



Lovely Day Preschool
nurture. play. inspire.

Parent Handbook

Lovely Day Preschool
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WELCOME!

We would like to thank you for choosing Lovely Day Preschool. We are blissfully dedicated to helping young minds thrive making it our goal to encourage the expansion of the whole child. Our limited classroom size ensures that your child will get individualized care in order to better develop socially, emotionally, physically and mentally...naturally. We look forward to guiding your child at a pace that maximizes their joy for learning that, in turn, builds up the children's self-confidence and self-esteem.

With Montessori inspired teachers, our classroom is set up to reflect the original ideals set forth by Maria Montessori. However, we are not a Montessori school and we incorporate teaching methods from Waldorf education as well as some ideas of our own. That being said, we make every effort to seek out cutting edge educational methods and materials to compliment our learning environment by attending workshops and partaking in online courses, such as the TED talk series, the Peaceful Parenting Conference with Dr. Laura Markham, and Kelly Dorfman's presentation on nutrition...to name a few.

A foundation of love, patience and respect supports our preschool and it is with those core values in mind that we've written this handbook. In it you will find an outline of our policies and procedures, as well as our schedule of activities and other information. It is important that you read it thoroughly before your child enters our care so that we may answer any questions that you may have at the start.

*The Greatest sign of success for a
Teacher, is to be able to say...
"The children are now working as
if I did not exist."*

- Maria Montessori

HISTORY & FUTURE

My dad once said to me that he saw me working with kids and at the time I was mid-career (unhappily) producing high-profile events in NYC and had no plans of getting married or having children of my own, it just wasn't for me. But things changed when happiness became a priority and I moved back to my hometown of Ithaca, NY. Once here I met and married the love of my life and started a family. Having always been drawn to research, I read as much as I could before my son was born. After a beautiful home birth, I went to place him in his crib and I couldn't...my heart said no. It was in that moment that I knew that my mothering intuition would always precede my logic no matter how many books I read. A few months later I came across the term "Attachment Parenting" while reading through Dr. Sears's website and thought, that's me..., us. Now, in this new chapter as "mom", the only thing I can imagine myself doing is working in service for children, their mothers and their families. When I sat down to compile this handbook, I realized that this wasn't just a new job, or career, I was, in fact, writing out the guidelines for the life I love to live and the kind of parent and caregiver that I am motivated to be. Dare I say that I have found my path? A simple 'yes' will do. Lovely Day is a continuous daydream, unfolding of its own momentum...

In setting up Lovely Day Preschool, it was a priority to create an educational environment that was safe, fun and appealed not only the five senses but nurtured the intuition sense and our inherent sense for interconnectedness as well. I envisioned a learning space where the uniqueness of each child was promoted, honored and respected by its peers and teacher guides. I wanted healthy foods, accredited, balanced and lovely teachers, a welcoming space, exposure to as many things art, language and music as possible and a holistic manifesto that encompassed the child and his/her parents and family's well being.

One thing I learned early on was that in order to be a gentle parent, I needed to be gentle with myself. That it is important for parents to remember that while we are focused on our children's education and survival, we can sometimes forget that we are undergoing the same transformation that they are simultaneously. After all we are parenting, say, a 2 year and 16 day old toddler...we've never done that before. Then the next day we are parenting a 2 year and 17 day old toddler and we've never done that before. Fast forward a few years and we are parenting a 2 year and 16 day old toddler with a 4 year-old older sibling, we've never done that before either! It's safe to say that as parents, we are brave enough to pioneer a new day every day, boldly going where our hearts have never taken us before, expanding our capacity for love and patience. And what to do when we slip? If we wake up one day and we don't feel brave? In our modern day, there are so many resources available to us, but those "resources" are really a replacement for the extended family and community that once raised a child and mother and family. At lovely Day we hope to be your extended family, a place to feel at home...we aspire to be your community.

With love and light,

Mary Archin, *Founder*
Melissa Ebner, *Lead Teacher*
Marisa Rae, *Lead Teacher*

The child is both a hope and a promise for mankind.

—Maria Montessori

MISSION STATEMENT

To provide a nurturing, playful and inspiring educational environment for children, their families and caregivers.

PRINCIPLES

Every child is a unique person with creative potential, the drive to learn, and the right to be treated with respect as an individual. As children are profoundly affected by society and their immediate surroundings, we create an environment that is harmonious with the child's natural development.

Children have inherent freedom that drives them to explore and move. Our role as teacher guides is to create a structure that enables them to see themselves as both independent and part of a group.

Montessori practices help children to explore and master their environment through activities and play, which aid the development of the whole personality. Children are encouraged to work at their own pace, either individually or in co-operation with others. Mixed age groups provide opportunities for the children to develop their social abilities within the harmonious community that is Lovely Day Preschool.

Children are carefully observed, both individually and as a group, to assist their full development.

We promote the holistic development of each child individually by placing emphasis on:

- Self-confidence and self-esteem
- Self-determination within respective age limits
- Confidence in voicing one's own opinion
- Building of self-assurance and assertiveness
- Encouragement of social awareness and interconnectedness
- Learning about responsibility and accountability in small steps
- Learning conflict resolution
- Respect for the developmental rhythm of each individual.

INFLUENCES

Prior to age six, a child learns more easily and efficiently than at any other period in life. Research has established the critical importance of the first six years of life for a child's physical, cognitive, emotional and social development. There are many philosophies of child development and also methods for guiding such development and at Lovely Day Preschool we have chosen Attachment Parenting as the school underpinning with Montessori ideals as our structure and we implement other philosophies such as Waldorf as well as ideas of our own. Our intention is to let the child direct us as to which method suits their developmental needs at any given time. We are prepared to research new ways of learning if a child needs this to thrive.

Since our teachers are trained in Montessori education, and our classroom is set up with a Montessori structure, this next section is meant to give you a short description of the Montessori method but we invite you to do your own research as well.

A Montessori environment differs from the traditional classroom in more ways than just structure. The materials are arranged on low shelves and the child is free to choose the activities that interest him or her. The emphasis is on

manipulative activities. Young children really enjoy getting their hands on learning materials. The children also have an abundance of energy and learn through movement, so Dr. Maria Montessori felt it was necessary for the children to have activities in which they could become actively involved. The learning materials in the environment are referred to as “works,” not toys as the children work with the materials. Using this terminology gives the activities added dignity. The children enjoy calling it “work” as they can identify with the work their parents perform. In addition, the children see that purposeful work can be enjoyable. The children do find the work gratifying in that they determine what they want to do. At Lovely Day Preschool however, we would like to emphasize that “work” is parallel with ones passion, so that it does not carry with the negative connotations that one might think of when they hear the word “work”.

