



Child's Admission Record

(Keep record for 12 months)

First day of attendance

Last day of attendance

Mother/Guardian: _____ Birthdate _____ Cell phone #: () _____

Father/Guardian: _____ Birthdate _____ Cell phone #: () _____

Home phone #: () _____ Cell phone #: () _____

Address: _____

Mailing address (if different): _____

Mother Work Phone: () _____ Father Work Phone: () _____

Child's Name: _____ Birthdate: ____/____/____ Sex: Male/Female
Month Date Year (Please circle)

List any allergies or other medical conditions: _____

Emergency Contacts

(Two persons, other than the parents or guardian who can be contacted in case of an emergency)

Name: _____ Name: _____

Address: _____ Address: _____

Cell phone #: () _____ Cell phone #: () _____

Other phone #: () _____ Other phone #: () _____

The following persons are authorized to pick up my child:

Name of doctor or medical facility to call in case of an emergency: _____

Phone #: () _____

Screening Schedule

Dear Parents,

This is the immunization and screening schedule required by the Ark. Your child must meet these requirements or he/she will not be allowed into a class until he/she is up-to-date.

Please remember to notify the Ark every time your child receives one of the immunizations listed or have your child's doctor write it down and place it in the Director's in-box. Thank you!

2 months	DTaP, HIB-Hep B, IPV, Prevnar, Rotateq
4 months	DTaP, HIB-Hep B, IPV, Prevnar, Rotateq
6 months	DTaP, (HIB ?), Prevnar, Rotateq
12 – 15 months	MMRV, Prevnar, Hep A
15 months	HIB-Hep B, DTaP, IPV
18 months	Hep A
2 years	Physical recommended; Prevnar (1 does between 2 and 5 if not given previously)
3 years	Physical recommended
4 years	Physical recommended
Pre-K	Physical recommended; DTaP, IPV, MMRV

DTaP: Diphtheria-Tetanus-acellular Pertussis vaccine

HIB: Hemophilus Influenza, type B, conjugate vaccine

Hep B: Hepatitis B vaccine

HIB-Hep B: a combination of Hemophilus Influenza, type B, conjugate and Hepatitis B vaccines

IPV: Inactivated Polio Vaccine

MMRV: Measles, Mumps, Rubella, Chickenpox Vaccine

Prevnar: Pneumococcal conjugate vaccine

Hep A: Hepatitis A vaccine

Rotateq: Rotavirus (gastroenteritis) oral vaccine

Influenza vaccine: (First Year) 2 doses after 6 months of age, then 1 dose each fall.

The Ark Child Development Center Guidance Policy

The philosophy of the Ark Child Development Center is in the belief that every child is a child of God that has been given the capacity to learn by providing assistance of a good foundation, so that every child can truly reach their potential. Our staff maintains a loving, caring and safe atmosphere, where all children are valued and treated as individuals worthy of respect in a culturally appropriate manner. We believe that by being affirmative and consistent within appropriate, flexible environments, few discipline problems arise. Here at the Ark Child Development Center, we believe there is a good, strong, solid foundation in knowing how to respect themselves and others and that this is a critical component to the early childhood development of each child. We strive to ensure that all children begin to understand, model, and implement positive character traits. We pride ourselves in helping the children develop a sense of inner self-control, as well as good communications skills. These attributes increase the child's ability to work well with others. Positive behavior will be praised as negative behavior will be redirected. Parents play an active role in guiding their children. In partnership with them, the child learns to behave in a positive manner.

Our guidance philosophy relies on several underlying principles:

1. If guidance is to have any power at all, it must be grounded in family-teacher partnerships. (Gartrell, 2004)
2. Children are problem solvers and are encouraged to solve problems according to their developmental level.
3. It is the role of the teacher to create appropriate, flexible, environments, plan developmentally appropriate curriculum, assist children in solving problems, and use the language of play to build social and emotional competence.
4. Effective communication skills decrease behavior problems and increase healthy relationships.
5. Relationships are the most important component to any learning. When children are securely attached, and feel like they are heard, appreciated and understood, they thrive.

