



Family Handbook 2019 - 2020

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Table of Contents

I.	Guiding Philosophy	4
	Mission Statement.....	4
	Core Values.....	4
	Caregiving Philosophy.....	4
II.	About the Organization	5
	Contact Information & Hours of Operation	5
	Licensing Information.....	5
III.	Enrollment	5
	Non-Discrimination Statement	5
	Admissions Procedure	6
	Pricing & Tuition Policies.....	6
	Calamity days.....	6
	Sick or Vacation Days, Holidays and Breaks.....	6
	Early Departure.....	6
	Payment.....	7
	Registration Fee	7
	Sibling Discount.....	7
	Fees	7
IV.	Supervision of Children	7
	Arrival & Departure Procedure	7
	Absent Day Procedure	7
	Custody Agreements	7
	Supervision throughout the day.....	8
	Right to Access.....	8
	Transportation.....	8
V.	Our Three Classrooms	8
	Staff/Child Ratios	8
	Infant Program (2 months – 18months).....	8
	Toddler Program (18 months – 2.5/3 years).....	9
	Preschool Program (3 years – 5 years).....	10
	School Children.....	11
	Transition Up	11
VI.	Important Components of Our Program	12
	Art.....	12
	Birthdays.....	12

Circle Time.....	12
Cultural Celebrations.....	12
Curriculum	13
Free Play & Free Choice.....	13
Gardening & Cooking Class	13
Outdoor Play	14
Water Play	15
Screenings.....	14
Service “Jobs”.....	14
VII. Discipline.....	15
Internal Discipline (Self-Discipline):.....	15
Congruent Communication.....	15
Natural Consequences.....	16
Respectful Limits & Boundaries.....	16
Problem-Solving Skills	16
Parent Involvement in Problem-Solving.....	16
A Summary of Caregiver Guidance	16
Special Discipline Concern: Biting.....	17
Shine’s approach when a child is bitten:.....	17
When biting continues:.....	18
Special Discipline Concern: Rough Housing/Play Fighting.....	18
VIII. Parent Participation.....	19
Parent Involvement	19
Parent Concerns	19
IX. Child Health	19
Food and Nutrition	19
Food Supplements/Modified Diets/Allergies	20
Management of Illness	20
Vaccination Requirements.....	20
Medication Procedures.....	21
X. Emergency Procedures	21
General Emergency	21
Transportation in Emergency.....	21
Accident or Injury.....	21
Reporting.....	21
XI. Appendix.....	22
Appendix A: Pricing for 2019/2020	22
Appendix B: What to Bring to Shine List.....	23

CHILDREN ARE NOT THINGS
TO BE MOLDED, BUT ARE
PEOPLE TO BE UNFOLDED.

Jess Lair

CHILDHOOD IS NOT A
RACE TO SEE HOW
QUICKLY A CHILD CAN
READ, WRITE, AND COUNT.
IT IS A SMALL WINDOW OF
TIME TO LEARN AND
DEVELOP AT THE PACE
THAT IS RIGHT FOR EACH
INDIVIDUAL CHILD.

Magda Gerber

"FORGET NOT THAT THE
EARTH DELIGHTS TO FEEL
YOUR BARE FEET AND
THE WINDS LONG TO PLAY
WITH YOUR HAIR."

Kahlil Gibran

Guiding Philosophy

Mission Statement

Shine is a Nurture Center which provides a healthy space for the nourishment and growth of young children, ages 2 months to 5 years, while they are away from their parents. Shine provides holistic, nurturing, nature-based, play-based care.

Core Values

Holistic

Shine provides a safe space for children to explore, grow, and learn. There is more to health than a lack of illness, and true wellness requires nutritious, wholesome food, movement & exercise, fresh air, rest, peace, & communion with nature. As much as possible, toys, works, and playground equipment are made from nature-based materials, minimizing plastics and non-biodegradable materials.

Nurturing

Shine adheres to nurturing, developmentally appropriate care & guidance. We provide attachment-based care with close comfort as needed, while also fostering independence and autonomy as the children grow & develop. Low ratios allow us to spend quality time with each child. Like tending a garden, teachers pay close attention to each child - nurturing them, providing an environment that allows them develop at their own pace, removing obstacles, and giving them space in which to grow. Awareness, mindfulness, expression of feelings, empathy for others, boundary setting, and conflict resolution skills are at the core of our program.

Nature-based

Our facility is nestled into a cove of Mount Airy Forest. The plants, trees, birds, bugs, and other wildlife provide the perfect backdrop for learning about nature. Children spend time each day playing in the large, fenced-in outdoor play spaces, we regularly go hiking in our backyard, and children are allowed to get dirty when they play. Because we believe it is important for children to know where food comes from, we garden on-site. We follow nature-based lessons, and our days and calendars align with natural circadian and seasonal rhythms.

Child-led (Follow the Child)

We believe that children are active learners and have an intrinsic motivation to learn. Teachers are responsible for creating a stimulating and appropriate classroom environment that allows each child to thrive. Children are allowed to take the lead on what they would like to work on each day, learn at their own pace, and focus on skills that are of interest to them. Teachers are trained to pay close attention to the needs and interest of the children, to be patient and allow children to struggle with new tasks, and to never force academics or curriculum on children.

Caregiving Philosophy

At Shine, the role of the teacher or caregiver can be boiled down to 3 central tasks:

1. To Protect
2. To Connect & Respect
3. To Teach

The ordering of these tasks is purposeful and important. We believe that a loving teacher would not be enough if the environment was dangerous, and teaching cannot happen outside of a loving and respectful relationship.

About the Organization

Contact Information & Hours of Operation

We are proudly located in Mount Airy. Our building is across the street from the Colerain Avenue entrance to Mount Airy Forest and our private property is surrounded by land owned by the City of Cincinnati Park District.

Address:

5100 Colerain Ave

Cincinnati, OH 45223

Phone: 513-541-0400

Email: contact@shine-childcare.org

Admin at contact@shine-childcare.org (or via Brightwheel message)

Reach Katie McGoron (Director) at kmcgoron@mykolab.ch

Hours of Operation:

Monday – Friday: 8a.m. – 4:30p.m.

We follow an academic calendar year, running mid-August through July.

Closings:

Please see attached Academic Calendar for Specific Dates.

