

Sumner School District

PARENT HANDBOOK

For Child Care

OUR PHILOSOPHY ON EDUCATING YOUNG CHILDREN

We believe that a high quality early childhood program provides a safe and nurturing environment that promotes the physical, social, emotional and cognitive development of young children while responding to the needs of families.

Sumner School District Learning Centers follow the National Association for the Education of Young Children (N.A.E.Y.C) Position Statement on Developmentally Appropriate Practice in Early Childhood Programs. It is as follows:

"In recent years, a trend toward increased emphasis on formal instruction in academic skills has emerged in early childhood programs. This trend toward formal academic instruction for younger children is based on misconceptions about early learning (Elkind, 1986). Despite the trend among some educators to formalize instruction, there has been no comparable evidence of change in what young children need for optimal development or how they learn. In fact, a growing body of research has emerged recently affirming that children learn most effectively through a concrete, play-oriented approach to early childhood education."

We have an open door policy. Feel free to drop in and join us ANYTIME. Parents and grandparents are always a fun addition to lunchtime, too

Admission

Enrollment is open to all children ages 4 weeks to five years. Children are admitted regardless of race, creed, color, sex, national origin, or religion. Children who are physically handicapped or emotionally disturbed are encouraged to attend assuming we are able to meet the needs of the individual child. Children entering the 3-year class must be toilet trained and able to tend to their bathroom needs. We reserve the right to terminate any child's attendance if it is determined by the staff that the child is not benefiting from our curriculum.

SCHEDULES & CENTERS

Each teacher is encouraged to set her own schedule. Although all age groups will have their own schedule, the following will give you an idea of how the day may "flow":

6:30-7:30 ARRIVAL TIME

7:30-8:00 BREAKFAST

8:00-9:00 CLEAN UP, CIRCLE TIME

9:00-10:30 LEARNING CENTER TIME

10:30-11:30 OUTDOOR TIME, OUTDOOR ACTIVITIES

11:30-12:00 STORYTIME/WASH UP/PREPARE FOR LUNCH

12:00-12:45 LUNCH AND BATHROOM

1:00-2:30 REST TIME

2:30-3:00 BATHROOM, CLEAN UP AND SNACK

3:00-4:30 OUTDOOR TIME IN DISCOVERY CENTER

Our "Rest Time Policy" - We will give all children 1 hour to fall asleep with encouragement, peaceful music and help from the teacher. If at that time, they are still awake and restless, we will give them a book or a quiet activity on their mat.

DISCIPLINE POLICY

We help teach children to make the proper choices so that their behavior is socially acceptable. We teach. We do not punish.

Here are some of the ways we teach:

1. We set developmentally appropriate goals for the children's behavior (we know two-year olds have a hard time sharing and can push, hit and bite).

2. We anticipate problems and redirect:
Two children go after the same toy and the teacher says "Here's a car for William and here's one for Troy - can you build a road for them?"
3. We phrase our requests in positive ways:
"Feet on the floor" rather than "Stop banging your feet"
4. Whether we are praising or correcting, we focus on the deed and not the doer:
We say, "Great block building" instead of "Good boy"
"Walk when you are inside" instead of "You're so wild!"
5. We rely on natural consequences:
"Oh, look, the rice was spilled from the pan, now we don't have any to play with".
6. We use logical consequences:
That is, the consequence matches the "crime".
If a child is throwing sand on the playground, s/he has to leave the sand area.
8. We help children make amends:
"What can you use to clean up the writing on the wall?"
9. We encourage children to express themselves with words:
"Tell Chris you don't like it."
When needed, we give them the words:
"Say, NO! Don't push me!"
Teachers express their feelings, too:
"That yelling hurts my ears."
10. We encourage children to come up with their own solutions to problem situations:
"We have two girls and one fire truck. What can we do about that?"
11. We find it is effective for a child to find something else to play with (a logical consequence) rather than to put the child in a time-out. However, we will use "time-away" if a child needs to be removed from a situation in order to protect the child, teacher, or other children. If your child's behavior is out of control and normal techniques do not work they will be asked to sit by themselves until they are in control

We will not subject any child to humiliation, ridicule, frightening threats, spanking or other forms of physical punishment.

