



August/Nov/Dec. 05



**Back to school edition.**



It's hard to believe, but school is here! It's time to turn our focus to school and all that needs to change as we head towards fall.

We hope to enjoy the next few months of good weather and outdoor fun. We all know that things run smoother if all members of the family are well rested. While the relaxed atmosphere of summer sometimes leads to less structure in the bedtime routine, now is the time to start getting back to a more reasonable schedule.



While sleep is important, good nutrition is just as important to a healthy child. As we send our children off to school, it's always good to send them off with a nutritious sack lunch or be aware of what we are having for lunch. While preparing for school may be important, it is just as important to make plans for after school, too.

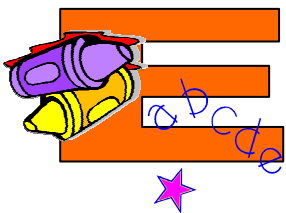


and emotionally steady. The best time to get a jump on morning is the night before. Pack lunches, lay out clothes and have their backpacks, shoes and coats ready to go. And make time for breakfast either at home or here at the Center. Studies have shown, children who skip breakfast will not have enough glucogen (stored carbohydrates) by mid-morning, and may be tired and unable to concentrate.

Show an interest in your child's successes in school. People of all ages respond positively to praise. Praise is "easy" guidance: it teaches your child which behaviors are important and valuable to you, without causing friction or carrying a negative overtone.



**This will tug at your Heart strings as you send your child off to school.**



Enforce an earlier bedtime, and begin to set alarm clocks to an earlier bedtime. It's far easier for a child's body to gradually adjust to the sleep schedule, rather than being slammed by a sudden change. Everyone in the family must learn to adjust their evening routines (meals, play, chores, and bedtime rituals) in anticipation of school.

**A TOUCH OF LOVE**  
You were six months old and full of fun, with a blink of my eye, you were suddenly one. There were so many things we were going to do, but I turned my head and you turned two. At two you're very dependent on me, but independence took over when you turned three. Your third birthday, another year I



Make it a good morning. Your morning mood will inevitably rub off on your children, so try to be upbeat

tried to ignore, Four was the year that you really strived, why, look at you now, you're already five. Now you are ready for books and for rules. This is the year that you go to school. The big day came, you were anxious to go, we walked to the bus, going oh so slow. As you climbed aboard and waved goodbye, a lump in my throat and tears stung my eyes. Time goes so fast, it's hard to believe that just yesterday you were home here with me. And tomorrow when the bus brings you home and you jump to the ground, you'll be wearing your cap and graduation gown. So I'm holding to these moments as hard as I can, because the next time I look, I'll be seeing a man/woman.

As we begin another school year let us treasure these moments with our children, the time does go by faster than you think.



### Summer Field Trips 2005.

Here are just a few exciting field trips the children at the Nannies went on during their 2005 summer break!

Chuck E Cheese, Library, Hall of Pride, Bowling, Aquatic Centers, Big Creek, Picnics, Blank Park Zoo, Jumpin' Jacks, Beach Party, Billy Joe's Picture Show, Sleepy Hollow, McDonalds Play Land, Iowa Cubs Game. Swimming at different pools around the area was a big hit this summer.

As you can see, The Nannies children had a wonderful summer! The children seemed to enjoy each and every outing. We feel the children learn and grow from the experiences life can offer them.

We would like to thank the parents for their continued support.



## Happy 8th Anniversary Nannies Unlimited

The Nannies Unlimited Child Center & Preschool Inc. is in its eighth year of operation. The Center has grown from being licensed for 29 children to it's present 115 children.

Our first priority is to continue to deliver quality childcare to each and every child. Thank you for making these years very special.