The children are not presented materials they are not ready for or in which they have no interest. Through their choices, they reveal themselves. By observation and with parent’s feedback, the teacher can determine interests and abilities. The joy is in the doing rather than in the end product.

The role of the teacher in a Montessori environment differs from the traditional role as s/he prepares the environment but is not the center of activity: the children interacting with the environment are. The teacher makes observation notes during the course of the session and uses them to prepare the environment. And, of course, she works with the children, familiarizing them with the materials and guiding them in socially acceptable behavior. Traditional schools group the children chronologically however, Dr. Maria Montessori felt the classroom should reflect the real world; thus she developed the concept of the “family group.” The family group is a balance of children where younger children learn from older children and the older children grow in confidence as they help the younger children as a spontaneous occurrence.

THE LEARNING SPACE

Our learning space is comprised of three areas; an outdoor yard, and indoor classroom and a garden porch. In designing these areas, we wanted to bring a balance of glowing, organic, fluid and flowing elements as defined by:

Glowing: Fire, transformative. A space that glows refers to the ‘magic’ one feels when entering a room. It is warmth and light. A space that supports inspiration, passion, enthusiasm, and desire. We have redesigned the space to have plenty of windows for natural light to shine in on the floors and walls. We will place prisms and crystals in the windows to create rainbows bouncing around the walls. The stairs as you enter our classroom are painted in rainbow order that creates a momentum as a child climbs. We will be clearing the space through positive intention before and after each class. Our on-sight bread-maker will transform the space with the scent of nourishment.

Organic: Earth, grounded. It is the physical space that is stable and secure, using natural materials. Stability is mother earth's unique gift. A space that supports strength, prosperity, growth, and stability. Our grounds, floors, and walls will be strong, natural in color & feel. The decorative and organizational pieces will be placed with an intention to create a feeling of safety.

Fluid: Water, emotion. A space that can be intuitively shaped to whatever feeling contains it. It is the ebb and flow of a malleable classroom. A space that supports love, peace, purification, and healing. It cleanses, nourishes and reflects. We will have opportunities for water play, both inside and out and will create mirror spaces for the younger and older children to play with. Our classroom can be re-designed based on what a teacher guide intuitively feels might be a good for the energy of the classroom.

Flowing: Air, knowledge. A space that is detached from what it contains. It is uncontainable and changeable. A space that supports mental activity, thoughts, reason, intellect, persuasion, insight, vision and communication. In fostering detachment from what our space contains, our intention is to allow imagination and new ideas from the children each

day. The indoor air quality will be monitored - purified and have a balanced humidity. Our ceiling fans will circulate the energy.

With our physical spaces balanced with the elements of this section, we were now ready to balance our interior space with the following learning areas.

THE LEARNING AREAS

A Harmonious Daily Routine places emphasis on guided free play in a classroom environment that is homelike, includes natural materials, and provides examples of productive work in which children can take part. Outdoor play periods provide children with experiences of nature, weather and the seasons of the year. By providing activities for children to imitate, we hope they will initiate from there. By allowing them to learn by example we hope to inspire spontaneous play. The schedule is oriented to provide a rhythmic experience of the day, week, month, and seasons.

Life Skills

Young children have a strong urge to become independent. Practical Life activities help them to perfect the skills they need in daily life. These activities teach children how to care for themselves and the environment around them. Activities such as table washing, watering plants, Ironing napkins and placemats, making a snack, brushing teeth and washing up enable the child to participate in daily life and promote the development of concentration, hand-eye coordination and muscular control. While learning essential life skills, the children are also developing the capacity to focus their attention for the entirety of an activity. Successful completion of such tasks gives children a real sense of their own achievement, and this builds their self-confidence.

Sensorial Exploration

Children are vividly aware of the world, constantly exploring it and taking in impressions through all their senses. The sensorial materials encourage children to order and classify the physical properties of the world they live in. Activities focus on educating and refining the child's senses in order to discover and learn about the environment. Here your child will learn to judge different heights, lengths, weights, colors, smells, sounds, textures and shapes. We will use homemade play-dough, rocks, crystals, water & gardening activities to stimulate and develop the senses, refining children's powers of observation, perception, exploration and communication. The sensorial materials also prepare the child for reading and writing.

Cultural Exploration

The Montessori approach covers a wide range of subjects that reflect the broad interests of young children. The Montessori environment stimulates these interests and extends knowledge and understanding of art, geography, history, music, theatre, science and the natural world. Cultures from around the world are explored and celebrated. We encourage parents to come in and speak with the class about their spirituality and family traditions.

Mathematics

Our mathematics materials enable even a very young child to achieve a natural appreciation of mathematical concepts through his or her own efforts. This avoids the mental blocks that so often occur in children faced with purely abstract concepts. Specially designed equipment helps children to grasp concrete ideas along with sensory experience of sorting and ordering numbers, sizes, quantities and mathematical operations. This builds a solid foundation of mathematical concepts, enabling effective future learning.

Language and Literacy

The freedom offered to the children to express themselves creates many opportunities for them to communicate with their peers and the adults. We emphasize the development of vocabulary based on real experiences and the early preparation required for reading and writing. The joy in language and also in reading and writing is supported and

encouraged by the specific teaching structure of the language material, and also by the linguistic role models, provided by the teacher guides and the other children. Storytelling, picture viewing, discussions with the children, theatre scene playing, speaking verses and singing songs all form part of the daily routine. We also develop oral language with songs, poems, movement games and daily stories! We recite the alphabet phonetically and expose children to foreign languages – as many of them as we can.

Natural Play

Dirt, water, rocks and more dirt. Being outdoors is very important. Children develop gross motor skills as they climb, jump and swing and also social skills as they take turns on equipment and play hide and seek. We believe strongly that children should be in touch with the substance of their world, encouraging work with clay, gardening and growing activities and even building little houses. Our porch garden will give the children opportunities to engage in growing plants.

Social Skills

Children are not born with an innate knowledge of why we shake hands, or kiss, or rub noses – a way of greeting each other depend on culture. In the Montessori classroom they learn appropriate greetings. As they become aware of other cultures they are encouraged to celebrate differences and value them equally. During circle time children are shown how to move quietly and carefully around the classroom, push in chairs, wait patiently before politely gaining someone's attention and are reminded how important it is to allow others to work undisturbed. These ground rules in the classroom give every child total security. Children also learn to notice if somebody needs help and that nobody is too small to be useful.

