Classroom Community:
We have 15 children ranging from 3yrs. to 4 yrs. 3 months with 3 full-time teachers. The three full-time teachers this year will be Harlee Tuttle (Lead Teacher), Chelsea Cormier (Associate Teacher) and Jackie Maietta (Associate Teacher).

About Our Teaching Staff:
Harlee Tuttle (harlee.tuttle@unh.edu) received her B.A. from Lasell College in Early Childhood Education in May 2001. She holds a NH state credentials in Master Teacher Level 2, Master Teacher Infant/Toddler intermediate, and Early Childhood Master Professional Individual Mentor. Since joining the staff at the CSDC in 2001, she taught for a number of years in the infant/toddler program before taking on the Lead Teacher position in Preschool 1, an age group that she loves! She is interested in children’s concept of self-identity, exploring problem solving & conflict resolution with children, and working with families to build partnerships between home and school. She is currently working on her M.Ed through Plymouth State University in Educational Leadership with a focus on Teacher Leadership and will graduate in May 2016.

Chelsea Cormier (chelsea.cormier@unh.edu) graduated from Rivier University in 2014 earning a B.A. in Human Development, Early Childhood Education and General Special Education. She holds a NH state certification in both Early Childhood and General Special Education as well as a Level 6 Early Childhood Teacher credential with an Infant/Toddler level 2 endorsement. As a child Chelsea attended CSDC beginning in the infant room and continuing through the kindergarten program. She is eager to teach in the program that first inspired her to begin a career in early childhood education. Chelsea spent her first year at CSDC in the Infant/Young Toddler Program and is excited to transition to the Preschool 1 classroom. She is interested in supporting children in their social and emotional development, and creating a classroom community of care.

Jackie Maietta (jackie.maietta@unh.edu) graduated from the University of New Hampshire in 2011 with a B.S. in Family Studies and an emphasis on the Young Child, holds a NH State Teaching Certification for Preschool- Grade 3 as well as a Master Teacher Level 2 Credential. Upon graduating, she was the Lead Teacher in the Infant Program at Bright Horizons in Connecticut. Jackie returned to CSDC in 2012 as she joined our teaching staff in the Preschool 1 classroom, this will be Jackie’s fourth year in Preschool 1. In addition to ongoing professional development, Jackie is pursuing her M.Ed. at Plymouth State University. Upon completion, Jackie will hold a Masters of Education in Curriculum and Instruction and plans to use knowledge acquired during the program to deepen center-wide curriculum, strengthen our Reggio Emilia influences and be a resource for pre-service teachers who work in our school.
Donna Smith ([donna.smith@unh.edu](mailto:donna.smith@unh.edu)) is the Multi-classroom teacher at the Child Study and Development Center and often teaches in the classroom when teachers are absent or coverage is needed for various meetings. She holds an Associates Degree in General Studies from Granite State College and is currently working on her Bachelors Degree in Early Childhood with a minor focusing on children with Special Needs. She received her Early Childhood Credential as a Lead Teacher 1 in 2010 and is a member of NAEYC. She has been with the Child Study and Development Center since 1996.

Our teaching staff is supplemented with interns from the Human Development and Family Studies, Occupational Therapy and Psychology departments at UNH as well as Student Teaching Assistants. Our interns from the Human Development and Family Studies department are in their second intensive internship in the Child Development track of their education and are expected to build in-depth curriculum threads, develop relationships with children and their families, complete assessments, collect and analyze documentation and to be a member of our teaching team. Our Teaching Assistants support the daily functioning of our classroom. They, too, will develop relationships with children and families. While it is not a requirement for them to develop curriculum themselves, they certainly support our curriculum by documenting the work children are doing in the room: taking photographs, transcribing dialogue and sharing their findings with the teaching staff. Our Student Interns and Teaching Assistants meet or exceed the NH State Licensing requirements and NAEYC criteria.

**Classroom Room Design:**

We feel strongly that the learning environment acts as the third teacher in the classroom- the child being the first teacher and the teaching team being the second. We design our space based on the interests and developmental level of the children as well as to support the curriculum in the classroom. This means that the classroom set-up may change or shift as the children grow and learn. Areas may include: message center, reading area, block area, puzzles & manipulatives space, sensory table, dramatic play and studio place for artistic exploration.