The quality of our preschool program is paramount here at The Nannies. Professional oversight is provided to each class and maintained daily. Ensuring each class has a well integrated program with a language playground to promote proficiency in the children's language skills. We also facilitate the development of the child's concentration abilities to help acquire a self-image as that of an independent person. We ensure that the child gains the primary concepts of set, mapping, numbers, and order through constant manipulation of the material. We encourage and develop a gradual progression of skills by the perception of differences, the perception of differences and similarities, and the ability to use complex matching skills. The Nannies encourage the use of large motor skills, the ability to listen and to follow instructions, developing patience and enjoy group participation and gracefully accept defeat.

Vickie and I assume the overall functions of the Center, supervising staff, designing curriculum and assist in administering the programs. We ensure services are provided for the children within the Center's statement of purposes and objectives. We also ensure your child's safety and protection.

We believe the purpose of The Nannies Unlimited Child Center & Preschool Inc. to be creative, courageous innovators in the delivery and promotion of quality educational services in the moral, intellectual and physical development of children. Providing activities that will render care, supervision and guidance and thereby benefit the child, the parent and the community.

**It is our belief that each child is a special snowflake or fingerprint. You'll always find each one different and one of a kind.**



### **What to Do When Your Child is a Bully!**

Parents often do not discover that their child has been bullying until the school principal calls with a complaint. Perhaps the principal tells you your child and his friend have been taunting and scaring a younger girl. Up to this point, you probably only knew that your child had a circle of friends. Even if you had doubts about some of these friends, they may not have seemed serious enough for you to act on.

### **COMMON PATTERNS OF BULLYING.**

A bully is cruel to a specific child over a long period of time. Bullies often operate in groups, and these groups usually have a leader, who may be physically stronger than most others his age. There are usually also one or two followers who don't engage in attacks on others, but enjoy watching them or helping

to plan new attacks. If the child being bullied is disliked by classmates, more children may join in the bullying group.

Your child's bullying is not necessarily a reflection on you. However, it may indicate that: (1) Your child has nothing more rewarding to do with his/her time; (2) They have fallen in with the wrong circle of friends.

### **SOLVING THE PROBLEM: HOW TO STOP BULLYING:**

**Step 1:** Do not support bullying. Nothing justifies bullying, even if the victim is disliked by most others. Give your child the clear message that what they did was wrong.

**Step 2:** Give your child six simple rules to prevent bullying. If the school principal has complained to you about bullying, reassure them that you are taking action. Make sure that the school also will supervise your child. You should tell your child:

- Stay away from the child you picked on.
- You are not allowed to hang out with the children who were bullying.
- Go directly to school and come directly home from school. (These are prime times for bullying.)
- When you invite children over, play only on our property so that I know where you are at all times.
- You are not allowed to visit someone else's house before I meet them and their parents.
- When you go to someone else's house, you need to stay where it is possible for their parent to see you at all times.

**Step 3** Check on your child's activities outside your home. Before accepting an invitation for a play date, always tell the host's parent that one of your rules is that your child be supervised at all times (you

don't have to say why). After the play date, always ask the host's parent about the activity of the play date.

**Step 4.** Provide an immediate, brief penalty after one of the rules is broken. Remember these guidelines:

- Don't use any kind of physical response as a penalty. Remember, you want to teach that physical intimidation is never acceptable.
- Don't restrict other aspects of your child's life. You want them to acquire more productive interests. Never take away a play date with another child who doesn't bully.
- Select a penalty you can enforce. If your child has damaged another child's belongings, take away two or three weeks of his allowance to pay for part of it. It is not necessary for your child to totally repay the damage (although you need to offer to totally compensate the family of the injured child). Other appropriate penalties are restriction in TV time for the evening or missing a movie your child was planning to see.
- Give the penalty immediately after you find out the rule has been broken.
- State the exact penalty before beginning it.

**Step 5.** Keep track of rule violations. If your child frequently breaks the rules you have set up, continue to impose penalties, but consider seeking professional help. Your school guidance counselor can refer you to a child or family therapist.