Body & Self Awareness Skills

When one is aligned with their true selves, they are blissful and feel abundant. Children are naturally in this state most of the time, but as they age they can lose this enlightened quality if they are not encouraged and educated on how to thrive and remain in this light frequency of being. Yoga, meditation, breathing techniques and identifying feelings and sensations in their bodies when they feel strong emotions can raise an energetically aware and grounded child. An open snack table, an open door to the restroom, and reinforcement of open communication in our space will help the child feel open and worthy of nurturing their basic needs when they feel them. This also translates to securing healthy boundaries, an important part of toddler education. Learning what is theirs, what is to be shared and what is not theirs can be confusing. As they are too young to read, one way that we will help a child recognize personal areas will be by labeling what's theirs such as their cubby, with a symbol that they choose such as a lady bug, star or rabbit. We also feel that it is very important that a child know his body parts by their real name - including their private areas - so that if they feel hurt they can inform a caregiver of their needs.

Imaginary Play

Aids to development via play generally consist of simple materials drawn from natural sources that can be transformed imaginatively to fit a wide variety of purposes. Our costume chest will contain strips and swaths of material in varying colors and patterns that can be transformed into anything that child imagines. Couch cushions can become forts on rainy days, a box from a delivery to become a car. We are prepared to let any item in our space be used in imaginative play as long as each item, peers and teacher guides are respected. At the end of each day the space will be restored to order, ready for the following day's genius creations.

Cultural & Family Exploration

Cultural and seasonal festivals drawn from a variety of traditions, with attention placed on the traditions brought forth from the community will be celebrated. We encourage families to speak to the class about their culture, favorite foods, traditions and lineage. At the start of a child's time at Lovely Day Preschool, we ask you to bring in a photograph of your family to be hung on the wall for all of the class to see.

Electronic Interference?

We feel that modern media and technology plays an important role in our society. Modern cartoons and programs can be an excellent learning experience for your child and a window to an outside world, so judgment and rigidity about electronics has no place in our classroom. However, we only have a short time with your child each day and have chosen to use this time with tangible and imaginary play without the use of electronics and TV.

MONTHLY THEMES

Each month we change over the classroom bringing in new energy, new works and décor relevant to our monthly theme while also highlighting both the learning areas and the learning space. Our monthly themes are based on the seasons, any holidays that month and western astrology - there is no need to have any understanding of this art form and we won't be imposing astrological view points on your children any more than any other holiday that we acknowledge, but we will be capitalizing on a structure that has been evolving since ancient times.

Our intention with each monthly theme is to expose, expose, expose! The key here is not for kids to become, say, planet experts, but to put into focus aspects of our every day life and environment and get those synapse's firing - after all, we may just find out that a child has a particular bend towards something in our classroom and what a wonderful discovery that would be!

At the beginning of each month parents will receive an in depth description of that months theme (See addendum A). Then at the end of each month, parents are sent a re-cap of how the month went...what was added, what didn't work, what was most popular and why. We also follow-up with as many pictures and videos as we can collect throughout the month...

Here are our monthly themes:

April – I AM	October – I BALANCE
May – I HAVE	November – I DESIRE
June – I THINK	December – I SEE
July – I FEEL	January – I USE
August – I WILL	February – I KNOW
September – I ANALYZE	March – I BELIEVE

Parents are encouraged to get involved with our themes. One way to do this is by asking your child questions. Earthweareone.com compiled a list of 15 questions that you can ask to get your kids talking about their day. "Also by asking your kids these thoughtful questions, you'll not only encourage conversations, but help them develop a healthy mindset as well. Some of these questions will also help you to enhance your relationship with your children and bond with them, while learning to better understand them." At the end of the monthly theme newsletter, we will offer suggestions as well.

PROGRAM

Opening Hours and Schedule

The preschool is open Monday to Friday from 8:00am – 5pm.

Full Time is 6 hours a day from 8am – 2pm

Half time is 3 hours a day from 9am-12pm

The after school program is available to full time students and runs from 2pm-5pm

8:00 – Welcome and free play **(ALL)**
 9:00 – circle time **(ALL)**
 9:15 – work period/ morning snack **(3+ students)**
 9:15 – Outdoor play/ Yoga / Story time / Music / Dance / morning snack **(Under 3 Toddlers)**
 10:30 – work period/ morning snack / toileting **(Under 3 Toddlers)**
 10:30 – Outdoor play/ Yoga / Story time / Music / Dance **(3+ students)**
 11:30 – Lunch **(ALL)**
 12:00 – Nap / end of day for half-time children **(ALL)**
 1:00- 2:00 – second work period centered on partner and group activities **(ALL)**
 2:00 – end of day for full time children

2:00 – 5:00 – After school program includes; Group projects / Art / Expressive play / Outdoor play/ Yoga / Story time / Music / Dance / cooking

The children go outdoors every day except if it is raining hard, it is below 20 degrees or if it's unbearably hot and humid. In general we spend much more time outdoors when the weather is warmer and even opt for the "outdoor classroom". This could include a picnic in the park, a visit to the Cayuga Nature Center, the Children's garden, or a local farm.

Circle Time

Circle time provides the children with the opportunity to interact with each other as a group. During this time, we will learn calendar skills, weather skills, sing songs, learn about the materials, read stories and learn about each other. The teacher will also use this time to prepare children for the day and review the theme of the month. No child is required to sit during circle time if s/he chooses not to.

"Grandma" Time

We aspire to be your families' extended family and one of the ways that we like to build on that is by having time with a grandmother archetype each week. Our multi-talented "grandma" comes in once a week to hold classes in music, spinning, weaving, singing, gardening, painting and storytelling.

Art

The majority of our projects are focused around the seasons and monthly themes. Individual art projects stimulate a child's mind to be creative. These activities also assist in the development of fine and gross motor skills. Children also achieve a sense of pride and accomplishment through the development of projects. Our program is filled with hands-on learning activities as well as open-ended art activities. Open-ended art allows the child to explore the use of various materials and processes and enjoy what happens. Art projects are designed to help the children develop their creativity and the use of specific skills.

The children are in the process of learning. We believe that it is the "process not the product" that is important and we will treat all of your children's projects as they are – divine masterpieces!

Events and Festivities

We celebrate all the local festivities as well as some of those from other countries, especially if we have children and staff who represent those countries. Please feel free to offer up suggestions!

School Closings

Weather: During the winter months, we follow the Ithaca City School District for school closings.

Holidays: Out of respect for a child's routine, we are only closed for the following holidays:

- Thanksgiving and the Friday after
- Christmas eve to the day after New years

- Memorial day
- The 4th of July
- Labor day and the Thursday and Friday before

Environmentally–Friendly Preschool

We are certified as an Eco-Healthy Child Care® Provider for our emphasis on recycling and efficient use of energy supplies. The practice of automatic recycling of materials and reduced waste is essential for the overall organization. We also use many household recyclables in arts and crafts projects and in our garden. Our toys are made of biodegradable materials whenever possible and any plastic are BPA and hexane free. Our environment has been checked for lead, mold and other toxins as well. For more information about this certification please visit www.CEHN.org.