In addition to our indoor classroom space, Preschool 1 children from the 2013-2014 school year created a Classroom in the Woods. This is a space where children experiment with the skills they have obtained in the classroom and apply curriculum in novice ways. We encourage children to challenge themselves physically as well as push and extend their understanding of the
world around them. This is an area where the children’s vision of their own learning comes to life and they have great power to influence the space.

Our Approach to Education

Emergent Curriculum:
CSDC utilizes an emergent curriculum, which provides your child with developmentally appropriate activities. This means that we will be observing your child’s play and social interactions in an effort to understand their abilities and challenges, documenting their theories and questions through anecdotal notes, photographs and artifacts of their work and analyzing these findings to further develop and plan our curriculum. You may hear us use the term provocations, what this means is that we intentionally prepare the environment to pique children’s interest. These provocations draw children in and lend to deeper exploration and investment of the materials. We believe that young children learn in a social context and we will provide them with as many opportunities as possible to interact with their peers, work together to problem solve, form theories and make new discoveries. Children and teachers spend time together questioning, researching, hypothesizing and experimenting. We have a partnership with the children as we journey together through the learning process documenting as we go. We then analyze these observations and documentation in order to provide subsequent experiences or provocations that are meaningful, challenging and support further development in the areas children have previously expressed an interest.

Progettazione: “Intended Curriculum”
In addition to the emergent curriculum that we explore throughout the year, we also have what we call an intended curriculum or progettazione, which when translated from Italian means planning. This planned or “intended curriculum” is a group of topics that we feel are relevant to all young children and will be revisited throughout the year. As a team we will be deciding what areas we will be focusing on and will send out the written Intended Curriculum at the beginning of the year.

Natural and Authentic Materials:
Natural and authentic materials are used by children in Preschool 1 as a means of exploring, creating, investigating, and categorizing. Natural materials include such things as leaves, rocks, sticks, flowers, acorns and pinecones. Authentic materials would include items such as staplers, tape dispenser, real phones in dramatic play, and use of real tools with adult supervision. Children within the center are exposed to natural and authentic materials starting in the infant room and they gain a respect for them through their repeated use in their daily explorations. Interest in materials and project work increases with the use of natural and authentic materials. It is exciting for children to use “the real thing”
and they will focus with the work much longer and feel more invested and proud of the care they put into their work in the classroom. We value the process not the product, focusing on the skills needed to carry out the activity. As previously noted, we consider the classroom environment as our third teacher. While we value the interests and preferences of the children in our classroom, we also have a plan for how our curriculum and day may go. Our policy in the Preschool I classroom is to ask that toys from home stay at home.

**Assessment:**
Assessment is done on an ongoing basis to observe the developmental changes occurring for individual children. We use several types of tools to gather evidence and a variety of reporting methods. Through systematic observation of children interacting with each other, their environment, and engaged in play, teachers are able to record interests, strengths and challenges for each child. In addition to informing our curriculum development, these observations also give us an insight to where children are in their development. These assessments are intended to provide a detailed story about the child and form the basis for further discussion and sharing of information with parents. Teaching teams and parents/guardians will meet for a formal conference on two occasions during the year.

**Parent Partnership and Communication**

**Working with Preschoolers and their Families:**
We work as a partnership with the parents and families to provide children with a high level of quality education. It is also our belief that parents are experts on their own children. We plan on working closely with families and reading your child’s cues in order to meet their individual needs during this time of transition. We do this by using the information we have gathered through the parent questionnaire, your child’s transition visits and through our observations of their play in the classroom.

**Primary Contacts:**
The Preschool 1 classroom has three full-time teachers that share the responsibility of developing curriculum, documenting children’s learning and development, and establishing relationships and bonds with children in the classroom. Each child has a primary contact- this is one of the 3 teachers in the classroom who will act as the liaison between the classroom and the family. Having a primary contact ensures that information is communicated efficiently between home and school.

**Parent/Teacher Communication:**
1. Daily Check-ins- We will touch base with each family during your child’s drop-off and pick-up during the day. These brief, yet meaningful
conversations are key in finding out how your child’s evening, morning or day at school have gone, and any important news.