Breaks:

Winter Break – approx. one week encompassing Christmas Day and New Year’s Day

Spring Break – one week that co-insides with Cincinnati Public Schools Spring Break

Summer Break – 2.5 weeks, beginning the last week of July

Holidays:

Labor Day

Veteran’s Day

Thanksgiving Day and the Friday after Thanksgiving

Martin Luther King Jr Day

President’s Day

Memorial Day

The Fourth of July

*(if the holiday occurs on a weekend we will be closed Friday or Monday)

Teacher In-Services:

2 teacher in-service days each year – usually a Tuesday in October & in April

Licensing Information

Shine is licensed by the State of Ohio to care for up to 27 children.

Enrollment

Non-Discrimination Statement

It is our policy to treat all people with dignity and respect. Shine prohibits discrimination based upon race, sex, religion, creed, color, gender identity, age, national origin, marital status, pregnancy, sexual orientation, citizenship status, military service, veteran status, housing status, familial status, source of income, political affiliation, union affiliation, physical disability, mental disability or other protected status in accordance with applicable law.

Admissions Procedure

All child care at Shine is full-day (we do not offer part-day slots, such as morning or afternoon only options). Shine offers regular full-time (Monday – Friday) and regular part-time child care (Monday, Wednesday, and Friday OR Tuesday and Thursday) care. Interested parents should attend an open house or schedule a tour prior to registration.

Children are accepted into the program based on availability. There is a waitlist application online, and often a family must wait before a spot opens up. Once there is an open space, a registration packet, including the ODJFS-required enrollment form and registration fee will secure a child’s spot. A space should not be considered secured until all of these items are received.

Once a spot is secured, a start date will be decided. Prior to that start date, parent(s) and child should attend an orientation meeting. A medical statement form completed by a medical professional must be completed prior to the child’s first day of attendance. We cannot care for children without this form.

When possible, we recommend easing a child into care, starting with a visit with the parent, then short independent visits. Customized transitions into care can be made for each family. We will also offer a “visit day” at the beginning of each new school year for new incoming children.

Pricing & Tuition Policies

Please see appendix pricing guide for current tuition rates. Our tax ID number is available upon request.

Careful consideration has gone into creating fair and transparent tuition rates and policies. Prices reflect high-quality, full-day (8a.m.-4:30p.m.) care with low child-to-teacher ratios. For children old enough to eat solid foods, two healthy snacks and a nutritious, plant-based (vegetarian) lunch each day are included in the costs. Tuition fees also include family involvement days, parent-child meetings, parent education nights, and all school supply costs. (Personal items that families must supply, such as diapers, wipes, clothing, footwear, outdoor gear, sunscreen, or diaper cream, are NOT included in cost.)

Tuition is calculated on a cost-per-day basis. Cost per day is multiplied by number of open days per school year, and then divided into monthly payments. Thus, tuition is considered a yearly fee, broken down into 12 monthly payments for convenience. After the August payment, all monthly payments are the same.

Calamity days

One day is subtracted from the number of days per year as a “calamity day.” This day will be used if Shine must close unexpectedly, generally for snow or illness. If Shine uses more than one calamity day during the school year, the tuition fee will be pro-rated the next month to account for the additional day(s) off. If no calamity days are used, tuition does not change. There is no adjustment to tuition due to delays or early dismissal due to weather or other unpredictable circumstances.

Sick or Vacation Days, Holidays and Breaks

Full tuition is due even if your child is out because of illness or vacation. We cannot offer make-up days. The tuition fee only includes the days we are open - families do not pay for holidays, teacher in-service days, and breaks. Snow days or other unplanned closures are considered calamity days. If your child must be out due a serious, extended illness or other prolonged, unexpected event, please contact Katie as soon as possible – tuition proration may be given on a case by case basis depending on circumstance.

Early Departure

If your child does not intend to enroll for the duration of the year (August through July, including summer months), please talk to Katie at registration. Priority may be given to children who intend on staying for the entire year. If you must unexpectedly withdraw your child, we require a minimum of one month's notice or one additional monthly payment.

Payment

Cash, checks (payable to Shine Child Care or Shine Nurture Center), or bank transfers (message Katie to set up) are accepted forms of payment. Tuition is due on the first day of each month. Tuition is considered late if not paid by the 5th day of the month. Unpaid/late tuition payments may result in dismissal from program. Alternative payment plans (e.g., twice monthly or once per week) may be set up in advance with Katie.

Registration Fee

A registration fee of \$150 per child or \$200 per family is required at the time of enrollment. A \$50 re-registration fee is required for families who have left the program, but wish to return (e.g., return for the summer, change of circumstance that allows the child to come back to Shine). Registration fees hold your child's spot and pay for all registration costs, including updating files and an orientation visit. Registration fees are non-refundable. A registration fee is NOT required for children who are currently enrolled and wish to stay enrolled for the next academic year.

Sibling Discount

If two children from the same family are enrolled at the same time, the younger child's fee is reduced by 15%.

Fees

There is a \$20 fee for any returned checks or NSF bank transfers. For any child that is picked up after 4:45p.m. a late fee of \$15 will be charged. Consistently late pick-up or late tuition payments is cause for dismissal from the program.

Supervision of Children

Arrival & Departure Procedure

Teachers check-in children as they arrive. Parents should make sure caregivers are aware their child has arrived, and pass along any relevant information at this time (e.g., how did the child sleep last night, what have they eaten today, etc.).

Children may only be picked up by the parents or designated authorized pick-up person. Picture ID will be required for authorized pick-up persons that are not known to our staff. Parents should make sure their child's teacher is aware that the child is leaving. Parents are responsible for the supervision of their child before sign-in and after sign out.

Absent Day Procedure

Regular attendance is encouraged. Please notify your child's teacher if your child plans to be absent or send a message or call the office if your child is sick. Shine may send out a message to parents in the morning if your child has not arrived but was expected.

Custody Agreements

If there is a written custody agreement regarding a child's care, parents/guardians must provide the center with the court papers indicating who has permission to pick up the child. ***We cannot deny a parent access to their child without proper documentation.***

Supervision throughout the day

Staff will supervise children at all times, including naptime. At no time will a child be left unattended.

Right to Access

Parents and guardians have the right to access the school anytime during the hours of operation.

Transportation

Shine will not transport children in a vehicle at any time. Children will not go off-site for field trips, nor would we transport in the event of a medical emergency. (Shine will call EMS to transport in the event of a medical emergency.)

Our Three Classrooms

Shine has 3 classrooms and children are divided based on age and development into 3 groups: Infants, Toddlers, and Preschoolers.

