Mission >>>

Our mission at the Center for Child Development is to serve and act on behalf of the needs, rights, and well-being of all children, their families and university students.

Child Care & Education Hours >>>

**Regular Hours**
7:30 AM - 5:30 PM
*Dec. 23rd – Jan. 10, 7:00AM – 4:30 PM

**Summer Hours**
7:00 AM – 4:30 PM

**Center Closures**
Dec. 25th - Holiday
Dec. 26th – Professional Development

Wish List
2020 Calendars
Sure Shot Camera

Scholastic Book Fair
Date: Mon.-Thurs. December 2-5, 2019
   Tues. December 3 Parent Event, 4:15-5:15
Time: 8:30-5:30
Location: FLC room 108 (small preschool room)
The Center is sponsoring a Scholastic Book Fair December 2-5, 2019. We hope you will take time to look at the books at the fair to use for holiday gifts or for your enjoyment. We will accept payment by cash, checks or credit card for the sale. **On Tuesday Dec. 3, from 4:15-5:15 we will have a parent event so you can share a snack with your child while looking at the books.**

If you prefer, there is also an online book fair, which includes access to the Scholastic Store. For more information, please go to Scholastic Book Fairs.com and find our fair. On-line orders will be shipped to your home. Questions can be addressed to Michele.

From the Director

“Wishing you and your family a Happy and Safe Holiday Season!”

November Family Survey/Program Evaluation Results

Thank you for taking the time to complete our fall Program Evaluation. We had a 95% return rate! Our goal is to work in partnership with parents to meet and exceed your child’s educational needs, while supporting parents. This is what you told us:

Strengths of the Program:

- Parents have a good relationship with their child’s teacher
- Teachers help children get along with one another
- Teachers use my child’s interest to help children learn and grow
- Student workers interact positively with children
- Parent and staff communication is effective in meeting the children’s needs
- Parent and teacher conversations are effective in meeting children’s needs
- Parents feel welcome to take part in classroom activities and events
- Parents are comfortable with what children are learning
- Parents have opportunities to discuss how children’s progress is measured
- The Center is effectively managed
- Staff communication with families is professional
- Parents feel respected by center staff

Items you would like more information on include:

- If parents disagree with how the teacher works with my child, I feel comfortable working with staff to find a solution that works for both parties. Parent Manual page 15 Our team is committed to effectively negotiate and problem-solve differences as they arise. If you should have a grievance, please discuss the concern with the classroom teacher. If no agreement is made, please discuss the concern with the director.
- Parents understand how children’s progress is measured. Parent Manual page 16 Children’s Curriculum and Learning and Screening/Assessment of Child Progress. The Center also bring in Pediatric Partners August and January for free developmental screenings, the Lions Organization for free vision screenings, and MSUM Speech/Language and Hearing Speech Pathologists in the fall. Parents receive a letter from outside organizations on the findings of their child’s screening.
- Teachers adapt their teaching strategies to best benefit children’s learning styles. Our child assessment results are used to design goals for individual children and to individualize learning activities and teaching approaches. Example: A child may be very sensitive to touch. During play with water and ice cubes in the
Easy Crock Pot Apple Crisp with Oatmeal

- 6 medium Granny Smith apples, peeled and sliced
- 1/2 cup Oatmeal (not quick oats)
- 2/3 cup flour
- 1/2 cup brown sugar
- 1 teaspoon cinnamon
- 1/4 teaspoon nutmeg
- 1/2 cup (1 stick) butter

Add and arrange the sliced apples in the bottom of the slow cooker. Mix the oatmeal, flour, brown sugar, cinnamon and nutmeg. Cut in the butter to make crumbs. Crumble the oatmeal mixture over the apples. Place a double layer of paper towels over the top of the slow cooker to absorb any condensation, cover with lid. Cook on low for 4 hours and serve warm.

The children enjoyed counting and peeling the apples. We doubled the recipe so the children did some adding to find twice the amount of apples. They helped count while adding the 2/3 cups of some of the ingredients. We used our sense of smell to see how the cinnamon and nutmeg smelled. The children talked about using the crock-pot to cook the apples and pastry blender to make the crumble mixture. They blended the topping together and placed it on top of the apples. It was a nutritious Halloween snack for the children!

Little Chef's

Mitten and Hat Giving Tree

What: A children’s gently used or new mitten and hat giving opportunity for the Jeremiah Program
When: Friday-Thursday, December 6-12, 2019

Children's Hands-on Giving: Friday, December 13, 2019 at 9:30 AM

A giving tree will be set up in the main entryway of the Center to collect gently used or new hats and mittens for children (ages birth-6 years) for the Fargo-Moorhead Jeremiah Program. The Jeremiah Program offers one of the nation’s most successful strategies for transforming families from poverty to prosperity two generations at a time. Jeremiah prepares determined single mothers to excel in the workforce, readies their children to succeed in school, and reduces generational dependence on public assistance.