In order to address these underlying principles, teachers use a certain set of skills, strategies and techniques that are based in the latest research into child brain development. Within our center, you will see and hear the following strategies:

- Teaching Bible stories and Christian principles – helps each child to know that God and His son Jesus, loves them. These stories and principles help children know that they can love others as well as themselves.
- Getting on the child's eye level – when talking with the child, get down on his/her eye level and look him/her in the eye while talking quietly to him/her.
- Acknowledge the child's feelings – helps the child learn to identify what feelings are. This is the first step in learning how to control feelings and to begin to experience empathy for others. *"You look very happy about that!"*
- Setting boundaries – is the process of establishing clear limits for the child. Limits and boundaries increase feelings of safety. Boundaries are positively stated and expressed through clear rules such as *"hands are not for hitting."* However, stating the desired behavior in the positive is the goal: *"please keep your hands close to your body,"* etc.
- Offering choices – allows the child the opportunity to practice problem solving and to feel empowered. Choices also give children acceptable alternatives to undesirable behavior. *"You may choose to sit on the rug or you may choose to sit on the bean bag. Which do you choose?"*
- Achieving a calm emotional state – Once a calmer emotional state has been achieved, the child is given an opportunity to begin to process what happened. Discussions can occur during classroom meetings or with children individually. *"I know it makes you really sad when she doesn't want to play with you."*
- Affirming the child's positive choice – Once the child has made a choice, acknowledging that choice encourages the skills to be used again. Encouragement leads to repetition and practice, and confidence which lead to self-regulation. *"You know just what you want to do!"*
- Being flexible when selecting a strategy – select the strategy that will work best for the specific situation.

The guidance philosophy, policies, and techniques of the Ark Child Development Center are consistent with the New Mexico state regulations.

- Physically hitting or hurting of a child by another child is not permitted. Redirection and setting limits is mandated to prevent and discourage such behavior.
- Children shall not be subjected to discipline that is severe, humiliating, or frightening.
- Teachers will not use any of the following practices: physical punishment of any type, withholding food, rest, bathroom access, or outdoor activities, abusive or profane language including yelling directly at a child, and any form of threats or humiliation whether public or private. Not only is physical punishment (i.e. spanking) prohibited in the child care setting, it is also against New Mexico law to do so in the child care setting.

The goal of discipline is to help children see the sense in acting a certain way. This is a time consuming task and it is important we remain realistic in the expectation of the behavior of each child. The child's developmental age and stage must be taken into consideration.

Child's Family Profile

Child's Name: _____

Nickname(s): _____

Mother's Name: _____ Occupation: _____

Hobbies/Interests: _____

Father's Name: _____ Occupation: _____

Hobbies/Interests: _____

Do you have any special interests, family traditions, etc. that you would like to share with us about your child?

Mother: _____

Father: _____

Other family members and their ages: _____

Pets and their names: _____

Other important people in your child's life: _____

Are there any special family circumstances that may be affecting your child? (Death, divorce, new baby, etc.):

What are your child's concerns? _____

What are your child's favorite things? _____

Family Culture Survey

Family Name: _____

We recognize and honor each child's and family's cultural identity. Answering the following questions will help classroom staff affirm and foster children's knowledge and pride in their individual and family identity and foster children's knowledge, enjoyment, and respect for others.

What is your family's cultural/ethnic heritage?

What languages are spoken within the family?

What family customs, special events or celebrations does your family observe?

What special stories, music, books, legends, or folk stories does your child love to hear?

Does your family have special beliefs that would require an adjustment in your child's program activities?

If your family speaks more than English in the home, please complete the list of common classroom vocabulary words on the following page. We would like your help to use words with your child in their language. Please write down the word and indicate how it is pronounced.

Dual Language Words

Child's name _____ Language: _____

Hello _____

Goodbye _____

Walk _____

Nap/sleep _____

Lunch _____

Snack _____

Food _____

Clean-up _____

Wash hands _____

Restroom _____

Please _____

Thank you _____

Sad _____

Happy _____

Hungry _____

Eat _____

Drink _____

Yes _____

No _____

Water _____

Milk _____

Juice _____