Staff/Child Ratios

We are a small child care center and proud to provide high quality, developmentally-appropriate child care. As such, we maintain low child-to-caregiver ratios, particularly for the infants. The table below provides information on our standard staff-to-child ratios and group sizes. **Our ratios are considerably lower than those required by the State of Ohio.**

Age	Classroom	Ratio	Typical Group Size
2 months – 18 months	Infant	1:3	1 group of 6 children & 2 teachers
18months – 2.5/3 years	Toddler	1:5	1 group of 5 children & 1 teacher
2.5/3years – 5 years (& kindergarten ready)	Preschool	1:7	1 group of 14 children & 2 teachers
5+ years	Preschool	1:8	Up to 2 school-age children may join the preschool classroom
		TOTAL:	Up to 27 children total per day

Infant Program (2 months – 18months)

A great deal of learning and growth takes place during infancy. While in this classroom, children learn everything from beginning to smile and coo to rolling over, sitting up, eating solid foods, walking, talking, and running!

Shine accepts children as young as 2 months. These tiny newborns are treated with the utmost reverence and care. The babies here are held, rocked, sung to, talked to, and taken on walks. Because of the tenderness and time needed to devote to these little ones, we generally do not accept more than 3 babies under the age of 6 months for any given day, and we maintain ratios that allow for each infant to receive lots of one-on-one love, care, and attention.

Each infant is allowed to follow their own pattern of sleeping and waking periods. While a non-mobile child is awake, the child's position and location are changed throughout the day. As they grow out of the newborn phase,

reading and playing are incorporated in the day. Routines such as naptime, feeding, cleaning, and diapering are used as opportunities for language development and learning experiences. We make it a priority to get newborns outside often, even if it is not daily. Newborns go outside during mild weather as their nap and feeding schedules permit.

Our philosophy is to meet children where they are developmentally – never pushing and never comparing. We believe that children, even (or especially!) babies, are active learners. Children in the infant room will be provided toys to manipulate and objects to explore with all of their senses. They will be allowed and encouraged to strengthen their muscles and sit up, stand up, climb, and walk at their pace.

“I would rather see a busy child actively manipulating a simple toy in a variety of creative ways to see how it works than see a passive child playing with a busy toy that encourages her passivity.” - Magda Gerber, Founder of RIE

For the oldest children in the infant room, particularly those who are walking and eating on their own (approx. 12 – 18 months), days begin to fall into a routine. These children tend to eat morning snack, lunch, and afternoon snack together as a group. After lunch, usually these children take a nap. The children in the baby room will get an opportunity to go outside each day (in the absence of extreme weather – see more on weather conditions under “Outdoor Play”).

For infants, a daily care report is sent via the Brightwheel App to indicate feedings, nap times, diaper changes, and other information. Diaper changing happens regularly every 2 hours or immediately after a bowel movement.

Toddler Program (18 months – 2.5/3 years)

Toddlerhood is an exciting time! Toddlers become aware of their own autonomy, of what they want and need, and of their own emotions. In this classroom, children may spend time playing independently as well as begin to form their first social relationships with peers. Toddlers are introduced to the concepts of sharing, empathy, and taking turns. Toddlers are expected to still need the cuddles and love they received as infants, as well as space to develop independence and opportunities to be challenged. As such, caregivers in the toddler classroom provide a safe space for each child’s growth, maintain a great deal of patience, and give reassurance.

“Potty-training” or “potty-learning” often occurs during this stage of development. A toilet and hand-washing station is available in this classroom for children to try when they are ready. However, no child will be pushed, pressured, bribed, or guilted into using a potty. Caregivers will assist children with using the toilet and will change diapers as necessary. Diaper changing happens regularly every 2 hours or immediately after a bowel movement.

In this classroom daily and weekly routines are followed to provide a comfortable set of expectations. Our schedule allows ample time for self-directed free play. Our routines are more likely to follow a pattern (e.g., afternoon snack after you wake up and go potty) than a set schedule (e.g., afternoon snack at 3p.m.).

Daily Routine – Toddlers:

8a.m. - Drop-Off/Free Play (usually combined with Infants until 8:30a.m.)

Diaper Changes/Potty-time as needed

9:00a.m. – Morning Snack Time

After Snack – Potty/Diapers, dressed for Outdoor Play

Approx 9:45a.m. – 11 a.m. Outdoor Play (may include an outdoor story time or circle time)

11:00a.m. Clean-up/Diapers/Potty Time

11:30a.m. Circle time/Story time

11:45a.m. Lunch

After Lunch – Clean up, quiet for rest

12:30p.m. – 2:30p.m. Rest Time

Diapers, Potty Time

2:30 – 3:00p.m.- Afternoon Snack

3:00p.m.- 4:30p.m. - depending on weather & needs of children may be free play, sensory play, craft time, or additional outdoor time

4:15 – 4:30p.m. – Pick up time

Preschool Program (3 years – 5 years)

Preschoolers are active learners and workers. In the spirit of Montessori education, we offer large blocks of time of free choice for our preschoolers. Teachers are trained to carefully pay attention to each child’s interests and make sure they have ample opportunity to be challenged and grow.

Preschool is a great time for forming social relationships with peers and emotional awareness is taught as a part of curriculum during circle time – for example, manners, sharing, taking turns, waiting in line, and empathy. Circle time and story time are a part of our daily routines, as well as opportunity to do service (jobs) at the center. (See more on that below.)

Generally, children should be able to recognize the need to use the toilet and be able to do so with minimal assistance once they reach the preschool classroom. However, preschool teachers will help with diaper changes and potty assistance as necessary. At this age, children are expected to do all they can for themselves, so preschoolers may be responsible for taking their pull-up on and off and/or using the potty independently. There are toilets directly adjacent to our preschool classroom for children to use.

“Never help a child with a task at which he feels he can succeed.”

- Maria Montessori

In the afternoon, we have rest time. We dim the lights and turn on soothing music. Most children sleep during this time, however the focus is on “resting” rather than sleep, and we don’t attempt to coerce or force a child to sleep. The older children in the preschool class (usually 4.5year olds) are regularly given an opportunity to do “kindergarten” work during rest time if they do not need a nap.