Please bring your donation of mittens/gloves and a hat to hang on the Giving Tree. When our tree is full, the children will hang the mittens and hats by clothes pin on the wall. On Friday, December 13, a representative from the Jeremiah Program will come to the Center, tell the children about who will receive their donations and accept the donations from the children.

This week our curriculum will be focused on what we need to be safe in cold weather, ways we can help and be kind to others, feeling, and the value of giving instead of receiving.

November Family Survey/Program Evaluation Results, continued…

- sensory table, those children are given a spoon to push the “icebergs” around during play.
- As children gain skills, teachers advance the children’s further learning by making activities a little more challenging. Teachers and parents write new developmental goals at parent-teacher conferences to challenge children’s learning. Also on the lesson plan form, teachers have a child’s initials next to specific activities, which promotes that child learning on their individual goals. Teachers also choose activities that can be adapted to the child individual development, made easier or more challenging for the child’s success.

Item that three or more parents indicated improvement needed:
- Teachers ask about things that are important to our family

Like and please continue…
- Welcoming environment
- Shared decision making on children’s education
- Active learning through play and a variety of activities
- How transparent the teachers are and the curriculum used
- Campus field trips and outside guests to enrich the curriculum
- No screen time in classroom
- Center newsletters and menu
- The variety of sensory activities
- Weekly toy rotation
- Teaching self-care skills to children, handwashing and tooth brushing
- Daily parent reports on children

I am concerned about…
- Unwanted visitors in the classroom
- Active shooter access to classrooms—In the Center Policy and Procedure Manual staff have specific steps to follow in an active shooter or armed intruder situation for both inside and outside the building. As part of our safety drills with the children, we practice the armed intruder procedures. All staff are also going to receive a refresher training from NDSU police in January on this topic

You recommended/please try…
- A note to parents when birthday treats are served
- Getting more parent input on Parent Advisory Committee agenda items
- A combination code/lock on the observation booth rooms
- Adding a door mat in front of each classroom door—achieved 11-13-19

Let’s Bake >>>

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**Holiday Vacation and Family Travel**

Teachers will be asking families if your child will be absent any days over the holidays. Accurate child attendance assists teachers in staffing the classrooms, maintaining accurate meal orders, and allows teachers to take vacation time with their family. Please help us keep accurate daily child attendance over the holidays. THANKS!

**Raising a Thankful Child** by Julie Riess

As we enter the holiday season, we may find ourselves reflecting more often on how to raise a thankful child. At first glance, parents might think about how to teach the social scripts of thank you. Should a 2-year-old be forced to say thank you to Grandma for a gift? Should a 4-year-old sign a thank you note for a birthday present? Should a 6-year-old show appreciation for a large helping of spinach and cranberry sauce on his or her Thanksgiving plate?

Parents often have the best intentions of raising a thankful child as part of their parental job descriptions. We tend to use the social graces of please and thank you as one index of raising a “good kid.” Indeed, manners such as these are important tools for getting along and working together with others in our society.

Even young children can be taught to say please and thank you. Giving them prompts (“What do you say?”), withholding the requested item (“You can’t have the cookie unless I hear the magic words”), and modeling (“Could you please pass the juice?”) are ways to encourage learning these manners. But, is learning to say thank you the same as being thankful?

The development of morality is marked in part by the emergence of the moral emotions such as shame, pride, guilt, embarrassment, and empathy. As these emotions develop, they allow children to feel a response in relationship to their own actions toward others. The emotional feedback contributes to that sense of sincerity.

Our gut reactions may highlight a comparison of manners vs. morals. While both reflect an aspect of how we treat others, children can use manners just by learning a script. The problem in learning scripts for manners for a child too young or separated from meaning is that children satisfy the social grace without experiencing the emotional response or acting upon their own intent. For example, 4-year-old Beth runs to greet her grandmother. “Thanks, Grandma!” she says, grabbing the present out of her grandmother’s hand. She opens the box to find six pairs of white socks. Disappointed, she says, “Thank you, Grandma, for my socks.” Beth’s first thanks is genuine appreciation for receiving a present, but her second thank you is the script that she is supposed to say.

Teaching manners is a fine art of modeling but not always the making of meaning. Raising thankful children is a fine art of helping them make their own meaning. Maybe it is a rumpled, crayon-scribbled card. Maybe it is a fresh bouquet of dandelions from the back yard. Maybe it is just a warm hug after a cold ice cream treat.

Children express some sense of thankfulness and desire to be appreciated all the time. It is our role as parents to model appreciation and reflect those genuine feelings back to the child. With a warm smile and a sincere voice, we can say, “Thank you for my beautiful card. I can tell you worked hard on it. You used so many different colors! It makes me feel really good and happy inside. I’m going to put it up right here on the refrigerator so our whole family can enjoy it.”

