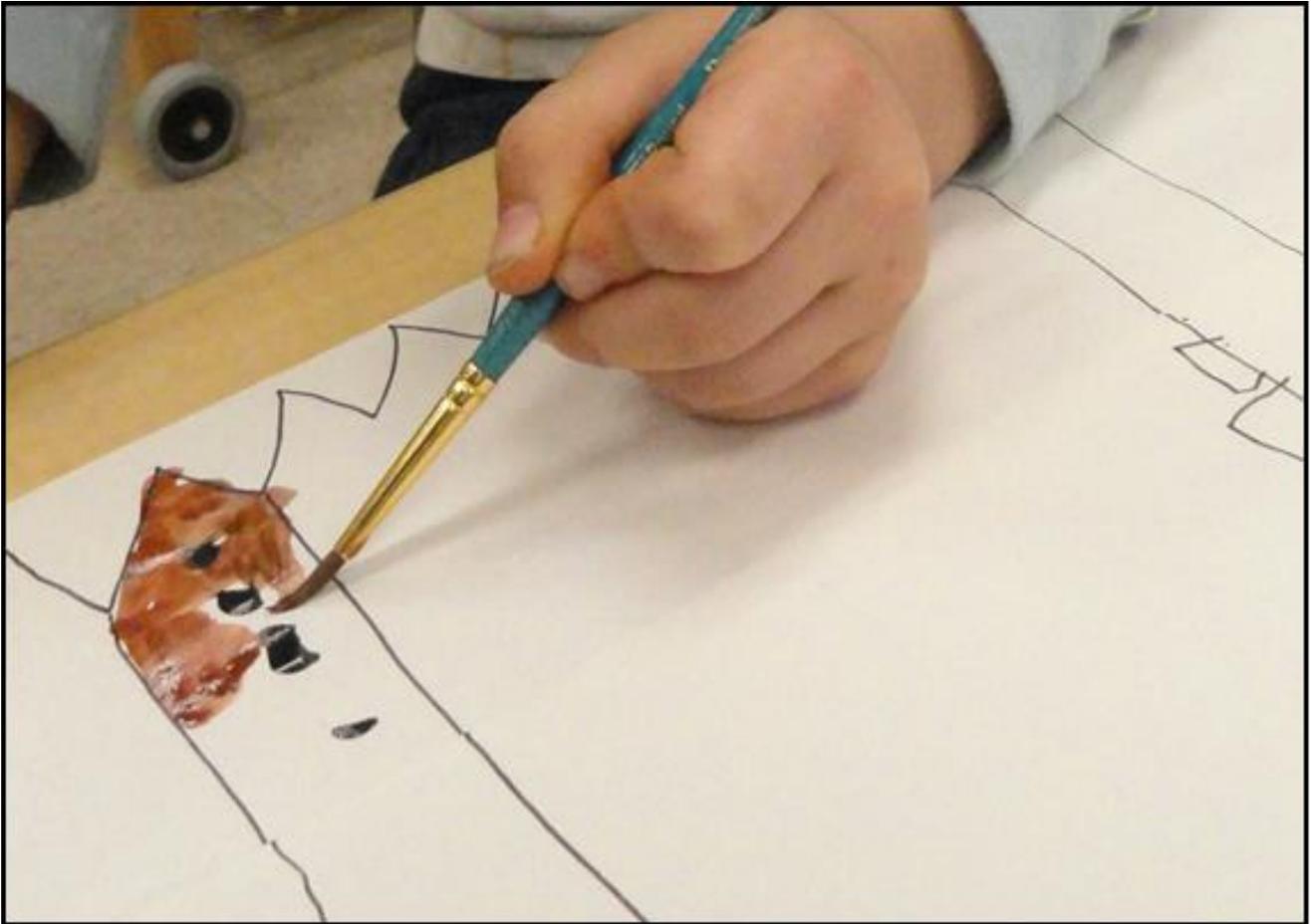


Preschool 2



Family Welcome Packet

Teaching Team

Beth Hallett Beth.Hallett@unh.edu Lead Teacher ~ I graduated from the University of Maine with a Bachelor of Science Degree in Child Development/Family Relations and hold a K-8 teaching certificate. I began teaching at CSDC in 2001 and taught in both the Preschool 2 and Kindergarten programs. I am passionate about self-identity, social emotional and literacy development with young learners. I work to create a beautiful learning environment where children feel comfortable and confident to engage in exploration, express their thinking, discuss their theories, and develop social relationships. From the first day, it is important to me to begin building our classroom community where each child understands that their voice is valued and respected.