2. Newsletters- Newsletters are sent out each week to update you on what is happening in the classroom.

3. Exposure Notices- Notices indicating illness in the classroom and the school will be posted in the doorway. We hope that this will keep you informed and forewarn you of possible illness in our room.

4. Phone calls and Email- If we need to have a more lengthy discussion with you regarding your child or a certain situation, we will give you a call sometime during the day. Please feel free to call us at school if you have any questions. If we cannot speak with you immediately, leave a message and we will give you a call back. Email is another option for communication. It may not be the most efficient way to reach us if it is an urgent matter, since we do not always have immediate access to a computer. It is essential that we communicate as issues arise to ensure that we are meeting your family’s needs.

If your child is going to be absent please call the center:
862-2835 (Main Desk)
862-4725 (Preschool 1)

5. Conferences and Meetings- We will schedule parent conferences twice during the year. Please feel free to contact us at anytime if you would like to discuss your child’s development or if other issues arise that need to be shared or discussed and we will schedule an appropriate time and venue for the conversation. We strive not to have conversations- particularly sensitive or challenging conversations- in front of children.
A Day in Preschool 1

7:30 CSDC opens

7:30-8:30 Arrival/ Free Choice Time

8:30-9:00 Morning Outside Time

9:00-9:30 Morning Meeting (This is an important time for us to come together as a group to begin our day. Meeting may consist of singing or reading a book and introducing our centers for the day)

9:30-10:30 Learning Center Time / Snack

10:30-11:20 Gross Motor (Large room 11:00- 11:30 depending on the weather)

11:30-12:15 Lunch

12:15-12:30 Quiet Books and Transition to Nap

12:30-3:00 Nap

2:00-2:30 Wake up / Free Choice

2:00-3:15 Snack is available

3:30-4:30 Afternoon Outside Time

4:30-5:00 Transition inside/ Open Choice Time

5:00-5:20 Books and Puzzles

5:20 Final Pick-up

5:30 CSDC Closed
Preschool I's Daily Schedule is subject to change due to weather or children's needs.

Starting and Ending Your Day at CSDC:
Preschool aged children thrive on established routines. With that in mind, we encourage families to develop a morning routine for your child as they begin their day at the center. Routines may include putting their gear away, reading a book, a hug and a kiss, or empowering children to share about their morning or evening. Children should be entering or exiting the classroom with a parent or a teacher. We greatly value the daily communication that occurs during these times so it is important to check in with a teacher.

We ask that children arrive prior to 9am and the start of our Morning Meeting. Please keep in mind snack is cleaned up at 9am. If you are expecting your child to eat at school please be sure to arrive prior to 8:50. Morning Meeting a critical part of our day, our curriculum and the first time we come together as a community each day. Also, the teachers in our program are engaged in the Meeting as well- either through facilitation, the support of children attending the meeting or doing classroom set-up and there may not be someone readily available to assist you child in their transition to their day if you happen to arrive after meeting has begun.

When families come at the end of the day one of two things can occur: your child will want to leave right away or they are not ready and want to play for a few minutes or longer. We encourage children to ask their families if they can play for a few minutes (if time allows) with the understanding that sometimes it may not be a choice. In these cases, clear limits and communication from both parents and teachers are helpful.

Free Choice:
During this time of the day children choose what they would like to do in any area of the room. When they enter the room, areas will be set up for children with new activities in addition to the consistent choices offered. Free choice allows children to enter the room in the morning and begin at their own pace. Some children march right in ready to go and immediately choose an activity or project to work on while others need time to warm-up before starting their day. Free choice also affords children the opportunity to make decisions about what they would like to do, invite a friend to join them in their play or verbalize a need for personal space. Activities can be chosen independently, giving the children a sense of power and control in this part of their day. It can be difficult for a child to enter the room and immediately join a group activity without any freedom of choice. Social interactions develop as children move from one area
to another, negotiating play ideas, such as who will carry out each part of dramatization or who will be in charge of building parts of a block structure.