Daily and weekly routines are followed to provide a comfortable set of expectations. Our routines are more likely to follow a pattern (e.g., afternoon snack after you wake up and go potty) than a set schedule (e.g., afternoon snack at 3p.m.). The main daily routines follow the schedules listed below:

Preschoolers Daily Routine 1 – Outside Drop-off (for nice weather days!)

8:00a.m. – 9:15a.m.– Arrival + Outside Free Play

9:15a.m. – 9:30a.m. – Come inside & Clean-up (wash hands, potty)

9:30a.m. – 11:15a.m. – Morning work cycle, free choice & work, snack is open until 11a.m.

11:15 – Circle Time

11:35a.m. - Lunch

Clean-up and get ready for rest

12:30p.m. 2:30p.m. – Rest Time

Get up from rest – potty time, clean up cots

2:30p.m - 3:30 p.m – Snack opens, inside free choice
3:30 – 4:30p.m. – Pick-up & Outside Free Play

Preschoolers Daily Routine 2 – Inside Drop-Off – Woods Days

8:00a.m. – 9:45 a.m.– Arrival + Morning work cycle, free choice & work, snack is open
9:45 a.m. – Prep for outside, potty breaks
10 a.m. – 11 a.m. – Hiking & playing in the woods
11 a.m. – Come inside to clean up
11:15 – Circle Time
11:35a.m. - Lunch
Clean-up and get ready for rest
12:30p.m. 2:30p.m. – Rest Time
Get up from rest – potty time, clean up cots
2:30p.m - 3:30p.m – Snack opens, inside free choice
3:30 – 4:30p.m. – Pick-up & Outside Free Play

Preschoolers Daily Routine 3 – Inclement Weather Days

On inclement weather days, we may all go outside for a shorter period of time, the teachers may split the group so that half stays in and half goes out, or if the weather is really severe, everyone will stay inside and continue the morning work cycle or do a large muscle activity such as yoga or balance beam.

8:00a.m. – 10:00 a.m.– Arrival + Morning work cycle, free choice & work, snack is open
10:00 a.m. – Potty breaks & prep for outside time or large muscle activity (e.g., yoga)
10:20 a.m. – 11 a.m. – Outside time
11 a.m. – Come inside to clean up
11:15 – Circle Time
11:35a.m. - Lunch
Clean-up and get ready for rest
12:30p.m. 2:30p.m. – Rest Time
Get up from rest – potty time, clean up cots
2:30p.m - 4:30p.m – Snack opens, inside free choice & work

School Children

Any child who turns 5 years of age prior to September 30th of the given year is considered a “school-ager” after September 30th per State of Ohio Child Care Licensing laws. Shine **does** care for children up to the age of 6, given parents and administrators agree it is in the best interest of the child to do so. However, Shine does not provide before or after school care for children, nor allow other centers or schools to pick up children. School children may be alone sometimes, such as to run errands inside the building or use the restroom alone without adult supervision as long as they are within hearing distance of a staff member and the staff member is aware of what the child is doing and actively checking on the child (at least every five minutes) until they return to the group.

Transition Up

Transitioning a child up to the next age group is a big step! Transitioning up is based on multiple factors, including age and maturation of the child, space and staffing, and the individual needs of the child. This will be a deliberate decision, made by the parents and Shine staff members.

Transitions typically occur over a one-week period, starting with just a short period of time in the older classroom and progressing to spending most of a day in the older classroom by the end of the week. Prior to transitioning, parents receive a letter with all the details of the transition week and their child’s new classroom.

Important Components of Our Program

Art

At Shine, we intentionally distinguish between “art” and “craft”. As Bev Bos discusses in her book, *Don’t Move the Muffin Tins*:

“One can distinguish “between ‘art’ and ‘craft’ by asking how much participation by an adult is needed once the adult has presented materials. When the activity is true art and genuinely creative, all the adult has to do is to put a name on the paper or perhaps stand by to add to the supplies.”

When the children create art, we encourage them to explore the materials at their own pace and in their own way.

Birthdays

We ask parents to please not plan a "birthday party" at school. Parents should NOT bring in foods with added sugar (like cupcakes, cookies, candy, or soft drinks), balloons, gift bags, or other party favors for their child's birthday. Instead, we ask parents to send in some pictures of the children from birth to present that he/she can share - an excellent lesson in history that is personal and fun. Also, we invite our families to participate in our **Shine Birthday Book Program**, in which the birthday child presents a book to the school. The parents or child may inscribe the child's name and year in the book. This is a fun way to honor children as well as provide books and resources for our collection.

Circle Time

Toddlers and Preschoolers have a designated “circle time” each day. Infants are read to often throughout the day at impromptu times. Circle time in the toddler and preschool classrooms is held in the morning, and is considered the morning meeting of the day – where we review what our plans are for the day, the weather outside, how people are feeling, and often include a concept to discuss. Our concepts may take various educational forms such as introducing a new toy or work to the classroom, singing songs, a nature topic (e.g., What is a Frog? Where do they live, what color, what kinds live here in Ohio, etc.), or an emotional awareness topic (e.g., What does it mean to be “mad” and how can you tell if your friend is mad? What should you do when someone you know is mad?). Role playing and practicing interpersonal skills and manners can be a great use of circle time. Often, we also use this time to discuss the happenings of the classroom and to plan and reflect on current projects. Circle time is generally no more than 20 minutes for toddlers or 25 minutes for preschoolers.

Circle Time also often includes stories. Caregivers may tell stories from memory or read from books in the classroom. Our stories are often related to the seasons, nature, budding interests, and age appropriate interpersonal skills (e.g., sharing, how to “try again,” what to do when a friend is upset). Often, the same stories are told over the course of a week or month that adhere to our themes. Though adults may find listening to the same stories tiring or boring, children actually often gain more from this, as there are many things they miss the first time around. Giving them multiple opportunities to hear and see the same stories allows them to gain deeper insight into what they're hearing, and we often find that children's attention actually piques when hearing a story for the second or third time.

Cultural Celebrations

Shine is a nonsectarian center. We are proud of the fact that people of different cultures, religions, or no religion, place their children at our center. Religious holidays may be presented as cultural celebrations that enrich all of our

lives. However, no strictly religious material will be taught, and certainly no child shall be made to feel inferior or superior because of their religious beliefs. Reverence for others and their beliefs, and equality and respect for all, is a core message of our program.