HEALTH & SAFETY POLICIES:

Accidents:

Incidents; cuts, scratches, bumps and bites are reported on an Incident Report form. Parents sign the report. A copy is placed in the child's file. Minor scrapes and bruises are treated with soap, water, ice, Band-Aids and hugs. Bug bites are treated with ice. In the case of minor injuries, the child will be cared for as above and parents will be told of the incident at the end of the school day. In cases of serious injury, staff will first notify the paramedics, then the parents of the child.

Fire/Safety Drills:

During a drill, information will be posted that a drill is in progress. PLEASE DO NOT ENTER THE BUILDING OR ATTEMPT TO DROP OFF OR RETRIEVE YOUR CHILD. Please await the "clear" signal signifying the end of the drill. This is a requirement for everyone's safety. Fire drill evacuation plans are posted in each room, as are disaster plans.

Child Abuse/Neglect

1. Staff members are LEGALLY OBLIGATED to report any suspected child abuse or neglect cases.

In all cases, the facts, discussions, and meetings will be kept confidential between the family in question and the involved staff members. Once a report has been called into the Child Protective Services, the agency has 24 hours to begin an investigation. The Dept. of Children & Families will make a determination of abuse or neglect. If a parent suspects child abuse/neglect at school, s/he should IMMEDIATELY notify the Director.

Custody Disputes

In cases of custody disputes, the school is legally bound to respect the wishes of the parent or grandparent with legal custody. A certified copy of the most recent court order must be kept in the child's file.

Drop Off & Pick Up

Remember that signing your child in and out is a requirement. An authorized adult is required to sign in and then sign out your child with a FULL LEGIBLE ADULT SIGNATURE on a daily basis. Sign In/Sign Out sheets are located in designated areas. Children will not be released to siblings less than 16 years of age.

At any time, children are only released to parents with legal custody, legal guardians or persons listed on the registration form. **When in doubt, WE WILL REQUIRE PHOTO ID.** In the unlikely event an unfamiliar person who is not on the authorized pick-up form tries to pick up a child, we will do the following:

1. Inform the unauthorized person of this policy.

2. Inform the parent with legal custody that an unauthorized person has appeared at school.
3. It is our policy to refuse to release a child to anyone who is impaired. We will call another individual on the authorized pick up list.

PLEASE SEE THAT YOU HAVE MADE VISUAL AND VERBAL CONTACT WITH A STAFF MEMBER BEFORE LEAVING YOUR CHILD, OR WITH YOUR CHILD.

ILLNESS/"SICK POLICY"

Your child's health is important to us and we want to maintain a healthy environment for all children and staff, we will not allow ill children to remain at school.

Please keep your child at home if:

- s/he has had a fever within the last 24 hours
- s/he has had diarrhea or vomited within the last 24 hours
- s/he has been on prescribed medication for less than 24 hours
- s/he has any contagious rashes or pink eye
- s/he has been treated for lice and all nits are not removed
- s/he is unable to participate in activities

If a child arrives ill, it is the teacher's responsibility to remind the parent of our "sick policy" and regretfully decide that the child must go home. This is awkward for the teacher, and confusing and disappointing for the child, so please adhere to our sick policy because **WE ARE STRICT ABOUT IT AND WILL FOLLOW IT FROM THE FIRST DAY OF SCHOOL TO THE LAST.**

If your child is unable to attend school, please call the school to report the absence. If your child is ill, please indicate the nature of the illness.

If a child becomes ill during the school day, the teacher will notify the parent to pick up their child. If your child is sent home with any of the above symptoms, they may not return for 24 hours.

COMMUNICABLE DISEASES – When children have been exposed to communicable diseases such as hepatitis, measles, or strep infection, all staff members and all parents/guardians of children will be notified immediately. With any infectious disease, we ask that you seek your physician's advice and always notify us of the disease. A release from your child's physician is required for the child to re-enter the classroom.

Medication

Prescription medications must have a written order from the physician, which may include the medication label, and only the amount appropriate for the age and weight can be distributed.

Non-prescription medication does need clear written instruction cannot be given to any child if the label requires a physician's note when the child is below an age or weight.

Medications must be in the original containers; medications of any kind cannot be distributed using bottles, drinks, or food.

After giving a child medication the staff will document this including the date, time and amount.