ADMISSIONS

Registration Statement

Lovely Day Preschool is non-discriminatory in its admission policies. We believe in equal attention and care for all children without regard to sex, race, color, creed, national origin, religion, development or beliefs.

Our process for children to be admitted at the preschool is:

- Online Initial Registration form completed.
- A tour of the classroom (this can be scheduled at the same time as your meeting with the staff).
- %30 of first month’s tuition must be paid once your child’s enrollment is confirmed.
- Completion of all paperwork and medical statement is required before your child’s first day.

Waiting List Policy

Applicants who wish to have their child’s name placed on the waiting list must follow the same steps for enrollment except in place of the 30% deposit, you will pay a non-refundable \$75 wait list fee. Admission will be granted on the basis of availability. Parents/Guardians will be notified when space becomes available. Confirmation of your child’s space must be given within 2 weeks of the notification, or the space will be forfeited and the child’s name will be removed from the waiting list.

Tuition

The monthly tuition fees are:

Over 18months – under 2 years
 Full Time (M-F, 8am – 2pm) - \$1200
 Half-Time (M-F, 8am – 12pm) - \$950

Over 2 years – under 5 years
 Full Time (M-F, 8am – 2pm) - \$1050
 Half-Time (M-F, 8am – 12pm) - \$850

There are three options for payment, by semester, by month, or bi-weekly.

By semester: If you wish to pay by semester, we can offer you a 10% discount on the total cost. Tuition must be paid by the beginning of the semester. Upon enrolling a non-refundable 30% deposit of 1 months tuition is required.

By month: If you wish to pay by month, you must provide a non-refundable 30% deposit as well as the last month’s tuition fee upon enrolling. Thereon after, tuition is due on the first of each month. If you choose to pay bi-weekly,

then payments are split between the 1st and 15th of each month. Payments may be made by personal check or by credit card. If paying by credit card, you will need to calculate a 2% fee and add it to the total bill.

There is a \$50 late payment fee if it is not paid by the 5th working day of the month. If it is still not paid after this time, then the child cannot attend the preschool until the fee has been paid. We will make every effort to resolve any payment issues, so please do contact us immediately if you foresee any problems so we can begin to find a resolution –our goal is to do what’s best for everyone.

Scholarships

At Lovely Day we believe in “everyone education” and we will be working towards implementing scholarship monies in the future and will be holding fundraisers and events for this purpose. Lovely Day Preschool will either offer a percentage match or start the donation process.

Taking Time Off / Holidays

If a child takes some time off from the preschool or goes away on holiday, the full fee is still due otherwise the child loses his/her place at the preschool. Please make sure that you inform us when the child will be absent so that we can organize ourselves accordingly. **Make-up days are not possible.**

Termination

Lovely Day Preschool reserves the right to discontinue service to a family if financial commitments are not met. Written notification will be given to the parents to allow for ample time to find alternative care. We will make every effort to resolve any problems prior to termination so please do contact us immediately if you foresee any problems. Documentation will be provided upon request prior to suspension or termination.

Leaving the Preschool

We require one month’s notice before your child leaves the preschool. This is to give us time to prepare for a goodbye party for your child and for the welcome of the new child who will be joining us. When our classroom forms its rhythm, we become like one big family and sudden absences can be confusing for the other children.

STARTING AT THE PRESCHOOL

Directions / Parking

Lovely Day Preschool is located at 304 N Geneva Street at the corner of Buffalo St. The entrance to the preschool is on the Buffalo St. side of the house. Just walk up the porch and go through the glass doors.

Parking downtown is often difficult so please allow enough time to find a good parking spot. At no time will parking or idling in the preschool driveway be allowed as it is reserved for the teachers and the private residence. Parking in the neighbor’s parking lot is also not permitted.

Settling-in Time

The first days in a new environment with new people can be fun, but also tiring and stressful. We therefore prefer to have each child phase-in to the classroom environment. The amount of time for the phase-in depends on how much your child needs and so if the adaptation to the new environment is difficult or stressful, we will keep the hours short and adjust the drop off and pick up times accordingly. One way in which we hope to ease the transition is by offering home visits before the child even comes to visit our preschool. If you feel that this would be helpful for you and your child, please call us to arrange a time.

A typical phase-in schedule looks like this:

Day 1 – Parent(s) and child come to observe our classroom during the morning work period and stay for as long as your child is having fun.

Day 2 – Parent(s) and child come to our classroom during the morning work period. When your child is settled, parent(s) leave the child with the teachers while you come and meet with the preschool director to walk through this handbook and go over our policies.

Day 3 – Parent(s) and child come to our classroom at the beginning of the preschool day and help him/her settle in. Parents say a quick goodbye and either leave the preschool, or meet with the preschool director to finish going over the preschool policies. Parent(s) pick up your child after 1 – 2 hours.

Day 4 – Parent(s) drop their child at the beginning of the preschool day and leave for a normal day. Please keep your cell phone on in case we need to reach you.

Parent/Child Separation

Separation can be stressful for both the parent and the child, especially in the early days. It is not unusual for a child to become teary when separating from a parent in an unfamiliar situation. Remember, this is a new environment with new faces. We provide an option to be flexible, where we can, but we offer the following preferred guidelines:

- Please do not attempt to sneak out without saying goodbye to your child.
- We do not use times such as, 10 minutes or 2 minutes because a young child's sense of time is not yet fully developed, instead we use symbols and milestones. However, in keeping with a rhythm, about 10 minutes before you must leave, prepare your child by saying "mommy/Daddy is going to leave after we are done drinking our juice, but I'll be coming back to get you after you have finished playing on the playground." If your child is tearful at hearing this, hold him/her and help them work through their fears of you leaving. Then again at 5 minutes repeat the process and if they are again tearful, reassure them that you will come back and hold them lovingly as you help them work through their fears. At this point one of the teachers will be there to help transition your child. When it is time to leave, emphasize that you will come back. Then, give a kiss and a hug and leave. With this method we hope to dispel guilt and instead to empower both parent and child as you are there for them as they work through their fears.
- As difficult as it may be, make your goodbye short and sweet when it is time to leave, even if your child is tearful. Our staff is trained in these difficult transitions and will surround your child with love and sensitivity as they integrate them into the classroom.
- Do not linger around after you have said goodbye, this can confuse your child and prolong the fear of separation.
- During the first few weeks, after the parents have said goodbye, if the child is still upset after 30 minutes, then we will call the parents back to pick up the child and we will try it again the following day.