Curriculum

The teachers in each classroom create a monthly environment plan, in which the materials, environment, and special activities for the month are planned out. The monthly plans follow seasonal & nature-based theme, and circle time, books in classroom, and activities revolve around our monthly themes. In all classrooms there are standard materials (in preschool, these are classic Montessori materials) that are available year-round, and teachers add to the environment to meet the needs of the individual children in the classroom. Monthly lesson plans are posted in each classroom for parents to view. Shine maintains a child-led and play-based philosophy and believes a primary role of the teacher is to create a stimulating environment for the children.

Free Play & Free Choice

“Play is often talked about as if it were a relief from serious learning. But for children play is serious learning. Play is really the work of childhood.”

– Fred Rogers

While at Shine, children are free to work or play alone or in small groups on things that are of interest to them. The role of the teacher in this setting is to create the atmosphere conducive to learning and free play, as well as track each individual child, their new skills, and budding interests in order to continue providing tools and toys for their growth.

Children that are allowed and encouraged to develop their imaginative selves are more confident and developmentally prepared when it comes time to learn to read. Imaginative play empowers children with the social tools, problem-solving abilities and confidence that are necessary for academic success later in their lives. We strongly believe that children who are spoken to intelligently, read to, and exposed naturally to music and books are given an important head start for later literacy learning.

Rather than focusing on memorization, Shine guides children through imaginative exploration, playing, questioning, and experimenting in order to support each child in building a strong, confident base for later academic learning.

Gardening & Cooking Class

We love gardening at Shine! We have created many garden beds and continue to expand our garden each year. We believe it is very important for children to know where their food comes from and what is required to allow plants to grow. Preschool children are often involved every step of the way – from planting seeds, to transplanting seedlings, watering, pulling weeds, to picking the fruits and vegetables, eating them, and harvesting their seeds for next year! Additionally, preschoolers (and sometimes toddlers) participate in a monthly cooking class, in which they get to help prepare that day’s lunch. This involves measuring & mixing ingredients, stirring, adding, and learning about what goes into making their lunch.

Outdoor Play

Outdoor play is a FUN-damental part of our program. ***Children should come to school each day with the appropriate gear for time outside.*** Preschool children will almost always have some time outside each day, rain or shine, snow or heat, as long as it is safe to do so. Toddlers will typically spend some time outside each day, and infants may spend time outdoors when the weather is suitable. We will never take children outside in dangerous conditions (e.g., thunderstorms, tornado warnings, blizzards conditions), and children are kept inside when temperatures outside are extreme (under 15 degrees or above 95 degrees). Children may be allowed outside for shorter periods as the weather approaches these temperatures. It is imperative that children have appropriate outdoor clothing available at the center. During the hot summer months, we will incorporate water play (see note below). Parents may leave an extra set of mittens, hat, scarf, and boots at the center during the winter months and rain boots and rain jacket during the spring months. Please bring jackets or sun-hats for infants in the spring through fall. *Please see Appendix B for a list of items to bring to Shine*

Please expect children to get dirty while at Shine! We believe that it is an important part of childhood and children should come to the center in clothing that can be stained or soiled. Children should be free to explore and play outside without adults pestering them to stay clean. All children will wash their hands and change out of any damp or dirty clothing once returning inside. Children should have at least 2 seasonally-appropriate changes of clothing on hand.

When weather is not suitable for outdoor play, children will be provided an opportunity to engage in large muscle play inside, some examples of this include balance beam, yoga, “parachute play,” tunnels, riding, and rocking toys.

Screenings

Twice annually teachers complete written screenings as part of our program. The Ages and Stages Questionnaire (ASQ) is one of the most used developmental screening tools in early childhood education. We currently use the ASQ for infants and toddlers twice per year. For preschoolers, we use a Shine developed screening tool in the fall and the ASQ in the spring. For the most part, the process of screening children takes place while observing children during the natural course of their day. Children never complete written tests, however they may be challenged to do specific tasks or answer questions as part of the screenings (e.g., “Put the toy on the table or under the chair” or “Tell me some things you eat”).

The screenings give us insight into areas of development such as communication, gross motor, fine motor, problem-solving, and personal-social skills. They are intended to identify areas where a child may need extra assistance or focus and monitor how the child is developing over time. Teachers may make referrals to outside services based on the results. Screenings allow the teacher to form an understanding of the child’s learning and development that will assist them in planning. Teachers communicate results to parents/guardians at the parent-teacher meetings, so that children’s growth and development are supported.

Service “Jobs”

Preschoolers are given an opportunity to give back at Shine. Preschoolers (and sometimes toddlers) are often presented with jobs which they may volunteer for, such as weeding a flower garden, filling the bird feeders, feeding our classroom turtle Tortuga, sweeping up after a meal, shelving dishes, emptying the recycling or compost bin, or watering plants. Shine staff members regularly save jobs that are perfect for preschool hands and minds, and just like the real work around a house, they vary from day-to-day and season-to-season. Having a job introduces at a young age the sense of purpose one gets from serving others and taking care of the space they inhabit. It also provides training in a new skill and gives the child a sense that they are maturing.

Water Play

During the warm summer months, we will set up water play stations and sprinklers. Parents will be notified prior to these days. Children must sign a permission slip each summer in order to participate in water play. Children should bring swimsuits and towels for water days. There will be no “swimming” activities at Shine, that is, there are no pools with water over 2 feet in depth, no swimming in lakes, creeks, or ponds.

Discipline

“Children have more of a need for models than critics.”

Discipline in early childhood education should be all about teaching self-regulation. The root of the word discipline means to teach, and we do not consider it to mean “to punish.”

We believe that the people who work with young children on a regular basis must be sensitive, warm, caring, knowledgeable, and interested professionals. At Shine, caregivers are considered important role models and are required to model appropriate and authentic interactions and display a sincere enthusiasm for active learning. Child caregivers are educated professionals with prior and on-going training regarding normal child development and how to use developmentally-appropriate guidance. We use the following techniques as part of our teaching process.

Internal Discipline (Self-Discipline):

Effective discipline is that which comes from within a person. At Shine, we help children develop internal discipline and self-control. Some important contributors toward the development of self-discipline include:

- The clear organization of the physical environment
- The structure, consistency, and predictability of daily life
- Opportunity to choose activities within the given environment and self-direct work & play
- Interpersonal skills taught as part of the lesson plan (e.g., polite manners, courtesy, sharing, how to identify feelings) and at critical times (e.g., moments of conflict)
- Reliance on peer modeling and teachers as role models
- Clear boundaries being set by teachers

These things channel positive behavior, allow a child to feel comfortable, secure, & safe in their environment, and in turn, minimize difficulties.