**Toileting and Diapers:**
Children enter Preschool 1 with a variety of experience with toileting. Some children are wearing underpants full time and using the bathroom independently while others are wearing a diaper and are just beginning to develop an understanding of their body’s rhythm. We will work very closely with families as they move through this process. We have four scheduled times to use the bathroom: two in the morning, one before rest and one after rest. Children are encouraged to listen to their bodies and use the bathroom with increased independence. The center provides diapers for children who need them. We ask that you supply topical creams or ointments such as Desitin, A&D ointment and Vaseline and we will apply it as needed. These creams or ointments need to be clearly labeled with your child’s first and last name as well as the date that they are opened.

**Snack time:**
The snack list can be found on the refrigerator in the kitchen and on the bulletin board in our entryway. Before children come to the table we ask them to clean up the area they are working in and then wash their hands before eating. Replacements to the snack menu will be made for documented allergies or intolerances. When they are finished with snack they clean up their space at the table and wash their hands once again. In the afternoon, snack is offered as children wake up and is available until about 3:30pm.

**Water Bottles:**
We ask that families provide a water bottle for their child to have at school each day. Please be mindful of the size and mechanics of the water bottle. These will be kept in the classroom. Preschool 1 children have access to water bottles throughout the day. Water bottles (that do not leak) come in handy when we take trips or go for walks. At the end of the day, water bottles will be placed in your child’s cubby to be taken home and cleaned.

**Morning Meeting:**
After a child has cleaned up their section of the room they choose a spot on a carpet square and read a book quietly. At this time children read to themselves, with their peers, or teachers read to children. It is our expectation that children are at the center before our Morning Meeting has begun. This transition brings us to our community meeting time. Morning Meeting is a time for us to gather together as a group to sing songs, share information and plan our day. We take this opportunity to involve the children in asking and answering questions, making predictions, taking a guess and brainstorming
about projects and activities. During this time we will introduce some of the provocations and investigations for the morning and model if needed.

**Provocations & Investigations:**
From Morning Meeting, we move into provocations and investigations. Each day we will have a variety of opportunities for children to work independently, in small groups, alongside a teacher, or parallel to each other. Provocations may include wire set out on a table with mirrors, clay with tools, and leaves found in the yard with magnifying glasses. Investigations or small group work may include children’s interests that teachers have observed and expanded upon by providing children with a question for further research. This allows children to move at their own pace and enables each child to extend their current level of development while also promoting problem solving. These experiences contribute to children’s learning in the following ways:

- Encourages children to self regulate when they are done with an activity.
- Allows time and opportunities to focus on individual skills.
- Provides children the opportunity to move at their own pace.
- Allows children to follow/expand on their interest.
- Encourages communication skills.
- Provides opportunity for collaboration among peers.

**Outside Learning Experiences:**
At CSDC, we believe that daily outdoor activity is very important for young children and it is a regularly planned part of our day. We will go outside twice a day to the playground, the front yard or the learning garden for free play or more structured experiences. Often in the warm months and occasionally in the cooler months, a provocation may be offered outside; activities might include painting on the easel or using the sensory table on the deck, taking a walk or tending to the garden. We feel that a child who is well enough to be in the center is well enough to play outdoors. This provides fresh air and movement, which is needed for your child’s general well-being and healthy development. You can help your child enjoy the outdoor activities by making sure that he/she is properly dressed for the weather. In winter, this includes boots, warm coats, sweater, snow pants, mittens and a hat. In the summer this includes a sunhat, use of sunscreen and insect repellent as authorized by parent or guardian; when appropriate, we will apply sunscreen 20 minutes before both outside times. CSDC will also spray the perimeter of the outdoor play space for ticks when the children are not present.

**Lunch:**
Please send in an ice pack in your child’s lunch to keep items cold. If you have an item that needs to be heated, please place it in the heat-up bin located on
the Preschool I shelf (third shelf down in the right hand refrigerator). Containers must be clearly marked in order for us to serve them. Please send in foods ready to eat such as: peeled fruits if your child prefers, oranges peeled or cut in four, cut pasta so your child can manage it with a fork. All leftovers are sent home so you know the eating habits of your child (unless requested otherwise). We ask that you refrain from sending your child’s food to school in plastic bags (ie: Ziploc baggies or plastic wraps, etc.)