OTHER POLICIES AND PROCEDURES

Birthdays and Holidays

Birthdays and holidays are special indeed and we will celebrate in the classroom. You are welcome to send in treats. Please check with your child's teacher so they can plan a time to celebrate in the classroom. Popular snacks include store bought cookies, ice cream and other desserts. ***We regret home made goodies are not allowed to be served to the children.*** Party invitations may be sent through school through sign in sheets, do not leave them in the cubby. It is so sad when children realize they haven't been invited.

Please keep in mind that we are a peanut free center. We may or may not have any children with an obvious allergy, but since many children in our care have not yet been exposed to peanuts, we can't be sure that the allergy to nuts doesn't exist.

Clothing

Daily activities include active and messy play, and children and teachers should feel comfortable enough to enjoy themselves without worrying about clothes.

In the potty training/trained years, keep in mind that clothing should be such that each child can manage to use the bathroom alone.

Please label all outerwear with child's name.

For safety reasons we cannot allow necklaces, or jackets/coats with strings that could choke a child.

We provide smocks and paint shirts, but frequently children go under these with painted hands in order to wipe the paint off. Also, due to the fact that paint is always somewhere in the center, even when not painting children are near it.

We go outside no matter the weather, so a change of clothing is a necessity. In the warm weather we play with water and in other months water is everywhere!

Communications with Parents

At the beginning of each week, teachers post a copy of that week's curriculum plans/activities. Parent information bulletin boards are located near the front doors. A monthly calendar and newsletter will also be published and email addresses are available for each teacher, program supervisor and director.

We value good communication between parents and staff, any time a child transitions we will ask families to meet with teachers for a conference. We encourage email communication, phone communication and respect each family's right to have a conference if at any time there is a need.

Confidentiality of Student Records

Student records are open only to the particular child's teacher, the Director, an authorized employee of the licensing agency, or the child's parent or legal guardian.

Fees

Tuition is figured as a monthly fee and is due on the first of each month. Checks should be made payable to Tiny Sparts Learning Center, Panther Cubs Learning Center, or Daffodil Valley Learning Center and may be given to the director, program supervisor, or bookkeeper. An additional fee of \$20 will be assessed if tuition is not paid by the fifth of the month. Tuition not paid by the 25th of the month will result in the child being removed from the program. **Should you foresee difficulty in meeting a scheduled payment, please contact the Director or Program Supervisor.** Notices will not be sent when tuition is due. Because tuition is a monthly fee, no refunds are given for illnesses or vacations.

A \$20 fee will be charged for returned checks.

Our tax ID number is 91-0783342

Late Pick Up Fee

Because staffing is based on children's schedules, all children must be picked up on time. The following late fee will be billed to your account and is due immediately: \$1.00 per minute for each minute past pickup time, we are strict about this policy. PLEASE do not

call and ask a teacher if they would mind sticking around, it is important teachers and parents maintain good relationships, almost forcing teachers to agree.

If a family is late regularly they may be disenrolled.

Photo/Video Release

A parent-signed consent was included as part of the registration packet. Use of your child's photo will be for school use, such as portfolios, postings, emails, but also for teens doing presentations concerning children or child development.

Nutrition, Snacks and Lunches

Your child will be served a mid-morning snack and afternoon snack in addition to breakfast and lunch. Menus are posted near each door. If you have a milk substitute preference for your child we have a form you need to complete in order to make these changes. For substitution of any other food due to an allergy we must have a physician's note.

Supplies

Each child needs:

- a complete change of clothes, labeled and in a large Ziploc bag
- for children in diapers, a package of diapers, and a refill package of baby wipes
- tissues
- tooth brushes and tooth paste
- A lovie
- A crib sheet (for everyone, it fits the mat)
- Blankets and a pillow (if your child wants one)
- In the infant room depending on the milk, there are different needs

Toys from home

Only on "Show and Tell" days are children allowed to bring in toys, although we suggest other items for this such as books, educational cassettes, souvenirs from vacations, etc.

School wide rules: No toy weapons (guns, swords, etc.)

Many times children need to bring their special "lovie" with them at the start of school. We know we will see blankets and teddy bears in September and we encourage them in order to help the children make the transition from home to school. No batteries, please.

Due to state regulations, pets cannot be brought to school. Bugs are welcome, but we will set them free at some point.