Congruent Communication

“A child who feels right, acts right.” -Dr. Haim Ginott

At Shine, children are encouraged to express their feelings and opinions in a non-judgmental atmosphere. Caregivers are trained to use active listening and empathetic understanding to help interpret a situation with those involved. The teacher sets the tone by avoiding harsh words, bribes, and generalizations. As children feel accepted for who they are and what they feel, they develop positive self-esteem. The happier children are with themselves, the more likely they are to reach out and interact cooperatively with others.

All feelings and thoughts will be acknowledged and accepted. Certain behaviors, such as those that harm self or others, will be respectfully limited.

Natural Consequences

Natural consequences are consequences which happen naturally, usually with little or no adult intervention. The natural consequence is the logical response to the action. For example, cleaning spilled water after playing at the table, bumping into a friend or shelf when running the classroom, losing access to a toy after hitting a friend with it, or missing the first group to go outside after refusing to put on boots. When children have opportunities to make choices and experience the consequences of their choices they learn the value of thinking through their actions and making choices rather than merely learning to do what they are told.

We encourage children to make developmentally appropriate choices and support them through the natural consequences which follow. Honoring natural consequences in guidance is an important way in which teachers and children share power in the classroom.

Respectful Limits & Boundaries

If a child continues to make a choice that is harmful to self, others, or the classroom environment, appropriate boundaries will be set by the teacher. For an infant that is pulling hair or pinching, that may be moving him away from the child he is hurting. For a preschooler that is damaging classroom materials, that may be limiting access to that area or work for a while. Persistent problematic behavior between two peers may be dealt with by separating the children. Depending on maturity and the problem at hand, the child may be removed from a situation or offered a choice of alternative behaviors.

Problem-Solving Skills

If a problem continues to persist it is time to get creative. Caregivers look for patterns of behavior and possible explanations. For example, maybe a child is skipping snack and then acting out when they get hungry. Is there a specific trigger in the classroom that is causing the child stress? Once a child is old enough to communicate, the caregiver will find an appropriate time to talk with the child who is struggling to self-regulate and help explore ways of making life more pleasant. This may be immediate, or may be better dealt with later if the child needs time to calm down. The teacher always reinforces that the child's emotions are real and valid and helps the child to deal with them in constructive ways. Sometimes multiple hypotheses and corresponding solutions must be tested in order to find the right one.

Parent Involvement in Problem-Solving

Sometimes parents need to become part of the problem-solving process. In this case, a parent meeting may be requested or a teacher may gather information from the parent. For example, teachers may ask if the child has been eating breakfast at home or getting enough sleep at night, or if the child exhibits similar problem behaviors at home and what solutions work at home.

A Summary of Caregiver Guidance

It is our belief that ground rules should be consistently followed and positively reinforced to create a peaceful classroom environment. Even so, a young child should be expected to often fall short of self-regulation and additional guidance shall be provided. Unless in an immediately dangerous situation, the following list will be observed in order, giving the child an appropriate amount of time in between each stage to choose to change his/her behavior.

1. Behavioral expectations made clear.
2. Allowance for natural consequences.

3. Respectful limits will be set.
4. Problem-solving skills are reinforced as well as suggestions for alternative behavior choices.
5. If the behavior persists, parents, caretakers, and administration will meet to make a plan to best help the child.

Under no circumstances shall any child be subjected to corporal punishment or verbal abuse of any kind. Any behavior that is frightening, humiliating, or belittling to a child is strictly prohibited. This includes, but is not limited to hitting, “spanking,” yelling, “time outs,” withholding food, or isolating a child. Children will also not be bribed nor forcefully coerced into any “desirable” behavior.

All behavior guidance techniques are consistent with the requirements of Rule 5101: 2-12-22 of the Ohio Administrative Code.

Special Discipline Concern: Biting

Children biting other children is one of the most common and difficult behaviors to deal with in group childcare settings. It can occur without warning, can be difficult to defend against, and provokes strong emotional responses in the biter, the bitten child, the families, and the caregivers involved. Shine’s procedure when biting occurs is outlined below. Our goal is to respect the needs of all the children in the classroom, including the biter who needs to communicate and learn appropriate forms of communication, as well as every other child’s need for a safe and predictable classroom.

Shine’s approach when a child is bitten:

For the biter:

1. The biter is immediately removed with no emotion, using words such as “biting is not okay – it hurts.” We will avoid any immediate response that reinforces the biting or calls attention to the biter.
2. The biter will not be allowed to return to that work/play and will be spoken to on a level which he/she can understand. “I can see that you want that truck, but I can’t let you hurt him. We don’t put our teeth on people.”
3. The child will be redirected to other work/play. “You must choose a different area/toy now”
4. Staff will complete a bit report and notify the family of the biter when the child is picked up for the day.

For the bitten child:

1. Teacher will separate the child who was bitten from the biter.
2. The child will be comforted as needed.
3. Teacher will administer appropriate first aid as follows:
 - a. Assess the wound and if it is bleeding, apply pressure directly to the wound, using a clean, dry cloth, until the bleeding stops.
 - b. Clean the bite wound with mild soap and warm running water.
 - c. Rinse thoroughly, and pat dry with a clean, dry cloth.
 - d. If there is broken skin, apply a dressing or band aid.
4. Teacher will complete an incident report to notify family of the victim that the child has been bitten.
5. Teacher will document the bite in a classroom log.

For most toddlers the biting stage is just a passing problem. They experiment with biting but are easily swayed by the disapproval of their teachers and parents and/or as the child grows and gains language skills there is no longer a need for biting. For other children, biting is a persistent and chronic problem. They may bite for a variety of reasons: teething, frustration, boredom, exhaustion, inadequate language skills, overstimulation, stress or change in the environment, feeling threatened, or to feel a sense of power.

When biting continues:

If a child continues to bite despite the above actions taken, Shine will take the following steps, typically in this order.