Emily Ranauro Lead Teacher ~ This will be my first year as a classroom teacher at the Child Study and Development Center. I received my Bachelor's degree in Family Studies from the University of New Hampshire in 2011, and continued on at UNH to earn a Master of Education degree in Early Childhood Education, Special Needs Option in 2014. I was exposed to a variety of roles in the time I spent at the CSDC, and I've spent the last five years teaching in a Special Education Preschool Program. My time and experience teaching has fostered an enthusiasm for creating a space where children feel safe to explore, take risks, and express themselves. I am passionate about early literacy and social-emotional development. I enjoy helping to guide children to be the problem solvers in their own world and to help them create, brainstorm, and explore their own strategies and solutions. When I am not at the CSDC, I can most often be found hiking/walking in the woods with my dog Wendy, baking, or reading a good book.

Donna Smith Associate Teacher ~ Donna is the Multi-classroom teacher at CSDC and often teaches in the classroom when teachers are absent or coverage is needed for various meetings. Donna joined the staff at CSDC in October 1996 and graduated in 2017 from Granite State College with a Bachelor's degree in Early Childhood and a minor in Family Studies. She received her Early Childhood Credential as a Lead Teacher 5 and is a member of NAEYC since 2018. Her professional interests include sign language, community sing, photography, documenting children's curriculum investigations, creating a literacy rich environment that supports children's literature, and cooking snacks with children with the vegetables and fruits from our Community Garden.

Students: Undergraduate students are present throughout the day to gain first-hand experience working with young children. These students participate in all aspects of program development. We will have their photo and brief description of their experience (related to early childhood education) and hobbies posted on our door. Teaching Assistants from the University support us in the classroom. These students are a vital part of our classroom and engage children in project work, prepare snack and assist in supervision. Teaching Interns are part of the classroom for ten hours per week.

While fulfilling course requirements, interns work closely with a teacher to gain experience scaffolding curriculum threads, developing relationships with children and families, observation, assessment and conflict resolution skills.

Child Study and Development Center Preschool 2 Curriculum Statement

Foundation

Our philosophy of educating young children is based on our collective belief that children are competent, provocative, resourceful, capable, and intelligent individuals eager to share themselves and experiences from the world. We strive to create culturally enriching experiences for children in a safe, supportive, respectful, and challenging environment. We believe children learn best when they collaborate through peer interactions, the environment, and teacher/child exchanges.

Teachers create rich experiences to facilitate the discovery and extension of children's knowledge. We focus on understandings that are relevant, meaningful, committed to extending the "teachable moment" and that come from a balance between teacher initiated and child-initiated activities.

To appreciate the uniqueness of individual children we foster competence in young children by understanding the capability of interests in each child as we support their physical, cognitive, emergent literacy, creative expression, and social emotional development. We confirm their learning in a social context through collaboration, relationships, involvement using actual experiences and the project approach (emergent curriculum).

Framework

Opportunities are provided to create a dynamic learning environment. Thoughtful consideration is made as the room design and materials are purposefully arranged and selected to encourage children to experiment and learn from those explorations. By preparing the environment, we ask thought provoking questions to support and extend each child's intrinsic motivation to learn and discover. We facilitate these discoveries through the incorporation of the creative arts, blocks, dramatic play, language, books, literacy experiences, music, manipulatives, sand and water play, the light table and the outdoors. We also provide a diverse array of materials including natural materials (shells, wood, rocks), wire, clay, collage, acrylics, watercolors and recyclables (various collections). The possibility of children using an assortment of materials allows children multiple ways to represent, document, revisit, construct and make meaning of their knowledge and questions.