Walks

We do take the children on walks as a class, but stay on the high school campus. The only streets that we cross are those on the campus itself. Before taking walks the destination and time the group left will be posted on the door of the classroom. Each teacher has a walk/outdoor backpack containing a sealed bottle of water, emergency cards, a checklist of students and a first aid kit.

Curriculum

Our curriculum is based on an emergent basis. The children bring in a topic or interest area from their own experiences or questions and the teachers facilitate.

Because the children are new to the classroom at the start of the school year the teachers will introduce a topic area to the children to get them involved in active learning

Crafts will be kept to a minimum with approximately one a month. Predesigned holiday decorations will be kept to a maximum of two per holiday. Crafts and decorations are to be *child completed* without teacher additions or corrections, and open ended art will be available every day.

Interest areas of the children can be wide and varied, but it is our goal to include the following fields of study while the children make discoveries in their chosen interest area:

1. Our Bodies, i.e.: body awareness, gender, race, growth, grooming, health habits
2. Families, i.e.: structure, culture, heritage, relationships
3. Home life
4. Homes
5. Health, i.e.: doctor, dentist
6. Safety, i.e.: fire, stranger danger, water, playground, animal, food handling
7. Nutrition
8. Nursery Rhymes
9. Birthdays
10. Community Awareness

Children's interest areas might include but are not limited to:

wheels	the sun	boxes	what smells
the farm	the moon	trees	underground
the weather	the circus	big rigs	
bugs	pets	construction	the list is limitless,
growing things	the zoo	shadows	like children's
camping	birds	the pond	imagnations.....
the ocean	snakes	stars	
dinosaurs	cowboys	freezing things	

Goals for Children's Development In Early Reading and Writing

Children explore their environment and build the foundations for learning to read and write.

Children can

- Enjoy listening to and discussing storybooks
- Understand that print carries a message
- Engage in reading and writing attempts
- Identify labels and signs in their environment
- Participate in rhyming games
- Identify letters and make some letter sound matches
- Use known letter or approximations of letters to represent written language (especially meaningful words like their name and phrases such as "I love you")

What teachers will do:

- Share books with children, including Big Books, and model reading behaviors
- Talk about letters by name and sounds
- Establish a literacy rich environment
- Reread favorite stories
- Engage children in language games
- Promote literacy related play activities
- Encourage children to experiment with writing

What parents and family members can do:

- Talk with children, engage them in conversations, give names of things, show interest in what a child says
- Read and reread stories with predictable texts to children
- Encourage children to recount experiences and describe ideas and events that are important to them
- Visit the library regularly
- Provide opportunities for children to draw and paint, using markers, crayons, and pencils

As children grow, teachers work with a variety of "hands-on" activities that reflect age appropriateness. Play is essential for social and cognitive growth in early childhood. The following are focal points for each stage:

INFANCY

This stage is marked most radically with the infants' need to develop as unique individuals with behaviors and growth changes ever present. Each infant has different

schedules reflective of their own personalities. It is the adult's role to accept each infant's uniqueness and provide a safe and stimulating environment from which to grow.

The infant program provides for the following goals:

1. To care for infants in a warm, affectionate way that lets each child know that he is a special person, including the physical affection and cuddling that is so important at this stage of development.
2. To meet each child's physical needs completely.
3. To implement strict sanitation procedures that are adhered to faithfully.
4. To provide opportunities for exploring, learning and social interaction through a good variety of daily activities.
5. To prepare activities to stimulate the senses, recognizing that infants learn through the use of their eyes, ears, fingers, sense of taste and smell.
6. To care for children in small groups; to prevent over-stimulation and disorder; and to provide opportunities for one to one interactions between children and staff.
7. To provide opportunity for the use of large and small motor skills with both indoor and outdoor activities.
8. To establish a safe environment for exploration.
9. To provide a consistency between Preschool and Home Care practices that will be most beneficial to the infant and will offer the parents the opportunity to influence the kind of care that their child receives.
10. To establish an observations system in which a daily outline on children is kept.
11. To be supportive of parents, encouraging involvement, encouraging open and honest communication while using tact and discretion.

Adults play a vital socialization role with infants. Warm, positive relationships with adults help infants develop a sense of trust in the world and feeling of competence. These interactions are critical for the development of the children's healthy self-esteem. The trusted adult becomes the secure base from which the mobile infant explores the environment.