1. Classroom teacher(s) will meet with the director on a routine basis for advice, support and strategy planning.
2. Staff will chart every occurrence, including attempted bites, and indicate location, time, participants, behaviors, and circumstances.
3. A 2-bites per day rule will be instituted., meaning if a child bites more than once in a day (including all attempted bites, even if they are headed off by the teacher or other child or thwarted by clothing), the child will be sent home for the day. Parents will receive a letter regarding this policy and that they will need to pick the child up immediately after the second incident in a day.
4. If there is a pattern in biting behavior, a supplemental staff member will be used in the classroom during the riskiest times of the day (e.g., during transitions or diaper changing times).
5. The director or administrator will “shadow” children who indicate a tendency to bite for further insight into the problem.
6. A meeting will be scheduled with the parents of the biter to develop a joint strategy for change and a written plan of action. Follow-up meetings or telephone conversations will be conducted as needed.
7. Parents will be informed that the biting child may have to be removed from the center.
8. If it is deemed in the best interest of the child, center, and other children, the parents will receive a written letter informing them that the child must leave Shine for the duration of the biting stage.

Special Discipline Concern: Rough Housing/Play Fighting

Preschoolers sometimes engage in fighting as a form of play. This sometimes looks like children choosing to play the part of the “bad guys.” Sometimes children attempt to hit, hurt, push, or tackle each other, or sometimes they are simply chasing each other or using words to describe how they might hurt each other. This is all developmentally appropriate and expected play, but not all of it is allowed, and sometimes a teacher must make a judgment call regarding what will or will not be allowed in a given moment. The following are guidelines Shine teachers use.

1. The children may not purposely hurt each other at school. Children may not push, tackle, or hurt or attempt to hurt each other at Shine, and children who choose to play this way will be removed from the situation. A common phrase teachers use in preschool is, “This is not a fighting school.”

(If a child seems particularly interested in fighting, it is recommended that the parent enroll the child in a class that would be a good outlet for this interest, where they can learn skills in a place that is intended for that use, such as a martial arts class.)

2. Talking about hurting others in a way that is serious, specific, and hurtful is not appropriate for school. This would be language that is obviously not play and done in anger or meant to intimidate another child.
 - a. Teachers reinforce the idea that we won't let anyone hurt anyone else.
 - b. Sometimes preschoolers repeat they've heard on a TV show, at a playground, from a big cousin or neighbor, and they're testing to see what kind of reaction they can get from adults or other children. Teachers do not overreact to hurtful language, but instead calmly respond, "We don't let anyone hurt anyone at school, so that is not appropriate."
 - c. If a child that continues to talk about hurting others, they'll simply be removed from the area to sit or walk with a teacher until they're ready to speak kindly.
3. With rules 1 & 2 in mind, we do allow children to play "good guys" and "bad guys" or other forms of playfighting outside. Play is an opportunity for children to process what they are exposed to in life in a safe way & place. As long as everyone who is playing is willingly doing so, then play fighting is developmentally appropriate and healthy.

The teacher must ask him/herself the following questions when deciding whether or not to break up “bad guy” play:

- Is everyone who is playing a willing participant who has given consent to play?
- Is anyone getting hurt? Is someone purposely trying to hurt someone else?
- Is anyone actually being scared or intimidated? Is the language specific and hurtful or is it playful and generic?
- Does everyone seem to understand this is a game?

Parent Participation

Communication is the key to a positive partnership between parents/guardians and teachers, and we value the relationships we nurture with each child and his or her family members.

Parent Involvement

We encourage parent participation and communication in the following ways:

- Daily communication with parents/guardians at pick up and drop off
- Messaging through the Brightwheel App
- Parent participation days
- Visit days
- Classroom visits – Nursing moms are welcome anytime, classroom visits in other rooms can be scheduled upon request
- Informal meetings – at parent or teacher requested
- Parent-teacher conferences twice per year
- Seasonal Newsletters
- Parent education nights
- Volunteer Opportunities

Parent Concerns

If there is a specific issue regarding their child’s care or anything else related to the child care center, parents or guardians are asked to directly communicate with caregivers or administrative staff immediately. No problem or confusion is too small, and we highly encourage open communication. When discussing a concern, parents are asked to use discretion, for example in deciding who is the appropriate resource (immediate teacher or administrator) or in regard to what should be discussed in front of children. An assistant administrator or director is on-site at Shine during the school days. A conference may also be set up outside these hours at a mutually agreeable time. Parents may reach the director in-person, via the center phone (513-541-0400), or via email (kmcgoron@mykolab.ch) to arrange a meeting.

If parents/guardians feel they are struggling with their child(ren) at home, they are encouraged to seek assistance from us. Shine would like to be a supportive resource for entire families.

Child Health

Food and Nutrition

Serving healthy, nutritious, child-friendly food is a core part of our holistic approach. All food served is vegetarian and plant-based, and ingredients are organic and local whenever possible. We also grow food in our gardens on-site and continue to expand our garden’s variety each year! Added sugar is minimized and candy or desserts are never

served. Shine provides morning snack (approx. 9:00a.m.), lunch (approx. 12p.m.), and afternoon snack (approx. 2:30p.m.) each day. Infant feeding schedules will be dictated by individual needs. Monthly menus are posted in each classroom.

Food Supplements/Modified Diets/Allergies

Parents should speak with the administrator for more details regarding food supplements, special diets, and allergies. Some food substitutions may require a form signed by a physician (Form JFS 01217).

Management of Illness

Shine Child Care provides children with a clean and healthy environment. However, children do become ill from time to time. We observe all children as they enter the program to quickly assess their general health. **Parents should not bring a sick child to the center.** It is advised to plan ahead and have a back-up plan in place in case your child becomes ill.

A child with any of the following symptoms should not come to school:

- Temperature above 100 degrees F (under arm)
- Diarrhea (more than two abnormally loose stools within a 12-hour period)
- Severe coughing (causing the child to become red in the face or to make a whooping sound)
- Difficult or rapid breathing
- Yellowish skin or eyes
- Redness of the eye or eyelid, thick and purulent (pus) discharge, matted eyelashes, burning, itching or eye pain.
- Untreated skin patches, unusual spots or rashes (other than diaper rash)
- Unusually dark urine or grey or white stools
- Stiff neck with an elevated temperature
- Evidence of untreated lice, scabies or other parasitic infestation
- Vomiting more than once or when accompanied by any other sign of illness
- Sore throat or difficulty swallowing
- Listlessness
- Complaints of severe pain
- The child does not feel well enough to participate in basic, regular daily routines (complaining or crying of symptoms, obvious discomfort and inability to participate)

Any child demonstrating signs of illness listed above at Shine will be isolated and their parents/guardians will be notified. A pick-up person should immediately come to retrieve the child. Anytime a child is isolated they will be kept within sight and hearing of a staff member. The cot and any linens used will be washed and disinfected before being used again. When their child has been exposed to a communicable illness, all parents at the center will be notified.