Intentions

Children are invited to interact, collaborate, and negotiate different perspectives, in order to enhance their emotional responses and support the development of pro-social relationships. Children's respectful behavior for each other and the environment is fostered by supporting children's development of self-worth, pride in work, acceptance of other's work, and respect for differences as they continue to become autonomous.

Our objective is to guide children as they continually practice expressing emotions, developing empathetic behaviors, learning appropriate pro-social strategies for entering and maintaining play situations, practicing conflict resolution, and strengthening self-discipline and self-confidence. In providing a respectful and empathetic environment we intend to develop a community of learners, who care for one another.

Finally, we are committed to ensuring that the children, families and teachers act as collaborators. Communication and feedback is encouraged daily through opportunities to share information in the morning, the afternoon, on the phone, at family conferences, in bi-monthly curriculum updates, community events and during home visits. Journey Books and developmental narratives are recorded documents that further facilitate the exchange of information on each child.

Curriculum

CSDC is inspired by the **Reggio Emilia** philosophy of learning. In this philosophy, we value children as being strong, capable, and resilient individuals who actively engage in the process of constructing knowledge about their world. In accordance with this idea we believe that children can be powerful leaders and teachers. This is why we practice emergent curriculum and utilize the project approach. As we begin the school year teachers work together to create an intended curriculum that will guide the work that we do throughout the year. This intended curriculum is derived from pedagogical resources and experiences that support the development of four and five year olds some examples include literacy, numeracy, and nature. Our environment is designed to provoke children's thinking. We observe your child's play and social interactions in an attempt to understand their interests, abilities and challenges. We then analyze these observations so that we can provide subsequent activities that will challenge and support further development, in the context of investigations. Long-term projects often emerge from these investigations. These projects allow children the opportunity to develop and test hypotheses, do in depth research, and construct three-dimensional representations of their knowledge. Utilizing the project approach helps children develop inquiry, organizational skills, and

persistence. Our classroom environment is intentionally created to support children as they engage in investigation and project work.

Approach to conflict resolution: When problems arise in the classroom, we first ask children to attempt to solve the problem on their own. We feel it is important that children see themselves as problem solvers. This might mean that we accompany an upset child or suggest some words to use but give them the majority of the responsibility. If the problem is still not solved to everyone's satisfaction, a teacher may assist by listening to the different perspectives and then offering suggestions. We also encourage children to seek out one another for assistance.

When a problem arises that affects the entire class, we often meet as a group. All children involved in the problem and any others who wish to contribute to the solution are asked to voice their ideas. If no solution is developed, we might vote. Voting does not necessarily mean that the majority wins and the minority loses. We try to come up with a compromise so that the minority is heard as well.

Four and five year olds are working on their social emotional development and will occasionally have times when they are unable to control their emotions (yell at a peer) or control their physicality (push a friend, throw a material in frustration). When these situations arise, a teacher will have a child take a break from the peer group or materials they are playing with. This means a child leaves an area and/or peers that may be causing them to become frustrated and finds a place to sit quietly while they calm their bodies or collect their thoughts. A teacher will remain close to ensure safety and will have a follow-up conversation with the child to problem solve the situation and discuss an action plan. When the child is ready they will check-in with others involved or follow through with the action plan developed with the teacher. (For example, help fix the structure they pushed down.)

We strongly believe in keeping you informed of struggles that your child may have encountered during the day. This information is not given with the expectation that you continue a discussion about the problem at home but as a means of keeping you informed. We always appreciate your input on how you might handle a particular situation.

Family Communication

We want to foster an open and honest relationship with each of you from the beginning. This will support your child as we work in partnership to develop a positive, enriching experience for them to grow and become a life-long learner. With this in mind, we will touch base with families during arrival and departure each day. These brief conversations are important as they provide key information that will support us in

meeting your child's needs. The end of the day can be a busy time with multiple pick-ups happening simultaneously. If it is important for you to have longer conversations with us at the end of the day please take this into consideration when planning the time you will come. We have established a variety of ways to communicate with you throughout the year to maintain an ongoing dialog of communication to keep you informed of your child's developmental journey.