The most appropriate teaching technique for this age group is to give ample opportunities for the children to use repetition to practice newly acquired skills and to experience feelings of autonomy and success. Infants will bat at, grasp, bang, or drop their toys. Imitation, hiding, and naming games are also important for learning at this age.

Play opportunities are essential throughout early childhood. For infants this means sensory experiences and adults who cuddle and talk to them. It means careful selection of toys and materials that stimulate and challenge them, but are not over-stimulating. Language activities that begin as "Ma Ma" or "Da Da" will soon become extended through repeating words of an adult's stories, songs, and finger play. Opportunities to develop large muscles can be found in walking, climbing up and down, pushing toys; and for small muscles, in sensory play with water, sand etc.: feeling different textures,

stacking blocks, nesting toys, etc. Art activities are provided to give infants an exposure to a variety of materials and enjoyment for the process of the project.

An infant can feel secure and develop a sense of trust as the adults in his world responds to his individual needs of hunger, thirst, and sleep with a flexible and individualized daily routine.

TODDLERS

The toddler stage can be seen as one of the most challenging times (and rewarding ones). Two year olds are very mobile and active using all five senses to discover the world. Adults are challenged to provide a safe, but stimulating environment from which this child can grow. The toddler responds well to a regular daily routine with clear meal times, rest times and play times. Toilet teaching is best accomplished by taking the child to the toilet at the same times each day.

Important independence skills are being acquired during these years, including personal care such as toileting, feeding, and dressing. Patience is essential as a toddler struggles to put on a sweater (developing independence at this stage occurs after much repetition and encouragement). Realistic toys will enable children to engage in increasingly complex types of play.

- a. Two year olds are learning to produce language rapidly. They need simple books, pictures, puzzles, music, and time and space for active play such as jumping, running, and dancing. Toddlers are acquiring social skills, but in groups there should be several of the same toys because egocentric toddlers are not yet able to understand the concept of sharing.

Program goals for 24 months to 36 months children include:

1. To provide a nurturing, flexible, and calm atmosphere where physical affection is freely given, self-concept is enhanced, independence is encouraged and expectations are made clear.
2. To meet each child's physical needs while setting the stage for future independence in self-care.
3. To establish respect for the equipment and materials.
4. To promote emotional growth.
 - a. To build self-confidence and a sense of self-worth by allowing choices within limits and to build on successful experiences.
 - b. To provide a warm accepting environment for the children to work and play in
 - c. To encourage curiosity and a sense of wonder with an environment that is designed to limit the use of "no".
5. To promote social growth.

- a. To promote and instill a sense of caring for, and sensitivity towards others; foundations for respect are established.
- b. Adult modeling acceptable behavior is critical to the toddlers learning cooperative and group play.
6. To promote intellectual growth.
 - a. To instill a sense of curiosity.
 - b. To provide an atmosphere where children discover and explore –
 - c. To provide a wide variety of activities within an outline where cooperative play is encouraged. Curriculum areas of art, math, science, music and movement, large muscle, practical life, dramatic play, language arts and fine motor activities help children to learn to be able to trust their own feelings about what they learn, hear, see and do.
 - d. To promote physical/motor development.
 - a. For children to use their bodies in a variety of ways by participating in fine and large motor activities both indoors and outdoors.
7. To provide for the language development that is so important at this stage of development.
8. To make available a good variety and quantity of materials on the shelves at the child's level (manipulative, dramatic play, pull toys, puzzles books...)
9. To develop self-help skills in order to create a feeling of independence and confidence in the child (this can be accomplished by toilet training, encouraging them to try to help dress themselves and letting them help serve food at meals.)
10. To provide care in small groups in order to give each child more personal attention, to prevent under and over stimulation, to allow more freedom of choices and to maintain a more relaxed atmosphere.

The toddler group is a diverse one. Providing a variety of activities with many choices is essential to enhance each child's developmental progress. The following are such activities:

Introducing sensory experiences such as:

	Tasting and smelling boxes
	Cornstarch play
Water table	Music/rhyme
Sand table	Bubbles
Rice, macaroni	Play dough
Flour	Texture books
Corn meal	Flashlight play
Karo syrup finger painting	Shaving Cream
Noise makers, bean shakers	Silly putty

Cognitive Development and Language Acquisition:

Reading and re-telling favorite stories.