Children will be readmitted to the center after at least 24 hours free of fever and other symptoms.

Vaccination Requirements

All children must have a signed medical form with immunization record attached on file at Shine by the first day of care. The medical form and immunization record must be updated annually to maintain enrollment. If the child's immunization status is not aligned with 5104.014 of the Ohio Revised Code, the parents are required to check & sign a box on the medical form. The parent must also include either a note from their doctor on why the vaccine is medically contraindicated for the child or a letter explaining the reasons for declining the vaccination.

Medication Procedures

Shine staff members may not administer prescription medication. The only exception to this rule is emergency medication (such as an epi-pen or emergency-use inhaler) that we may keep on hand with written permission from a doctor. Children should not be sent to school with medication, nor should any medications be left in the classroom. All emergency medication must be out of reach of children. If a child receives medication before school (e.g., pain medication for teething pain) please make sure the child's caregiver is aware of any medication the child is receiving.

Emergency Procedures

General Emergency

The center has several written & practiced policies regarding emergency procedures. In order to prepare for such situations, regular drills (fire, tornado, & lockdown) are run with staff and children. Drill documentation is posted in the hallway outside the office.

Transportation in Emergency

In the case of an emergency that requires hospital care, Shine employees will not transport children. We will call for an ambulance to transport the child. Parents must grant consent for EMS transportation upon enrollment.

Accident or Injury

Staff members are trained in First Aid, Communicable Diseases, CPR, and Child Abuse prevention. In the case of a minor accident/injury, staff will administer basic first aid and TLC. If the injury/illness is urgent, first aid will be administered and the parents will be contacted immediately to assist in deciding an appropriate course of action. If any injury/illness is serious or life threatening, the EMS will be contacted, parents will be notified, and a staff member will accompany the child to the hospital with all available health records. Staff may not transport children in their vehicles. Only parents or EMS will transport.

Reporting

An incident/injury report will be completed and given to the person picking up the child on the day of the incident/injury if any of the following occur: the child has an illness, accident, or injury which requires first aid; the child receives a bump or blow to the head; the child has to be transported by emergency squad; or an unusual or unexpected event occurs which jeopardizes the safety of the child.

Appendix

Appendix A: Pricing for 2019/2020

Shine Nurture Center - Pricing Sheet 2019 - 2020

Infants	# Days/Year (minus calamity day)	Daily Cost	Yearly Tuition Cost	August Payment	Sept - July Monthly Payment
Tue/Thurs	90	\$ 68	\$ 6,120	\$ 268	\$ 532
Mon/Weds/Fri	134	\$ 68	\$ 9,112	\$ 400	\$ 792
Fulltime (Monday - Friday)	225	\$ 62	\$ 13,950	\$ 607	\$ 1,213

Toddlers	# Days/Year (minus calamity day)	Daily Cost	Yearly Tuition Cost	August Payment	Sept - July Monthly Payment
Tue/Thurs	90	\$ 67	\$ 6,030	\$ 266	\$ 524
Mon/Weds/Fri	134	\$ 67	\$ 8,978	\$ 387	\$ 781
Fulltime (Monday - Friday)	225	\$ 61	\$ 13,725	\$ 602	\$ 1,193

Preschool	# Days/Year (minus calamity day)	Daily Cost	Yearly Tuition Cost	August Payment	Sept - July Monthly Payment
Tue/Thurs	90	\$ 62	\$ 5,580	\$ 245	\$ 485
Mon/Weds/Fri	134	\$ 62	\$ 8,308	\$ 366	\$ 722
Fulltime (Monday - Friday)	225	\$ 56	\$ 12,600	\$ 544	\$ 1,096

Appendix B: What to Bring to Shine List

What to Bring the First Day at Shine Nurture Center:

*Payment for the first month of care is due on the first day of care.

*All paperwork, including a medical health form signed by a physician must be completed and turned in on or prior to the first day of care.

Anything you bring to Shine should be labeled with your child's name or initials. We want all of your items to make it back to you, so please label them in case they get misplaced! Each child will have a cubby space to store his/her belongings.

On the first day of care, please bring the following for your child:

- 2 extra full sets of seasonally-appropriate clothing for their cubby. - **All clothing worn/brought to the center should be clothing that can get dirty!**
- Seasonally-appropriate outdoor gear (e.g., sun hat, boots, rain jacket, snow suit, hat, water-proof mittens, etc.). **We spend time outdoors year-round!**
- For children in diapers: diapers, wipes, and diaper cream
- For sleep:
 - o Infants under 12 months: we cannot put blankets in cribs with babies under 12 months. If the child is a newborn, we can put them in a swaddle if they prefer to sleep that way. Once the child is able to roll over, we can no longer use a swaddle. You may bring a sleep sack for your child if you'd like, but this is not required.
 - o Infants over 12 months: one lightweight blanket (receiving blanket). Must be lightweight, we cannot put heavy blankets in the cribs with babies
 - o Toddlers & preschoolers: one blanket for their cot at rest time, a small pillow and/or a soft cuddly item
- Food/Milk:
 - o Infants on bottles: Prepared and labeled bottles for the day. Must be labeled with child's name or initials, if it is breastmilk or formula, the date expressed (breast milk) or the date prepared (formula), and the date it was brought to Shine.
 - o Infants who eat pureed foods: parents should bring in pureed foods. If they are home-made foods, they should be labeled with what the food is.
 - o Any special dietary substitutions. If your child has special dietary needs, please let us know. Parents may bring in special substitutions.
- Pacifier if necessary for babies or toddlers at rest time
- Diaper creams if used (parents will need to complete a topical medication form)
- During water play: swimsuit, towel, & swim diaper (if not toilet trained). Shine will provide sunscreen – parent will need to sign a topical medication form for sunscreen to be applied.

Do Not Bring! Please do not bring any of the following items to Shine:

- Toys from home (except 1 cuddly item for naptime). Preschool does Show and Tell on Fridays, children may bring an item for Show and Tell and this will go directly to the Show and Tell tray upon arrival.
- Candy, treats, juice boxes, or other sugary foods or drinks
- Electronics of any kind
- Items you would not want to get lost or dirty
- Money, especially coins, or any other small item that could be a choking hazard
- Necklaces (including amber necklaces) or other jewelry that could be a strangulation or choking hazard.