Children with Special Needs

We are happy to wear small children whenever possible in the sling that fits the child/caregiver best. If it becomes necessary, we'll set up an alternating system for each child to get that closeness during the day.

If a child has other special needs, parents and teachers will formulate a learning option that fits your child's special needs. We welcome physical and occupational therapists into our classroom.

Pacifier/Dummy Policy

If your child is still attached to his or her pacifier, then please let us know so that we can protect your child's pacifier much as you would at home. We will, however, gently work towards a pacifier free child and classroom.

Diapering & Toilet Policy

We provide 7th generation disposable diapers or, if you prefer, you may supply your own diapers. We use hypoallergenic wipes and all natural barrier creams if necessary. Children are changed standing up and invited to help with the process.

A fully toilet-trained child should be able to tell us when they need to go to the toilet and we can assist them if needed. If a child wets himself/herself, we will change them into their reserve of clothes. The child will be washed up to the

best of our abilities. We ask that you send your child to school in clothes that give them the best chance at succeeding in toileting independence. This means easy on/off pants such as sweatpants and steering clear of belts and pull-up diapers.

General Hygiene & Cleaning

- We support assisted teeth brushing after snack. We provide fluoride free toothpaste and/or coconut oil for your child to use, but you are welcome to bring another toothpaste to be used.
- We do not use anti-bacterial soap, but both big hands and little hands will be washed often. Individual towels are used and washed each day.
- As much as regulations allow, we use all-natural cleaners in our classroom such as vinegar, baking soda and hot water.
- We use Dr. Bronners Soap and if there is an organic mess made, we will use Nature's Miracle enzyme spray.
- The Lovely Day staff will clean up the toys and any messes made in the space to re-set it for the next class. Deep cleans will happen by a professional company once a week, twice if necessary.
- Laundry is washed with scent free, simple detergents.

Napping Policy

Naptime is typically at noon each day but we have an area where the children are free to relax, lie down and fall asleep if they are tired. We will not push a child to sleep, if they cannot lie down on their own. Each child reacts differently to the change in routine when they start preschool. Some children stop napping, while others re-start taking midday naps. Our default policy is to follow the rhythm of your child that helps strengthen your child's body & self-awareness skills. But we also take a holistic approach by taking the whole family's needs into account. That being said, if you feel that your child should nap during preschool, then please let us know and we will do our best to help your child help themselves.

Things to Bring on the First Day

Children are assigned their own basket and cubby when they enroll - a place to keep items that belong only to them as well as a place to hold artwork and crafts to be picked up by parents. Here is the list of things to have at the preschool at all times:

- Water bottle, labeled with full name
- A picture of your family to be framed and hung on our wall
- A toothbrush & toothbrush cover
- T-shirts x 2
- Easy on/off pants such as sweatpants
- Sweater or sweatshirt
- Socks
- A pair of indoor shoes
- In spring and summer months: rain gear – rain boots, rain jacket and rain trousers (please write your child's name on each item)
- In autumn and winter months: snowsuit, waterproof snow boots, waterproof mittens (not gloves) and a hat.
- For potty trained children – extra underwear and a change of pants

Clothing Suggestions

In Ithaca, weather is unpredictable so in order for your child to enjoy the day inside and outside the preschool, please have him/her dress according to the weather. In addition, durable clothing that can withstand the energetic activity of young children is the best. Children at our preschool will be getting their hands dirty for different activities such as painting and messy projects as well as mealtimes so we would suggest easily washable clothing that can resist being soiled repeatedly.

When selecting indoor or outdoor clothing for preschool, please make sure that it is simple enough so that your child can put them on himself/herself. This way your child can enjoy their day without being concerned about his/her clothes, especially if they are showing interest in toileting.

PLEASE LABEL ALL CLOTHING WITH YOUR CHILD'S NAME. We cannot be responsible for lost or damaged articles.

When your child comes home and changes clothes, please check the pockets for blocks or objects that may be part of our classroom materials. We are never angry with a child for taking something home and ask that you also not get angry and just explain that we need them at the preschool for other children to play with. We know the child loved the item as much as we all do — so please just return it.

We request that no toys are brought to the preschool as they cause a distraction from the play space that we have set up for the class. If your child needs to bring a small toy from home, then they can leave it in their cubby during the class.

Please keep in mind that we cannot be responsible for any lost or damaged items brought to the preschool.

Attendance

Parents should notify us when a child will not be attending the preschool for the day or when they take a holiday so that we can organize ourselves accordingly. The best way to notify us is by calling or sending a text to (607) 280-2113 or by sending an email to: info@lovelydaypreschool.com

Signing In and Out

There is a clipboard at the top of the rainbow stairs for you to sign in and out your child each day. If you are not picking up your child that day, please indicate this in the notes section. The sign in sheets not only help us know who needs to get ready to leave and at what time, they are invaluable in emergencies. Emergency personnel use these sheets to count heads in the event of an emergency, especially a fire. Our staff will do our best to remind you each morning, but it is your responsibility to remember.

Pick Up by Authorized Person

Children will be released only to either their parent/guardian or a person who is authorized to pick them up. We must be notified in advance if someone else is to pick up your child. We must be given the name, a physical description and the telephone number of that person and when they arrive, they will be asked to show a valid photo ID such as a driver's license, Sherriff's ID or passport. Ideally, we would like to meet the person first so that we are familiar with them. If we do not know the person picking up the child, we will call the parent first and confirm that this person is authorized to leave with the child. If we cannot get in touch with the parent first, then the child will have to stay with us until we can contact them. Additionally, if the person picking them up noticeably distresses a child, then we will notify you

Immediately. We ask that all parents leave their cell phones on while your child is in our care for emergencies and situations such as these.

Late Pick-up

It is important that you come and pick-up your child before the preschool closes at the end of the day. If you come late, it will not only distress your child but it will keep staff from leaving on time. If it occurs repeatedly, we will work with you to resolve the issue of picking up your child on time.

FOOD AND MEALTIMES

Mealtimes

At Lovely Day Preschool, all food is provided and included in the tuition fee. We serve hot meals as well as raw foods based on an organic, vegetarian diet as much as possible. We believe that a healthy diet is essential to children's wellbeing and ability to learn. We have created an environment of healthy eating and an interest in good, fresh food.

We use sturdy glass cups and dishes as it promotes respect and gentle care from the child.

Cooking activities and food related to our monthly theme encourage children to explore food from its source to the plate. We provide a perfectly balanced menu that gives your child the best possible chance to thrive and flourish.