Work on recognizing and naming the teachers and children in the classroom using Photographs of the children.

Reinforce aspects of the routines such as: snack time, lunchtime, and nap time.

Work with the older toddlers on learning the words and actions to the songs we sing: example – by singing to the children and encouraging them to sing along. Encourage the toddlers to talk more.

- using puppets
- asking lots of questions (open-ended)
- reading stories and ask lots of questions

Activities will have to be designed with the developmental level of each child in mind. Teachers will verbalize with the children while they are playing so as to provide a springboard for the children's own verbalizations. Language should be incorporated into every activity throughout the day.

Learning simple songs and finger plays

Simple directions (up, on, over)

Nursery rhymes

Counting games

Alphabet games

Sorting activities (simple one to multiple class concepts)

Puppet play

Object labeling

Story time

Memory games

Color matching

Dolls

Increase the child's ability to recognize common objects; examples – using picture books and picture cards of simple, common objects.

Object boxes

Shape sorter

Working on learning the three basic shapes – circle, square, triangle

Begin introducing simple cooking activities – mixing, pouring and sorting

Lotto games or matching

Art activities with these shapes (pasting)

Self Help

Children will be provided with opportunities to participate in activities designed to promote the growing independence desired by toddlers. Potty training will be provided where appropriate.

Washing hands and face

Eating with spoon and fork

Throwing away cup and napkin

Putting toys away

Washing and drying dishes

Washing and drying dolls

Becoming aware of the rules of safety

Social and Emotional Development

Begin to work on setting limits in such a way that the child learns self regulation.
-by following the rules: you may not hurt yourself; you may not hurt others; and you may not hurt the materials or equipment.
-by using the methods of distraction, substitution, alternative activity or correct discipline when necessary by: encouraging the children to use words rather than push or hit other children. Help child play well independently amongst a larger group of children.

Fine Motor Development

The aim is to provide the materials and activities important in advancing the child's small muscle coordination such as:

Pouring and sifting	Cutting play dough with scissors
Filling and dumping	Puzzle work
Peg boards	Shape sorting
Nesting	Sewing cards
Stacking	Lego blocks
Putting shapes through holes	Button and snap boards
Snap beads	Twisting jar lids, nuts and bolts
Stringing beads	Art activities

Basic art activities such as:

Tearing paper	Coloring with crayon and chalk
Painting with brushes	Water painting

Gross Motor Development

Dancing and marching	Swinging
Walks outside when weather permits	Pull toys and wagons
Slide	Circle games and songs
Climbing stairs	Crawling under and through
Climbing	Jumping
Hanging of bars/ropes	Stretching exercises
Ball play	

Creative Expression

On a daily basis children will be given the choice to participate in a scheduled activity that encourages them to express themselves creatively. These might include:

Easel painting	Collage and montages
Finger painting	Murals – chalk, crayon, paint
String painting	Potato prints
Sponge painting	Food coloring pictures
Marble painting	Mobiles

Crayon painting Q-tip painting
Salt painting

THREE, FOUR AND FIVE YEAR OLDS

Curriculum for three year-olds should emphasize language, activity, and movement, with major emphasis on large muscles activity. Appropriate activities include dramatic play, wheel toys and climbers, puzzles and blocks and opportunities to talk and listen to simple stories.

Four year-olds enjoy a greater variety of experiences and more small motor activities like scissors, art, manipulative, and cooking. They are more able to concentrate and remember as well as recognize objects by shape, color, or size. Four year-olds are developing basic math concepts and problem-solving skills.

Some four year-olds and most five year-olds combine ideas into more complex relations (for example, number concepts such as one to one correspondence) and have growing memory capacity and fine motor physical skills. Some four year-olds and most fives display a growing interest in the functional aspects of written language, such as recognizing meaningful words and trying to write their own names. Activities designed solely to teach the alphabet, phonics, and penmanship is much less appropriate for this age group than providing a print rich environment that stimulates the development of language and literacy skills in meaningful context.

Curriculum for fours and fives can expand beyond the child's immediate experience of self, home, and family to include special events and trips. Five year-olds are developing interest in community and the world outside their own. They also use motor skills well, even daringly, and show increasing ability to pay attention for longer times and in larger groups if the topic is meaningful.