## Dealing with Conflict

### Use Choices, not anger when dealing with conflict

We can't be effective parents when our anger overcomes our ability to reason. When that happens we are likely to yell, blame, threaten or use physical force. Or we make decisions by the seat of our pants, reverting to tactics we swore we'd never use on our children.

The following CHOICES, listed with their appropriate uses and limitations, will help you refine old strategies that don't seem to work and discover new and more creative ways of dealing with conflict and your kids.

- **Command**

Give clear directions, specifically stating desired behavior in a non-humiliating manner: "Stop hitting your brother now!"

Effective when immediate action is needed, when safety is an issue or in establishing clear limits. It's important to follow through on limits you set in order for them to work. This may intimidate children so they are afraid to admit problems or to give you important information. Overuse may result in hidden resentment or rebellion.

- **Humor or Surprise**

Distract. Use non-sarcastic humor or do the unexpected

to divert attention or diffuse an explosive situation: Channel kids who are bickering over a toy into a different activity.

When confronting is too dangerous or damaging, when an issue is unimportant, when a situation needs to be "cooled down," or when you need more time to prepare. There are limitations to this and issues may never get addressed.

- **Offer Choices**

Give choices between two options: "You can \_\_\_\_\_ or \_\_\_\_\_" or "When you \_\_\_\_\_, then you can \_\_\_\_\_."

This also helps the child to make decisions within limits; helpful when children have few problem solving skills.

One downfall of offering choices is that it is difficult when time or energy are too short for you to generate choices.

- **Ignore**

Choose not to address the conflict or unacceptable behavior by withholding attention. Is useful when issues are unimportant or when power or attention is the goals. However it has limitations. Issues may never get addressed. Unspoken assumption may be that behavior is acceptable.

- **Compromise**

Seek a middle ground by finding a solution that partially satisfies both parties: "If you \_\_\_\_\_, then I'll \_\_\_\_\_."

This is useful when all else fails: for fast decision making on minor disagreements:

when two parties are committed to mutually exclusive goals. However, again has its limitations, it loses sight of a larger issue and values and possibly not pleasing anyone.

- **Encourage Problem Solving**

Work together to explore the disagreement, generate alternatives, and find a solution that satisfies the needs of both parties: "What can we do to meet everyone's need?"

This technique is useful helping us to learn from another's perspective; and helpful when you need a decision that addresses the needs of everyone. But, on the other hand it can not be as helpful for minor decisions or when time is limited.

- **Structure Environment**

Rearrange people, objects or room structure to reduce conflict; Separate kids who are fighting in the car by moving them to different seats

This technique is useful when the conflict can be reduced by moving people or things. However, this has limitations because you may only solve problems temporarily; and it doesn't involve the child in addressing the issue.





## Understanding And Managing Children's Anger.

Children experience anger when their goals are blocked or their needs are frustrated. For example, if the child's goal is to play with a new toy, and they are asked to give it away (which is what sharing means to young children), the child becomes frustrated. This causes stress for the child. Some stressors that can provoke anger in young children include:

1. **Conflict over possessions.** Someone takes or destroys a child's property or invades their space.
2. **Physical assault.** A child is pushed, shoved or hit.
3. **Verbal causes.** A child is teased or taunted.
4. **Rejection.** A child is ignored or not allowed to play.
5. **Issues of compliance.** When a child is asked to do something they do not want to do, they may feel that their independence is blocked by the adult's request for

compliance.

Children need guidance from adults to understand and manage their emotions. Adults who are dealing with an angry child should:

1. Create a safe emotional environment.
2. Model responsible anger management.
3. Help children develop self-regulatory skills.
4. Encourage children to label feelings of anger.
5. Encourage children to talk about anger-arousing interactions.



Battles, Hassles, Tantrums and Tears:  
Strategies for Coping with conflict and Making  
Peace at Home by Susan Beekman and Jeanne  
Holmes, Conflict Management Consultants Inc.