We cook and prepare everything in our own kitchen. This ensures that we know exactly what is in the food, and helps us make sure any allergies are avoided.

When available, we also use seasonally available fruit and vegetables from a local CSA for slicing, cooking and juicing. These tend to be fresher and tastier – making our menu more nutritional and helping us to do our bit for sustainability too. We try to introduce a wide variety of ingredients and flavors to the children so that they can grow up being healthy and feeling positive about trying new foods.

Lunch is served family style, and children can serve themselves the portion that they wish with the guidance of the teachers.

Snack Time

Snack is always available during preschool hours. We have a buffet style snack area where children can serve themselves. They are taught to take a plate, add the amount of snack recommended and then bring their plate to the table. Once they are finished, they clear their plate and wash their hands. If they would like more, they can return to the buffet and take what they like. By leaving the snacks out on the table we would like to teach children to feel their bodies and eat when they are hungry. In the same vein, no child is obliged to have a snack if they are not hungry.

Drinks

There is always a child friendly water dispenser or water pitcher and cups available for them to serve themselves when they are thirsty.

While we see the value and nutritional benefits of dairy products, our default policy is to not offer milk and other dairy products in our classroom and instead focus on other pathways to the same nutritional balance. Occasionally we will serve (mindful of allergies) rice, hemp, flax seed, almond or coconut milk. We do not give juice to the children unless it is a special celebration, like a birthday or cultural day and even then it is watered down.

Friday Self-Catering

If you are so inclined, a child will have the opportunity to bring snacks from home to share with everyone else. This is not a mandatory activity, but rather a way to integrate a little of your home into our classroom. If you decide to do this, please let us know in advance so that we can alert you (and parents) to any possible allergies and also please make sure that there are enough snacks for all of the children.

Examples of food to bring (we will alert you to the allergies in our classroom): hard-boiled eggs, salads, dips, savory pancakes, vegetarian croquets, vegetarian pizzas, falafel, rice, pasta dishes, couscous, sandwiches, fruit, etc.

Social Behavior

We believe it is important to develop the child's social skills. Mealtimes are very important in this respect. The children lay and clear the tables. They serve themselves family style and sit together to enjoy the pleasure of the meal, which

becomes an educational and social occasion promoting good manners. Finally, they put away the dishes and clean up, promoting responsibility for the entire mealtime.

Allergies and Intolerances

If your child has any allergies or food intolerances, please let us know before they start so that we can adapt our menu for them. If your child is anaphylaxis to anything, a special meeting will be required with the primary caregiver to formulate a daily routine and an emergency plan that works for everybody.

Birthdays

Birthdays are a special time and we like to celebrate them with all the children. On each birthday, we have our birthday circle. We tell a little birthday story and then we sing Happy Birthday (in as many languages as we know!). You are welcome to bring a special snack for your child to share with all the others. We accept sweets, cakes and frozen treats, but we ask you to refrain from treats that contain honey and caffeine (such as chocolate) to accommodate the younger children.

Menu

As the menu is constantly changing based on what foods are in season, our menu will be posted each day on our menu board.

HEALTH AND SAFETY POLICIES

Health Policies

For the health and well being of your child and of others at the preschool, please keep your child at home if he/she exhibits any of the following symptoms:

Fatigue (for any reason), lethargic behavior

A fever (a child should remain at home for 24 hours after the fever is gone and/or prescribed antibiotics administered for 24 hours before a child returns to the preschool).

Sore throat, nausea, vomiting, diarrhea (the child should remain home for 24 hours after the last episode, as diarrhea can be very contagious).

Red, "crusty", itchy eyes (conjunctivitis or pink eye is very contagious). The child must be kept at home for 48 hours while being treated with antibiotics and should only return to the preschool if there is no discharge from the eyes.

Please remember that a sick child will be much more comfortable at home than at the preschool. If your child's illness makes him or her sleepy, weepy or cranky at home, he/she will be more so at the preschool.

Please do not send a sick child to preschool and **DO NOT GIVE A SICK CHILD MEDICATION BEFORE PRESCHOOL SO THAT THEY CAN "MAKE IT THROUGH"**.

Parents will be contacted to pick up their child if any of these symptoms occur at the preschool:

- Severe pain or discomfort
- Acute diarrhea (2 instances in a row)
- Episode of acute vomiting
- Elevated temperature
- Sore throat or severe coughing
- Yellow eyes or jaundice skin

- Red eyes with discharge
- Infected & untreated skin patches
- Difficult or rapid breathing
- Skin lesions that are weeping or bleeding
- Swollen joints
- Visibly enlarged lymph nodes that are not there normally
- Stiff neck
- Blood in urine

Once the child is symptom free, or has a doctor's note stating that he/she no longer poses a serious health risk to himself/herself or others, he/she may return to the preschool.

For the following more serious, contagious diseases, we ask that you alert us immediately if your child falls ill so that we can notify the other parents. A child is required to have a doctor's note stating that he/she no longer poses a serious health risk to himself/herself or others, before he/she may return to the preschool.

- Respiratory illness
- Hand, Foot and Mouth disease
- 5ths disease
- Bed bugs in your home
- Gastrointestinal illness
- Chicken pox (the child can return to the preschool after 6 days have elapsed since the onset of the rash or once all sores have dried and crusted)
- Giardia lamblia
- Impetigo
- German measles
- Hepatitis A
- Head lice, scabies or other parasitic infections
- Hemophilus influenza
- Salmonella
- Measles
- Shigella
- Meningococcus
- Mumps
- Strep Throat
- Tuberculosis
- Whooping cough / Pertussis

Administering Medication

We do not have a teacher on site that is licensed to administer medication. We ask that all medication be given to the children at home. If a dose is necessary during preschool hours, a parent or trusted guardian must come to the preschool to administer it.

Sun Protection

To ensure sun safety awareness, we are encouraging the following sun protection measures:

- During summer months, children must arrive to preschool with sunscreen already applied. Please cover the entire body as the sun can penetrate clothing.
- Sun hats are recommended especially in the summertime (please make sure to label all items with your child's name)
- We also have paraben free sunscreen lotion at the preschool and if the sun is particularly strong, we will help the children re-apply.

- Please let us know if your child is allergic to any ingredients in lotions.

Immunizations

We do not require children to be vaccinated to enroll at Lovely Day Preschool. We support vaccinated, non-vaccinated and delayed vaccination children. We support immune systems with healthy foods and positive environments free from stress and we support you and your gut instinct in all aspects of raising your child.

First Aid and Emergencies

All of our staff is infant – adult CPR and First Aid Certified. In case of minor injury or accident the staff will administer basic first aid. All injuries or illnesses not requiring immediate parental notification will be documented and reported to parents when the child is picked up at the end of the day.