Significance of 3-4-5 year old stage:

Most important area is for adult to promote preschooler's self-esteem. In every area of his development: physical, cognitive, psycho social, the child strives and looks for adult support. They need periodic adult reinforcement in the form of one on one time, a hug, smile or touch.

Preschoolers have a greater capacity than younger children for learning and abiding by simple rules and clear consequences.

They enjoy playing with peers and the beginning of cooperative play and sharing develops. Conflicts can begin to be addressed with simple problem solving techniques.

Preschoolers develop in many areas and independence is helped with providing choices of a range of activities.

Program Goals:

1. To build self-confidence and a sense of self worth by allowing choices within limits and to build on successful experiences.
2. To promote and instill a sense of caring for, and sensitivity towards others.
3. To provide a nurturing, relaxed, and non-sexist environment with caring adults where self concepts are enhanced; independence encouraged; free choice decisions offered; social skills acquired; individuality respected.
4. To provide large portions of time in which the child can spend with their friends in a range of different and satisfying activities. The activities will be drawn from the following curriculum areas: art, science, woodworking, cooking, music and movement, drama, language arts, large muscle, fine motor, and math games.
5. To provide the child with opportunities to gain competence in a variety of skills and techniques that increases their interest and control over their environment.
6. To provide for each child's physical well being while in our care.
7. To provide opportunities to develop large motor skills and coordination through physically active play.
8. To develop in the child an active curiosity about the world in which they live and an enthusiasm for learning which stimulates exploratory behavior and creativity.
9. To help the child gain self-discipline in an environment where they know the limits and expectations.
10. To provide an atmosphere in the classroom which promotes respect for others and materials.
11. To provide a wide variety of activities within a routine where cooperative play is encouraged. Curriculum areas are math, science, music and movement, large muscle, practical life, dramatic play, language arts and fine motor activities. Through these activities, children are learning to be able to trust their own feelings about what they learn, hear, see and do and to begin sharing these experiences with others.

Language

To encourage verbal expression, and the sharing of ideas in a group situation:

Names, areas of room, shapes, colors, textures, introduce classifying politeness, dramatic play.

Following verbal and non-verbal directions, opposites, names of animals.

Introduce spatial vocabulary (over, under), expressing emotions, labeling emotions.

Recognizing each others names, label our work with phrases, if children want phrases written on their work, documentation.

Repeat, introduce and practice new songs, finger plays, and role playing.

Stories will be read frequently.

Recognition of letters, numbers.

Gross Motor

Coordination will be encouraged

Hopping, balancing, running, crawling, climbing, jumping, throwing

Outdoor play, climbing, swinging, obstacle courses with bikes

Indoor play, body action songs, stepping, hopping, dancing

Large Muscle Skills

Blocks and accessories

Musical games

Understand how their bodies can move

Learn to control their body movements

Improve self confidence and self concept

Strengthen, tone and control their large muscles

Improve skills in locomotion

Learn to follow directions

Learn to interact and play

Math

Activities to recognize numbers, counting items

Understand the relationship between a numeral and a set of objects

Counting will become both meaningful and fun

Learn terms such as big/little, more/less, etc.

Recognize and name basic geometric shapes

Awareness and appreciation of the practical uses of numbers children see around them everyday, e.g. clock, calendar, money, etc.

Self Help

To encourage the child to do it on his own

To encourage eye hand coordination, patience, waiting turns, etc.

How to sit in a circle, proper meal manners, hand washing, proper use of materials.

Zippering, napping, buckling, scooping and pouring rice, sorting, wiping tables

Pouring milk, juice, cereal, setting tables, food (taste and smell comparisons).

Social Emotional

Games involving sharing and communication, develop respect for teachers and others

Develop sense of pride in the environment by active participation in room set up

Develop the concept of sharing and giving, increase self concept by discussion of physical growth

Learn to share
Learn to take responsibility for cleaning up
Learn to take responsibility for all actions
Deal with emotions
Accept each other's differences: cultural, personalities, sizes, etc.

Art

Art will be incorporated to enhance and encourage creativity, fine motor skills, color usage, perception, and eye-hand coordination. Different media will be introduced and use encouraged.