Children eat lunch in the classroom at the tables located in the room. Teachers eat their lunches with the children, creating a time of community building and conversation. In keeping with the value we place on independence, children unpack their own lunches and have a choice between milk or water, which children serve themselves from child-sized pitchers. Since children are encouraged to serve themselves, we provide cups that do not require lids. Children will eat out of the containers that you send in their lunch box. We also provide silverware for them to eat with.

**Licensing Laws Pertaining to Food:**
Children in Preschool I may **NOT** have:
- Pretzels (hard pretzel sticks and hard, small traditionally shaped pretzels)
- Hot Dogs that are whole or sliced into rounds
- Popcorn
- Whole grapes
- Raw peas or carrots or celery
- Chips (potato, tortilla, etc.)
- Marshmallows
- Seeds, other foods that pose a choking hazard

We encourage balanced meals with a variety of healthy choices. Candy should be saved for at home, as it will not be served at school.

**Naptime:**
Children store their nap items in the white baskets at the top of their cubbies. If your child prefers snuggly items from home, please be sure they are able to be fully contained in the basket and are labeled with your child’s name. Children carry their items to the Large Room, items that are too large or too long may pose an additional challenge for an already tired Preschooler.

Naptime takes place from 12:30-3:00. We sleep in the Large Room on blue mats and use blue sheets and blankets provided by the center. We have music playing during naptime. Teachers sit with children who need assistance and rub their backs to help them fall asleep. When children wake up a teacher walks them down to the classroom. Once in the classroom some children like to snuggle with a teacher and read a story as they wake up.
Afternoon Learning Time:
In the afternoon, we offer choices to follow-up on concepts introduced earlier in the day. Materials are provided for children to independently explore that build upon investigations from the morning. Teachers may also work with small groups of children to continue work. During inclement weather, we may have provocations and investigations in a format similar to the morning time or utilize the Large Room for gross motor activities.

Classroom Culture

Helper of the Day:
The Helper of the Day has many jobs and assists the teachers throughout the day. The Helper turns the lights on and off during clean-up times and brings the books over to the meeting area. The children usually enjoy being the Helper and look forward to their turn. The role of Helper of the Day encourages children to follow through with responsibilities, practice turn taking, assists in the child’s development of autonomy, helps them develop a sense of self, practices public speaking, and helps in exploring the concepts of power.

Birthdays - celebrating the child:
At CSDC, we have moved towards celebrating each child and involving their friends in planning the celebration. The children of Preschool I along with the teachers will plan a birthday celebration after taking a close look at who your child is and what they really enjoy. Along with the celebration of the child, the friends will make a birthday snack chosen by the birthday child. This gives children the opportunity to truly think about what their favorite snack is and allows us to make something that is representative of what is important to them. We welcome parents to come in and help us prepare the snack that their child has chosen, and/or participate in the celebration by attending.

Classroom Events:
Throughout the year, Preschool I will host various types of events some just for parents and many more for the entire family. This will give families the opportunity to talk openly and to get to know other parents on a more personal basis. Please look at our classroom newsletters for more information on the timing and style of the events.

CSDC Policies and Culture

Allergies:
Over the past couple of years we have had an increase in the number of children with food allergies. CSDC is a peanut and nut RESTRICTED facility; we
cannot serve any kind of nut, peanut butter or products containing these ingredients. Please check labels carefully. Food allergies will be posted in our bathroom, on the snack cart and on the refrigerator in the kitchen. We share this information with ALL teachers that will be working with the children in the Preschool I classroom. In preparing for potlucks throughout the year we will provide a general list of the allergies that we have in the classroom. If the dish that you are bringing contains one of these items we would appreciate it if you would label it with a note stating that item. If you are looking for alternatives we would be happy to help in any way that we can. Thank you for your cooperation and understanding. We want to make sure that all of the children in our care are healthy and safe.

Medication:
We can only administer current prescription medication with the attached label or over-the-counter medication with a doctor’s note. Medications MUST be in the original containers. Refrigerated medications must be kept in the bin (labeled “medication”) located on the top shelf, in the right hand refrigerator. All non-refrigerated medications must be kept in the locked box (labeled “medication”) on the top shelf above the diaper changing table- and it can only be given during the time specified on the label. Parents must fill out a blue medical form before medicine can be administered. Only CSDC staff members will administer medication to children. Please refer to your Family Handbook for more information.