In case of medical injury or illness requiring immediate professional care (emergency), the staff will call 911, giving location and nature of emergency. As appropriate, the staff will administer CPR or first aid measures. Parents will be notified immediately. The staff will remain with the child until the parent arrives. In the event that neither parent can be reached, the child's GP will be contacted. It is essential for parents to update us on how you can be reached and on the name, telephone number and address of the child's GP. Medical reports and emergency contact information must be current at all times.

In the event that your child breaks out in hives, we keep track of all foods and drinks that a child ate while in our care for your reference.

Please be sure to let us know of any special medical considerations or allergies before the child starts at the preschool.

Once a year, we will invite someone from the Red Cross to come and speak to the children about the health and safety risks that they could encounter in their daily lives. This is a special course adapted to the age of children at a preschool. Parents will be notified when this takes place.

We have two First Aid kits at the preschool and we take one of them with us when we go on outings and trips around town.

Child Accident Insurance

Any child enrolled at our preschool is covered by accident insurance:

- While on preschool grounds when we are in session
- While taking part in our supervised activities
- While we are on an outing or trip

Child Protection Regulation

All staff working at Lovely Day Preschool has met the licensing requirements set forth by the State of New York. Background checks dating back 28 years as well as, experience and character references have been checked.

Child Abuse and Neglect Procedure

All staff is certified in child abuse and neglect procedures and is mandated to report child abuse and neglect. They are required by law to report suspected abuse and neglect.

Safety and Security

Your child's safety is a top priority at Lovely Day Preschool. The doors to our facility remain closed throughout the day.

Children must be signed out upon departure. Children may be released only to those persons authorized in writing by the parent/guardian.

Fires and Disasters

A no smoking policy is applied at the preschool.

The preschool is equipped with smoke detectors and fire extinguishers.

A detailed floor plan will be posted at the entrance of the preschool to show the fire exit and the location of the fire extinguishers.

We will practice fire drills with the children each month so that they are prepared in an emergency.

Once a year, we will invite someone from the Ithaca Fire Department to come and speak to the children about the health and safety risks that they could encounter in regards to fire. This is a special course adapted to the age of children at a preschool. Parents will be notified when this takes place.

DISCIPLINE AND BEHAVIOUR MANAGEMENT

Gentle Discipline

The word "Discipline" literally means "to teach" and part of our education at Lovely Day is helping you raise a child who internalizes guidance from those that they trust in order to become "self-disciplined." We believe the most effective "discipline" for your child is always positive, loving, gentle guidance. It's fair to say that all children misbehave sometimes when they feel bad about themselves, have not had their needs met (hungry, tired) and/or feel disconnected from their caregiver. Research shows that children learn best when they feel heard and valued, so we take into account the intention of the child and make sure that they feel heard. At lovely Day we use gentle discipline and enforce these three simple rules:

- Respect of self;
- Respect of others;
- Respect of the environment.

Children learn to respect others after they have the experience of being respected and this is the foundation of gentle discipline as well as one of the basic principles of Lovely Day Preschool's philosophy of effective discipline. It is important for children to establish a sense of autonomy and self-confidence, to believe that they are worthy of respect, and to know how to live among people in a disciplined way.

Respect of others encompasses being kind to others, helping others, respecting the rights of others (not interrupting other children at their work, using a quiet voice indoors, etc.), and this rule is also expanded to include plants and animals.

Respect of the environment includes taking care of the materials that are so vital to their development (dusting, polishing, putting away properly, and handling with care). In that way, the children grow in self-esteem and by controlling their environment, they are able to control themselves.

Behavior Management

All staff at Lovely Day Preschool manages behavior in a non-punitive, age appropriate manner. Our staff will follow the process of positive guidance, which puts an emphasis on what they could do rather than telling them what not to do.

If a child needs his/her own space to calm down, a teacher will be there to facilitate a "time-in" to re-group and try again.

The children will begin to learn self-control by observing the natural consequences of their behavior. Teachers will quickly intervene if a problem does occur and redirect the child to a more appropriate activity. Language is utilized to help the children begin to identify their feelings and learn to deal with them in a respectful manner both to themselves and others. In this way they can also learn to discern where behavior is appropriate.

No child shall be subject to physical corporal punishment, isolated, humiliated, frightened, verbally abused, or denied food, rest or bathroom facilities. Children will never be disciplined for toileting accidents, sleep habits, or food consumption. Any violation of this policy should be reported to the preschool director immediately.

For more information on positive discipline please refer to the following website featuring the research of Dr. Laura Markham: www.ahaparenting.com.

Unusual Happenings or Changes at Home

In order to meet the varying needs of your child, please advise us of any changes as they occur. A change in the home environment may tend to alter your child's behavior. If you observe sudden changes in your child's behavior or attitude, please let us know so we can work together in assisting your child through the adjustment period. A parent changing jobs, a death in the family, a new baby, or other changes from normal routine will have a great impact on most children and we would like to help.

COMMUNICATION AND VOLUNTEER OPPORTUNITIES

Parent Communication

No one knows your child better than you and we respect and honor your intuition. Because of this, communication between home and the preschool is extremely important in order to ensure the wellbeing of your child. It may not be possible for you to have a long conversation with the teacher at drop-off or pick-up times as she is also responsible for supervising all of the children in her care. If you have a special concern, a meeting or phone conversation may be arranged. The following are other opportunities for parents to receive information:

Daily reports: We will update you at each pick-up as to whether your child slept, how much and what s/he ate, what kids or activities s/he was drawn to etc. If there was ever an issue during the class, we prefer discretion in the form of a phone call, e-mail or if possible, a meeting with one or both parents. Dr. Seuss wrote "a person's a person, no matter how small" and we take that to mean that we treat each child as we would an adult. We therefore never speak about a child as if they are not in the room.

Parent-Teacher Meetings: these will be scheduled at least once per semester, or more often by request. During these meetings, each child's progress will be discussed. These meetings will be scheduled at the change of seasons. In addition to these meetings, parents are welcome to schedule an extra meeting with the teacher at their best convenience.

Feedback books: each child has a notebook assigned to them and when a teacher has time to write in them, they do! Parents are welcome to read through them whenever they like but we ask that you leave them with us. We will have these books available during parent conferences as well.

Information Board: Information about upcoming activities and events will be posted on the information board at the entrance of the preschool. Please check the boards regularly to keep informed on our upcoming events. Details of the menu for the day will also be posted on the information board by the kitchenette. Parents are encouraged to contact us if they have questions or concerns at any time.