Cutting, pasting, chalk, basic collages, easel painting, finger painting, play dough
Primary colors and secondary colors, gluing, water colors, colored chalk, play dough, tracing
Mobiles

New media will be introduced whenever possible. A variety of artistic ways should be done. For example, in order to get a picture on a piece of paper you can paint or print, or draw with crayons or draw with colored pencils or finger paint it.

Eye-hand coordination practice
Experiment, explore, and express feelings difficult to put into words
Develop small muscle coordination
Gain pleasure and satisfaction through different techniques
Develop concepts of color, line, and texture
Develop concepts of shape, form and design
Experience freedom from inhibitions
Understand that two colors make another color

Manipulatives

The manipulative shelf is an open area during free play and planned activities. This equipment changes as needed. These activities enhance fine motor skills, eye-hand coordination, and perception. The equipment used includes: puzzles, large/small beads, sorting, pegs and peg boards, table blocks, stacking cylinders, texture board, table, matching texture, color, fabric, eye droppers, baster, play dough, zipping, buttoning, lacing, and sewing.

Fine Motor Activities include:

Cutting, coloring, tracing, writing, zipping, buttoning, snapping, pegs, puzzles, clay, play dough, silly putty, lacing, pouring, washing, wiping, small block and Lego building, painting – will be continued on a weekly basis.

Dramatic Play

- Have experiences to develop ideas and thoughts
- Come to understand his world and people in it
- Develop creative expression
- Develop language skill as they speak, listen and communicate
- Role play family members

Block Play

- Have opportunities for isolated, parallel and cooperative play
- Gain sense of power and achievement in the physical world
- Experience emotional release through dramatic play
- Engage in physical experiences through lifting, carrying, and piling
- Use creative expression and sense of design
- Develop skills in problem solving, numbers concepts, and language
- Develop creative expression
- Develop language skills as they speak, listen, and communicate
- Role play family members

Reading Readiness

- Develop and improve listening skills
- Follow directions
- Learn the letters of the alphabet and their sounds, as children become interested.
- Notice likenesses and differences
- Develop the skill of sequencing
- Develop the skill of matching
- Books and quiet areas:
 - Learn to relax
 - Learn to appreciate good books
 - Learn to enjoy being alone

Science

- Develop an awareness of the natural environment
- Discover the natural characteristics of water
- Enjoy sensory experiences
- Sort and classify on the basis of size, shape, and texture
- Develop an awareness of their bodies

Music

- Develop listening skills
- Learn musical tunes, which they can repeat
- Learn to control motor impulses
- Enjoy and appreciate music
- Express freedom of movement

Become familiar with different musical instruments.

LEARNING THROUGH PLAY

Many times when parents observe or visit my classroom, they think the children are “just playing”. But the way children learn best is through play. As the children are going around and exploring all of the different centers, here are some of the skills they may acquire:

Language Art (books and flannel boards)

- Increases vocabulary growth
- Develops listening skills
- Develops reading readiness skills
- Develops oral language skills
- Encourages an interest in and respect for books
- Develops an appreciation of good literature
- Develops imagination
- Increases attention span

Science

- Develops observation and discrimination skills
- Develops respect for the environment
- Encourages a child’s curiosity

Blocks and building materials

- Provides practice with social skills
- Develops gross and fine motor skills
- Teaches mathematical concepts (shape, size, balance, counting)
- Increases creativity and decision-making skills
- Develops visual discrimination skills
- Provides an opportunity for role play
- Increases communication skills and oral vocabulary

Housekeeping and dramatic play

- Provides an opportunity to role play home experiences
- Increases social development and communication skills
- Develops small and large muscle coordination
- Develops self awareness
- Develops visual discrimination skills

SUMNER SCHOOL DISTRICT LEARNING CENTERS

We believe we are a high quality-learning center, focusing on the needs of the families and children that attend. We hire kind, caring individuals that understand the need for young children to be in a nurturing environment, surrounded by kindness and developmentally appropriate activities and stimulation. If at any time any member of any community believes that somehow this is being compromised we ask for open communication. We WELCOME constructive criticism, knowing that without input from others, we cannot do our job.

Parent Handbook Agreement

Child's Name: _____

Date: _____

I have read, received and understand the needs of the Sumner School District Learning Center and will follow guidelines listed in the Parent Handbook for the year 2009-2010 to the best of my ability

Parent Name: _____

Signature: _____