1. You will receive a **family questionnaire** in your enrollment packet. This information will help us better understand and meet your child's individual needs. After 3 months, you will receive an **Ages & Stages Questionnaire (ASQ-3)**. This is a simple screening tool in which you share information about your child's development.
2. We will post the snack list, curriculum update and Helper of the Day on the **information board**. We will write a **daily note** on the door's white board to highlight curriculum and share an upcoming event.
3. Bi-monthly you will receive a **curriculum update** that highlights curriculum threads, project work, intern work and upcoming events.
4. **Community gatherings** happen periodically throughout the year. A few examples include collaborative curriculum work, a potluck, or family share. We welcome families to share their wonderful interests, talents and experiences with us! Over the years, families have shared their traditions when celebrating Mid-Autumn Festival, demonstrated science experiments and taught us how to make gingerbread houses.
5. Throughout the year, we post **ongoing documentation** in the classroom and hallway bulletin board sharing children's inquiry. This supports children to revisit their work.
6. 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 record interests, strengths and challenges for each child. Families will meet with teaching teams for a **formal conference** and receive a **developmental narrative** twice a year. This will be a time to share your child's Journey Book, writing journal, discuss their development, and establish goals. We are not limited to only two meetings. We invite you to request a conference whenever you feel it necessary and we will do the same.
7. **Phone calls/Emails** - Please call or email at any time if you have questions or information to share. We work to check email daily and return messages promptly. If you have an important message the best way to communicate is to call.

Office: 862-2835 Preschool 2 Classroom: 862-4819

Preschool 2 Schedule

This is a general schedule of our day, especially as we focus on an emergent curriculum. We maintain flexible transitions as children's engagement in an activity or game might extend the length of projects/provocations or outdoor play.

7:30	Open Choice
8:30	Outside
9:45	Snack
10:10	Morning Gathering (Friday is share from home)
10:40	Projects and Provocations
11:45	Lunch
12:15	Individual/Guided Book Look, Group Story
12:45	Rest
2:30	Snack and Quiet Choices
3:15	Afternoon Gathering
3:45	Outside
5:00	Quiet Activities
5:30	CSDC Closes

*After Daylight Savings, we will alter our afternoon schedule to enable outdoor experiences before the sun sets.

Explanations of the day

Below are descriptions of your child's experiences within the daily routine to provide a little more insight into each time of day.

Open Choice: A quieter time as children greet teachers and peers, and transition from home to school. A welcoming environment has been intentionally set up to provoke children's thinking.

Helper of the Day: Each day a child will have a turn and their responsibilities include: turning off the lights, providing messages before clean-up, being the leader of our line, and holding the door for others. When participating in Helper of the Day jobs, children are gaining independence, responsibility and self-confidence.

Morning Gathering: Our morning gathering is an important time of the day where we participate in many community-building activities. Attending morning gathering helps children know what to expect for the day and contribute to group decision making. Please arrive before we gather, as teachers will not be able to touch base while leading the group, supporting children, or preparing projects and provocations.

We begin our gathering by singing a welcome song, greeting each other, and reading morning message. Topics vary such as a group story, discuss ideas pertaining to our curriculum, play a game to provoke children's thinking, or discuss various ways to resolve conflicts.

Share (Friday at morning gathering) Each month a different provocation such as favorite book or favorite winter activity is announced. A schedule for share day will be shared via email. A child must be present at morning gathering to share that day. We have many other opportunities for children to share their thoughts, work, and stories throughout the week.

As teachers, we value share as a way for children to use and practice expressive and descriptive language, learn how to be an active listener, and how to ask questions. We begin each share time by reviewing the six question words that we focus on which are What, When, Where, Why, Who and How. We will create small groups that will share each Friday. (This means your child will present once a month) Children first state what they brought and then three important things they would like their friends to know about their share. Then two children per presenter are chosen to ask questions.

Projects and Provocations: This is a more formal opportunity for small group work. A variety of choices are offered including a focus on a particular investigation that the children have begun or are already engaged in. Teachers support several of these choices while the others require children to be somewhat independent. Some examples of centers are collage work, painting, sculpting, light table, classroom studio, exploring with sand or water, dramatic play, constructing in the block area, cooking activities, problem solving tasks, and group games. Investigations often continue over

a period of days, weeks or months, depending on interest and provocations. We continually support the belief that children need the opportunity to have in-depth experiences, to revisit and add to their previous discoveries.