Thankfulness also emerges from children raised with the Golden Rule: “Do unto others as you would have them do unto you.” Like adults, children need to be exposed to genuine appreciation and to feel appreciated.

Source: [www.naeyc.org/our-work/families/](http://www.naeyc.org/our-work/families/)

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**Infant/Toddler EML Happenings**

**Good Bye to Students**

Marisa and Madison, our two MSUM students, have completed their 40-hour practicum placement in our classroom.

Dayton (Student Assistant) will be leaving NDSU and pursuing her degree at Minot State spring semester. Tasha (Student Assistant) will be done in early January to start her spring internship. She will graduate in May. Tasha has been a part of the center for five years and will be greatly missed! We wish her all the best of luck for a successful future!

**Goodbye and a Warm Welcome to Families**

A sad good bye to baby Reed and his family. His last day will be Friday, December 6. Baby Carlson with parents Kayla and Justin have accepted the position. Welcome to our Bison family!

**Happy Holidays to our families!**
Let’s Celebrate >>>

Birthdays!

Linda turns 2 Dec. 27th!

Cinnamon Ornaments

The toddlers will be making Cinnamon Ornaments during the month of December. The ornaments smell fantastic and is a fun way to be creative with dough. Here is the recipe if you would like to make more of them at home:

- 3/4 c. Cinnamon
- 1 c. Applesauce
- 1 T. Allspice
- 1 T. Nutmeg
- 1 T. Ground Cloves

Mix into a dough, rollout on a floured surface. Cut using cookie cutters, air dry several days. Before the cutouts have fully dried, use a straw to poke a hole on the top if you would like to hang them. Alternatively, you can dry them in a 250-degree oven for several hours.

Let’s Celebrate >>>

Birthdays!

Ruby turns 4 Dec. 23rd!

Rozalyn turns 4 Dec. 24th!

Keeping All Healthy

The Center has a health policy designed to keep your child healthy and learning at their best. Please refer to the Parent Manual pages 23-25 on our health policy when your child is ill. Other healthy practices that we ask parents to observe are:

* help children wash hands every time they enter the room to keep outside germs from entering the classroom
* have extra clothing for your child available for those “oops” times and an extra sweatshirt for warmth
* keep outdoor clothing in your child’s cubby for warmth and to remain dry when playing outside
Physical Activity and Preschool Children

Keeping children active and moving is a part of our daily curriculum. Through the Nutrition and Physical Activity Assessment and the ND Early Learning Standards, we are continually improving our program on ways to facilitate active children. The ND Early Learning Standards state that preschool children should learn how to "engage a variety of large muscles in ...play"; "participate in physical activity daily"; "perform a variety of movement skills ...". We seek to provide at least 120 minutes daily of physical movement time for children. This may be a structured movement activities (at least twice a day planned by the teachers) or time when the children move around the room with movement of their choice. Teachers also limit children's "sit down" time to under 30 minutes (excluding meals/naps) at a time.

When giving a child an active start, there are many things to consider. Physical activity habits developed at a young age usually last into adulthood. According to the National Association for Sport and Physical Education, "preschoolers should engage in daily physical activity that promotes health-related fitness and movement skills". There is a development project called SKIP (Successful Kinesthetic Instruction for Preschoolers), created by researchers at Ohio State University that promotes motor skill programs for children. This research has found that competency in many motor areas is reached in the preschool years. The SKIP program developed three premises to improve physical activity in children. These are basic skills, teaching and modeling motor skills and adapting activities for each child's characteristics and interests.

Basic skills are divided into two categories, locomotive and manipulative movement. Locomotive skill is moving the body from one point to another. You can implement this into your child's life by doing a running activity, such as tag, or activities that involve leaping, hopping and skipping. Activities you could do with your child are hopscotch or sledding in the winter. Manipulative skill involves moving objects with hands and feet. Children use these skills to throw, catch, dribble, and bat. Ideas that involve these skills would be to play catch with your child or roll the ball and have your child kick it. Don't forget to involve siblings too.

Teaching and Modeling—in our classroom, we say “practice makes better” and this saying goes for motor skills. There are some children who are “body smart” or naturally become competent at motor skills without extra help from adults, but most children do not develop their skills without practice. To increase physical ability, everyone must work at skills repeatedly. The payback is that your child will use these skills later in life when they partake in sports.

The final premise adapting the activity to fit the child’s personality. Motivation is important to participating in an activity, for young or old. Change the activity to fit your child’s interests. An example would be to chase butterflies if your child is interested in them or walk to a park that has a dinosaur climber if your child loves dinosaurs.

If you would like to read more on how you can promote more physical activity in your child, you can read the article SKIPing Toward an Active Start at www.naeyc.org Young Children, May 2006 issue and The ND Early Learning Standards.

Many, many warm winter wishes!