to take the seasonal flu shot.

Together We Can! - The Importance of Parental Involvement

More than 30 years of research proves that when parents are involved in their child's learning, children learn more. When parents are involved at their child's school, or preschool, school gets better. Parents can be involved in a variety of ways. Not everyone can serve on an advisory committee or speak at a public hearing, but all parents can make a difference.

- Keep a line of communication open with your child's teacher. Ask questions.
- You are the expert. No one knows your child better than you. Share your knowledge with your child's teacher or caregiver.
- Support the child care program. Donate supplies – small things like a box of tissues or a stack of old magazines. Taking time to contribute lets your child know you value what goes on in the classroom.
- Read bulletin boards and notices. Be sure to respond if your child is supposed to bring something home for an activity.
- Talk to your child about what goes on during the day. Ask open ended questions. Instead of, "Did you have a good day?", you might say, "Tell me something fun you did today."
- Read to your child. The single most important thing you can do to help your child succeed is read.

Remember, child care centers, schools, parents and teachers all want what is best for children. By working together we can do it!



The Life of a Flu Virus...

- Day 1** – An unvaccinated 4-year-old gets sneezed on at preschool.
- Day 4** – She has a fever of 103, is too exhausted to play and complains of headache.
- Day 5** – The fever is down to 100, but she's coughing up greenish-yellow phlegm, has body aches and diarrhea.
- Day 8** – Her cough is better, but she's very congested and isn't eating or drinking much.
- Day 9** – Goes to urgent care where she tests positive for influenza and is given IV fluids for dehydration and antibiotics for an ear infection brought on by the flu.
- Day 12** – She is finally feeling well enough to play, but gets tired easily.

kids!

Why We Love Our Kids!!!

The boss wondered why one of his most valued employees was absent but had not phoned in sick one day. Needing to have an urgent problem with one of the main computers resolved, he dialed the employee's home phone number and was greeted with a child's whisper. 'Hello?'

'Is your daddy home?' he asked.

'Yes,' whispered the small voice.

'May I talk with him?'

The child whispered, 'No.'

Surprised and wanting to talk with an adult, the boss asked, 'Is your Mummy there?'

'Yes.'

'May I talk with her?'

Again the small voice whispered, 'No.'

Hoping there was somebody with whom he could leave a message, the boss asked, 'Is anybody else there?'

'Yes,' whispered the child, 'a policeman ...'

Wondering what a cop would be doing at his employee's home, the boss asked, 'May I speak with the policeman?'

'No, he's busy,' whispered the child.

'Busy doing what?'

'Talking to Daddy and Mummy and the fireman,' came the whispered answer.

Growing more worried as he heard a loud noise in the background through the earpiece on the phone, the boss asked, 'What is that noise?'

'A helicopter,' answered the whispering voice.

'What is going on there?' demanded the boss, now truly apprehensive.

Again, whispering, the child answered, 'The search team just landed a helicopter.'

Alarmed, concerned and a little frustrated the boss asked, 'What are they searching for?'

Still whispering, the young voice replied with a muffled giggle... 'ME.'



Article from ECE Department - Home-School Connections
By Robin Pollard, Early Childhood Instructor

Summer vacation came to a close and a new school year began in August. For my family it was the start of a new chapter in our lives: the beginning of our children's public school education, or as they call it, 'big kid school.' Addison, Trey and I were all a little nervous and excited about seeing their new classrooms and meeting the new teachers who would be such a big part of our daily lives for the next nine months.

Research shows a clear correlation between strong teacher-family partnerships and academic success. There is no mystery as to why children whose parents are deeply involved in their schooling achieve higher academic success and demonstrate greater satisfaction in their education. Working together to help the child learn and grow is the key, and I was eager to get to know their teachers and how I could be of help to them.

If one of the most important tasks of effective teachers is to build and sustain positive relationships with the families of their students, how can it be done? Educators should work to make families feel welcome in their classroom,

and communicate with them regularly in multiple ways. Formal, mass communications such as websites/web pages, bulletin boards, and a school newsletter are great, and so are more informal and personal means including weekly and/or daily classroom updates, e-mails, chats, and individual messages. Short, positive notes about the child sent home occasionally open up communication, ensure that they do not only hear from you when their child is in trouble, and show parents that you understand and value their child strengths and interests (not just potential behavior or academic problems).



Equally important is that parents keep informed of classroom activities and events, and be sure they are continuing the learning process at home. Talk to your child every day about what they are learning about in school, and make sure their homework gets done and turned in. Contact your child's teachers and offer to use your own skills to help in whatever way you can- volunteer in the classroom, read a book to the class once a month, donate needed items, etc. You can bet that I am already a regular visitor and volunteer in Addison and Trey's classrooms, and it is a positive experience for us all.

Renovations *(continued from page 1)*

but our team graciously worked many weekends and evenings so that the 4,400 square foot center would be ready for the fall."

Terry Cope has been an instructor at the center for over nine years. She is very pleased with the new facility improvements at the childcare center.



"Each day the children and I celebrate the amazing transformation of the childcare center. The removal of a few half walls and shelves accompanied by new carpeting and paint throughout the facility have taken our center to a new echelon. The staff, parents and children feel we've been able to contribute our best efforts to make our facility better."

Companies who have donated material needed for the renovation are Lowe's Home Improvement Store, Valspar Paint Company, Mohawk Carpeting, Ellis Carpet, and Gaston Fence.

The Child Development Center is a model 5-star center for early childhood care and education, serving children from six weeks to five years. The center has 10 highly experienced and degreed teachers with a low teacher-child ratio. The traditional 10-month program offers Creative Curriculum in a safe and loving family-like environment in a convenient location on the Gaston College Dallas Campus.

The CDC was founded in 1976, with a dedicated mission to provide high quality, developmentally appropriate experiences for children that are safe, fun, educational, and creative. The center can serve approximately 67 children daily.