Journal: Each child is provided with a journal that is available to work in daily, illustrating and writing to represent his or her thoughts and ideas. Children then dictate the associated story to a teacher. Journals are an exciting process to observe over time. The drawings might start as emergent images with a progression towards more representational drawings. The accompanying text often begins as single words and progresses towards detailed stories. Children's literacy development is unique and individual. As teachers, we monitor where children are in their writing, whether they are beginning to identify letters or hearing letter sound connections, so we can challenge them appropriately. We believe that all children should see themselves as 'writers and readers' in our classroom no matter where they fall on the literacy spectrum. Children's journals remain at school and are kept in our journal box. You are always welcome to take a peek when you have the opportunity.

Snack: CSDC provides a morning and afternoon snack. A 'snack chart' on the table which utilizes pictures/words and numbers to indicate serving size supports children's growing independence in serving themselves snack.

Lunch: Food is kept in children's lunchboxes with an ice pack and placed in the classroom. In accordance with national accreditation standards (NAEYC), all heat-ups will need to come to school in a **glass container. HEAT UP ITEMS NEED TO BE LABELED WITH CHILD'S NAME.** Please label both the glass portion of the container as well as the lid. Lids will be removed during heating. (They are plastic) We emphasize healthy choices and ask that candy is not sent to school. We also have a **"Nut-restricted policy."** Please make sure food items are nut-free. **Please label all containers: we cannot serve an unlabeled item.** If we believe an unlabeled food item belongs to your child we will try to contact you via phone. If we are unable to reach you we will offer your child some healthy choices from our pantry (bagel, vegetable, fruit).

Helpful labeling tips:

- Labeling items with your child's name or initials using a permanent marker and then covering it with clear packing tape will last through numerous washings.
- You can also purchase labels at <https://www.namebubbles.com/Name-Labels/Dishwasher-Safe-Labels/Rectangle-Labels/Product.aspx> - they are a little expensive but we have been told that they last forever.

Rest: Rest takes place 12:45-2:30 where mats and blankets are provided, and quiet music is playing. Teachers sit with children and offer to help them fall asleep. After rest, children may choose quiet provocations and snack. In keeping with NH State Licensing Laws we will not prevent children from falling asleep, nor wake them before rest time ends. Licensing laws also state that children need to rest for a minimum of 30

minutes. If they do not fall asleep after 30 minutes, we will provide them with quiet activities to do on their mat. (NH Licensing Law: He-C 4002.23 part D/E)

Rest: We provide a sheet for your child's mat and a blanket. You may provide a small personal blanket and soft plush. **These both need to be small.** All rest materials are kept in mesh bags and hung in classroom.

WHAT TO BRING:

Extra clothes: Please bring several weather appropriate seasonal changes of clothes. **PLEASE LABEL EVERYTHING!** Each child is provided a canvas bag that stays at school to store these items. Keeping this space organized supports your child's continuing growth towards autonomy as they learn to be responsible for their belongings.

Water bottle: Please provide a water bottle for your child. We ask that you take them home to be washed everyday, as we do not wash them at school. We ask that you be mindful of the size, as your child will transport these on hikes and fieldtrips.

Footwear: Children need shoes that will support the variety of activities that they will encounter throughout the day. We ask that children in our program wear closed toe shoes or sandals that have a strap in the back. **No open toe sandals or flip-flops, please.** Please send in a pair of slippers or indoor shoes for your child to change into for nap or when we transition inside on a rainy day. These will be kept in rest cubbies.

Snuggly: A small stuffed animal (small beanie boo size 6") for rest time, if they would like.

ITEMS TO KEEP AT HOME:

Toys from home: We ask that all personal toys stay at home. It is very difficult for young children to share a special toy from home with fifteen other children. We have plenty of games, materials and supplies for children to work with each day. If your child has something that is relevant to what we are discussing and learning about; music, a magazine, or a book, we are more than happy to have those items shared with us.

Necklaces: In accordance with the NH Child Care Licensing Rules, children under 6 years of age are not permitted to wear necklaces at school.