Website: We will constantly be updating the website with news and any new policies and announcements. In the event of changes in policies, the update will be posted both on the website and on the information board in the preschool at least 15 days before the new or amended policy starts.

Facebook: We also have a Facebook presence (please “like” our page!) and we will be posting news, photos, articles and general statements of support that could be interesting for those who are following our progress and our activities. Please let us know if you would like anything added to our page.

Photos

When new children start at the preschool, the parents will be asked to sign a consent form for us to take pictures of the children while they are at the preschool or under our care. This is to give us permission to use these photos for promotional purposes, either on printed publications or online on our website or newsletter. Please feel free to decline if it doesn't feel right to you. We send photos of the children whenever possible to the parents so that they know what their little ones are doing on a regular basis and for them to feel more included in the everyday life at the preschool. From time to time, we might compile photos and videos into books, printed or online.

Change of Address or Telephone

Please alert us to any change in address or phone number (work or home) so that we can easily get in touch with you.

Release of Personal Information

Lovely Day Preschool will release a child's records and information upon written request from the parent. In all other instances, the records will be held in confidence. A parent may review his or her child's files at anytime.

Parental Involvement

We encourage parents to get involved in their child's preschool experience. We will offer up suggestions in our monthly themed e-mails, but other examples of ways to be involved include:

- Accompanying on field trips
- Lending objects for units of study
- Coming and talking about your job
- Coming in to read to the class
- Volunteering to help with projects, activities or games

Please speak to us about becoming involved and we can set up a schedule for you.

Field Trips

Outings and field trips will be planned occasionally. When new children start at the preschool, the parents will be asked to sign a consent form so that the child can participate in these outings. The consent form will be valid for the duration of the child's attendance at the preschool. We welcome parents to join us for trips. If you do not wish for your child to participate in the field trip, notify us so that other arrangements can be made for the day.

Some examples of field trips are:

- Cayuga Nature Center
- A local Farm
- The Sciencenter
- Other playgrounds, etc.

Parents must secure their child's car seat into the Preschool vehicle. Our staff is not permitted to do so for you.

Have a Lovely Day!

Addendum A

February's Monthly theme

To improve friendships and your relationship to your community by assimilating the importance of helping your fellow human beings (and animals) in our global (and universal) village.

With this theme as a foundation, we will be focusing on Science and technology, space, charity, light, democracy and the future.

Phrase: I KNOW

Music: Harp and electric keyboard (and hopefully a Theramin)

Animal: Birds

Technology: Planes, rockets, spaceships, and robots

Color: Purple, and anything out of the ordinary like metallic or neon colors

Body focus: ankles, shins and circulatory system

Art: Van Gogh's, The Starry Night

Foods: purple carrots, eggplant, popcorn, and anything eclectic like star fruits

Room Decor:

- Planet mobile with a disco ball sun!
- Radio and headphones for children to explore
- Van Gogh's, *A Starry Night* to be hung at child height
- Artwork by the children with emphasis on the color purple (How to make purple using red and blue) as well as neon colors to be hung in the classroom.
- Our picture box will include sections on Scientists, our color theme, spaceships and rockets, planets, eclectic food pairings, birds and children in friendships and their community.

Special Activities:

- Valentines day cards to local nursing homes, St. Jude's cancer ward etc.
- Have the children bring canned food to salvation army for donation
- Trip or two to the Sciencenter - what fun!
- Visit from the lab of ornithology (in the works - finger's crossed!)
- Grandma time = harp two weeks and electric keyboard two weeks with supporting materials in the classroom.
- For the preschool families - make your own washing detergent! time TBA
- Miss-matched sock day and clothes day.
- Purple, or neon color day

Single Science experiments (think toddlers in lab coats with safety goggles)

- Baking soda trays with colored vinegar water in pipettes
- Shaving cream in a tray, add colors with pipettes
- Corn starch and water add color with pipettes
- Exploring purple galaxy slime with metallic glitter
- Mixing oil and water with test tubes

- Prism with a flashlight to make rainbows (or mini disco ball)
- Blow up a balloon to make static electricity on your hair

Sensory table:

- Sand table, pouring, funnels...
- Kinetic sand made from mixing shaving cream with sand - mix it up kids!
- Corn starch in water - mix it up kids!
- Bird seed in sensory table to fill bird feeders, and then make bird feeders with pinecones cashew butter and seeds to be placed outside our window :)

Circle time:

- Exploring friendship with songs and finger puppets
- Learn how to raise hand - democracy :)
- Talk about ankles, shins and circulatory system
- Yoga poses - pink flamingo pose, star pose etc.

Works on shelves:

- Felt ball planets (made from January's wool theme)
- Light board activities
- Electrostatic ball
- Neon play dough - home made
- Magnet constellation work (big dipper, Orion)
- Sapphire's and purple crystals in a box
- Shin guards, leg warmers in costume drawer
- Whistles (kazoos)
- Planet matching activities
- Constellation projector activity
- Transformers / robots

Books on:

- Friendships
- Community
- Birds
- Outer space
- Robots
- Rockets / spaceships
- Giving/ charity
- Science!

Addendum A (cont...)

February's Monthly theme, RE-CAP

Hello everyone!

Our first month with an ambitious theme is over and we wanted to share with you our observations and a few pictures. If any of you have any feedback for us from your kids or from your own observations, we would love to have it!

Also, there are crafts made by the kids on top of the cubbies for you to take home. Everything is labeled so feel free just to take them with you. Paintings are rolled up and labeled...

From Marisa:

"The most popular materials this month were the sand table and kinetic sand [we kept it for half the month], painting was huge for all of the kids and color mixing of red and blue, working with the pipettes, playing with the felted planets made from wool left over from January's theme, bird seed sensory table and making bird seed pine cones for the birds, the space wall was not only stunning to look at but also was the perfect backdrop to our classroom theme and the kids loved it [a special thanks to the VanLeukens for letting us use it!], the purple, glitter play dough, the singing birds!, the magnetic building blocks and of course Grandma time...those were the big hits!"

There were a few things that got passed by or pulled from the shelves for various reasons. We didn't spend much time talking about our ankles, learning how to raise our hands, or exploring friendship songs with finger puppets - there were simply so many other things to focus on. The robots, static exercises, and our picture box were very distracting so we pulled them from the shelves. Sadly, with all of the snow days and make-up days and cold days and days it was too cold to go outside, we spent the month indoors and had to cancel all of our field trips - we hope to make it up some other month! and finally, a few things are being moved to this month including the soap making work, the slime sensory work, as well as the introduction of the radio and headphones :)

So onto March!

Warmly,

The lovely day staff :)

Addendum A (cont...)

February's Monthly theme, RE-CAP PHOTOS