## Policy Review.



### Behavior guidelines:

#### **Discipline:**

Basic rules of safety and conduct are followed. Parents will be informed by phone and through parent conferences if their child continually displays poor

behavior. General discipline techniques involve positive reinforcement of good behavior and careful explanation of behavior that is unacceptable. An activity will be denied for repeated poor behavior and the child will be directed to an alternative activity. If a child continues to cause a disruption or does not follow rules, he/she will have one-(1) minute/year time outs per disruption. "Time Outs" meaning time away from the other children though in the presence of the day caregiver.

#### **Conduct Policies**

As in any group activity, the inappropriate behavior of a few children can spoil the experience for the entire group. Therefore, the following conduct policies apply directly to each child and will be used in the determining their eligibility to continue as a participant in the program. In accordance with the severity of the infraction and the number of times an infraction occurs, a child may: (a) lose the privilege of participation in a specific activity, (b) be suspended from the program, or (c) be terminated from the program for:

Intentionally and repeatedly going to unauthorized areas of the facility, or leaving the premises without permission. Repeatedly using foul language or being rude and discourteous to staff and peers.

Repeatedly not following specific rules in check-in and checkout procedures.

Stealing or defacing other children's property.

Refusing to remain with his/her specific group in specific areas or on outings:

intentionally and repeatedly leaving their group activity. Repeatedly engaging in fighting as their only means to solve an issue. Defacing property, the property of facilities visited during excursions. Bring or using illegal substances, including cigarettes and/or chewing tobacco, Repeatedly refusing to follow basic rules or safety while being transported during field trip excursions. Biting other children and/or teachers.

In the event that a child has proved he/she is unwilling to respond to these policies, every effort will be made to contact the parent and meet in conference.

Depending on the severity and location of the infraction, the parent will be expected to:

Pick up the child immediately from the site; or Meet with the Program Director and On-Site Director for a conference concerning the infraction, during the time suspension or termination from the program is a consideration.

### **Children's responsibilities:**

1. Put my belongings away neatly in the storage area when I enter the program area. Any toys/equipment brought from home are my responsibility.
2. Always show respect for others' property.
3. Be polite, no put downs or foul language.
4. Pick up my area before I go on to another activity

5. Always show respect for the other person. I will keep my hands to myself.
6. Use outdoor equipment safely. Rocks stay on the ground.
7. Run only when it is part of an activity or safely outside.
8. Walk quietly and orderly in the center's halls.
9. Use balls in the play areas only.
10. When I eat I will
  - sit
  - use good table manners
  - use a quiet voice
  - clean up my area
11. Have permission from a staff person to leave the care area.
12. On field trips, I will be a good representative of my CARE CENTER.
  - stay with my partner
  - listen
  - stay with my group leader.

### **Parents/guardians responsibilities:**

- Sign my child in and out each day and report his/her arrival to a staff person.
- Pick up child prior to 5:30 p.m. and report to a staff person.
- Notify the staff of absences and family or school situations that my affect my child's care experiences.
- Notify in writing any changes on my child's enrollment or emergency forms (phone numbers, person permitted to pick up my child, etc).
- Read all notes and newsletters so I can help my child be prepared for planned activities. Respond to written noted

if necessary. Check my parent folder (cubby) daily.

- No food or toys will be allowed at the day care unless otherwise stated by the Nannies.
- Always show respect for others' and their property.
- Be polite, no put downs or foul language.

### **Staff Responsibilities:**

- Provide a safe and caring environment for your child.
- Provide a variety of activities that will enrich your child's development.
- Communicate regularly with you, the parent/guardian, concerning your child.
- Notify you if your child fails to report to the care site, (i.e., after school).

**The Nannies Unlimited Child Center & Preschool Inc. reserves the right to terminate the contract agreement at any time.**

**Watch for our 2005 Winter Newsletter! Have a great school year!**

**We do not remember days, but moments. Life moves too fast, so enjoy your precious moments.**