We look forward to a wonderful year together in Preschool 2 and are excited about beginning this journey.

CSDC Policies

Holidays/Birthday Celebrations

Holidays are an exciting time for children and they often want to share what is happening in their home. We want to support and honor family's traditions by inviting you to visit the classroom and share with our community. By doing this, we hope that celebrations will be meaningful experiences for children, teachers and families.

On a child's birthday, we come together as a community in celebration of this individual. A small group of children and a teacher come together to discuss and think carefully about that child's personality, talents, and interests. Once they have answered the question, "What does _____ like to do or play?" The group will brainstorm an idea that will support the child in this interest. They begin collecting materials and start the construction phase. While we are planning your child's celebration we will check in to see if you are able to attend and would like to bring a healthy snack to share with the class. It is truly amazing how intuitive children are about each other and how well they portray the uniqueness of each individual. **Also, if you are planning a birthday party outside of school, please mail invitations to the children's homes. Thank you.**

Teacher Workshops

CSDC is closed during workshop days. Workshops are typically held once a semester. In August, we close for three consecutive days before our fall transition. This allows teachers to continue their professional development as an early childhood educator. Please refer to the CSDC calendar and curriculum updates to confirm these dates.

Illness Policy

CSDC strives to develop an illness policy that meets the needs of all children attending a group program within the demands of working families. If it seems that your child is struggling to keep up with the routine of the day due to physical ailment, we will give you a warning call. This call provides you with a chance to finish up any necessary tasks at work and to make a child care plan in case we call again. It is not unusual for a child to lack energy at school and then regroup when they go home. Please keep in mind that a day at school with sixteen children requires a lot more negotiating, sharing of space and less quiet time than being at home. In some instances, for example: high fever, vomiting, consecutive diarrhea or anything else that is contagious (that has not been treated), we will need to request that you pick your child up within 30 minutes. Children need to be kept home symptom free or on an antibiotic for a full day before returning to school.

***Please call the Center (862-2835) when your child will be absent and inform staff whether it is due to a home day or illness. If your child is sick please state the type of illness. The center is required to post contagious illnesses with date of exposure in the classroom. Thank you for your support in this important matter. The Family Handbook contains the complete Illness Policy**

Medicine Policy

We are permitted to administer prescription medication provided that it is in the original container, labeled by the pharmacy and you have filled out the blue medication sheet. Over the counter medicine such as cough medicine, children's Tylenol/Motrin, to name a few, can only be given by a parent, unless we receive written permission from a physician and the medication is in the original container. Any medications that are applied topically need written permission as well. If the medication needs refrigeration it will be placed on the top shelf in the refrigerator in the container labeled "Medicine only". ***If your child is given any medicine before entering the classroom, the classroom teacher must be told.*** This provides teachers with important knowledge about the health of a child in their care. As medication wears off symptoms will reappear and teachers will be able to support a child's discomfort appropriately if they have accurate information of a child's health. **The Family Handbook contains the complete Medicine Policy**

Allergy Note

We have a number of children throughout the center with serious food allergies. Nuts and seeds seem to be the most serious and prevalent allergy, so we have decided to not allow any nuts at the center. We recognize that this policy may inconvenience families but we ask for your help in contributing to the safety of all children at the center. Thank you for your understanding on this very serious issue.

Exposure Notice

Exposure notices are posted on the outside of our classroom door to notify you of any specific contagious illnesses that may be in our classroom.

Late Policy (see appendix)

The center closes promptly at 5:30pm. We ask that you arrive no later than 5:20pm in order to provide yourself enough time to gather your child and his/her belongings before heading home. You may need to arrive earlier if you would like to check in with a teacher about your child's day. Please allow more time if you have multiple children to pick up at the center. If you are running late please call and notify staff so we are aware of your circumstances. **The Family Handbook contains complete Late Policy.**

If someone else is picking up your child we need to be informed that morning. Anyone who may pick up your child on a given day needs to be added to your child's emergency pick-up list. This needs to be completed with the Administrative Assistant. 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 remind person them they will need to present a photo ID at the time of pick up. A shed located at the edge of the parking lot can store a **labelled car seat** for alternate pick up.