Illness:
If your child is not feeling well we will make a warning call to inform you of the situation and let you know that we may need you to pick him/her up early. It is our goal to work with you and provide you with time to adjust your schedule or finish up tasks before you pick up. In some cases, vomiting and high fever, for example children will need to be picked up immediately. In emergency situations we need you to be here within a half-hour at the most. In many situations your child may be healthy enough to come to school but unable to tolerate a full day. It is important to remember that a child who is not feeling well may do fine at home one-on-one with someone, however coming to school and being with 15 other preschoolers is very different. It is important to try and minimize continuous re-infection, especially during cold season. In these situations we can work together to figure out what is best for everyone involved. We are concerned for your child’s health as well as the other children and teachers in the classroom and school. When a child has vomited, had more than one instance of diarrhea, or has an excessively high fever at school or at home, they must be out the day of the incident (day 1), out the whole next day (day 2), and may return the following day (day 3) provided they are symptom free all of day 2. Please refer to the detailed school health policy in your Family Handbook for more information.
**Arrival and Departure Policy:**
The centers hours are 7:30 AM - 5:30 PM. Families should arrive no later than 5:20 so there is time to gather your things, your child(ren), check in with a teacher and leave the building or playground by 5:30. If you have more than one child to pick up, please get here earlier than 5:20 so you have ample time to pick up your children. Please keep in mind that all children and families have a different experience at pick-up time. If you know that your child takes more time to transition from school to home, please allow yourself extra time and arrive before 5:20 so that your transition can be smooth and teachers can close the building at 5:30.

If someone else is picking up your child on any given day we need to know about it in the morning or receive a phone call during the day. If the person is not on your emergency pick-up list then we need a note giving that person permission to pick up your child on a specified date. Please warn friends and family that our center policy requires us to ask for photo identification before we will release your child into their care. If you need to leave a car seat when someone else is picking up your child, there is a shed located at the edge of the parking lot where you can store it for the day. Please label your car seat to avoid confusion at the end of the day.

**Extra change of clothes:**
Please bring in two complete sets of extra clothes to keep in a closed bag/backpack on your child’s hook in the hallway in case of an emergency. It is ideal to have two sets of pants/shorts, shirts, socks, and underwear (if potty trained). Please label everything. If something goes home that is wet or dirty, it helps if you can replenish the supply of clothes the next day. We will tape a note to your child’s cubby basket if they need replacements. Also, you can periodically take a look in your child’s extra clothes bag and see if there is anything that is needed, especially at the change of a season.

**Footwear:**
Children need shoes that will support the variety of activities that they will encounter throughout the day. We ask that children wear a supportive shoe that fits their feet with a non-slip bottom. We ask that children in our program wear closed toe shoes whenever possible and that sandals have a strap in the back. For safety reasons, flip-flops, loose fitting shoes or classic Crocs™ will not work for children while here at school. We explore our Natural Playground or Classroom in the Woods daily- each area provides children with opportunities to
engage in large, gross motor movement. Please send in a pair of slippers (soled slippers are preferred but not required), or indoor shoes for your child to change into during the day for nap or when we transition inside from the playground on a rainy or muddy day. Each child has a place to store slippers or indoor shoes in our slipper cubby located inside the classroom.

**School-wide celebrations and events:**
The center as a whole will take part in several school-wide celebrations including Harvest Festival, Literacy Week and Week of the Young Child. In planning these events we will follow basic principles for developmentally appropriate practice. Beyond these scheduled school-wide celebrations our classroom will celebrate other events as they present themselves within the classroom or are brought in by family members. We encourage parents to share family traditions and customs with the entire class. This is something that you can do on your own or we would be happy to assist you. Our goal is to celebrate and share activities that are meaningful to the lives of the children within our classroom not just because they exist on a calendar year. We encourage you to approach one of us in advance in order to make sure that all plans are in place ahead of time. If you have any questions or need clarification please don’t hesitate to call or check in.

We look forward to wonderful year together in Preschool 1. We are excited about creating a classroom community with your child and family. If you have any questions about this packet or your child’s transition, please see one of us.