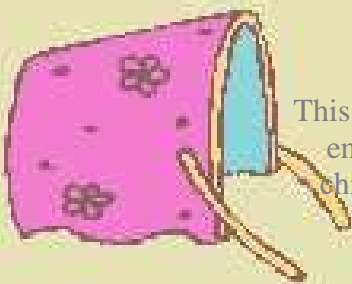


Pinewood Preschool

STATE & CITY LICENSED SINCE 1985

PARENT HANDBOOK



This is a sample cover we use at the end of each month to bind your child's work. Your child's name appears in this space.



<http://pinewoodpreschool.com>
email to: karen-miller@thuntek.net

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*Pinewood
Playhouse
Preschool
Karen Miller
2750 Pinewood Drive SE
87124-3918
(505)-892-3925*

Three Hour Class, Four Week Period:

9:00 – 12:00

T & TH - 9:00-NOON* \$125.00 EVERY 4 WEEKS**

W & F - 9:00-NOON* \$125.00 EVERY 4 WEEKS**

T W TH F - 9:00-NOON* \$250.00 EVERY 4 WEEKS**

Pricing is subject to change

These class combinations allow children continuity with the same children,
one day to the next that they attend.

All taxes are included.

\$100.00 Non-refundable Registration Fee

<http://pinewoodpreschool.com>

email to:karen-miller@thuntek.net

MISSION STATEMENT

This preschool will meet the educational, physical, and emotional needs of children ages three to five by creating and maintaining ...an environment of stability, a staff of caring and trained teachers, AND an environment for learning through play and opportunities to make choices.

PHILOSOPHY STATEMENT

We believe that children learn best through play and hands-on activities in an environment that supports their learning and exploration. We also believe that children learn best when they feel safe. To support feelings of safety and trust we believe that rules and limits must be clear and consistent. Finally, we believe that children learn best from staff that are warm, nurturing and well trained in Early Childhood Education and Developmentally Approved Practice.

CURRICULUM STATEMENT

Play and fun stories are the primary mode of learning for children up to age 5. The children make choices during "free play"; there are numerous opportunities to experiment and explore. Teachers guide the children in problem-solving social situations. The children are actively engaged by a teacher at Group Activity Time, Snack Time, One-on-One Time, and Circle Time.

THE PRESCHOOL PROGRAM

Creative Free Play

This very important time is filled with social interaction: sharing of ideas, space, equipment, friends and emotions, all under the guidance of a skilled teacher. Materials available to the children include: large and small building blocks, cars, trucks, airplanes, dolls, puzzles, books, Duplos, Magnet Blocks, Snap Blocks, Magna Doodles, playdough, glue, scissors, drawing materials, etc. A children's play kitchen and dress-up clothes are available for imaginative play. "Learning trays" for sorting, matching, counting, colors, shapes, numbers, alphabet, stringing beads, opposites and rhymes, etc. are also available.

Snack and Conversation Time

Snack time is a valuable time. The children are encouraged to share ideas and experiences. Vocabulary, self expression and word concepts are all an integral part of the program. Snacks are selected from two food groups and include 100% juice or fruit, AND crackers (wheat, graham, cheese or club). Cheese or peanut butter is also provided occasionally.

Circle Time

A puppet (1 for each letter of the alphabet) experiences a special adventure portrayed in pictures on a storyboard. The letter's sound is used 40 to 60 times within the story. The children have parts to say in the story, utilizing the letter sound. Following the story (while looking at the pictures) children volunteer words that begin with that letter sound. Then, for each letter, there are creative movement activities, structured games, poems, and songs with accompanying movements. This curriculum is written by Jill Coudron.

Group Activity Time

SCIENCE, MUSIC, ART,
PRINTING, GAMES, SHOW &
TELL

There are two scheduled group activity times in each morning or afternoon class. Activities rotate amongst science, music/movement, art, printing, games and Show & Tell. Planned group art activities coordinate with the letter (or shape or color) of the week or with the science activity. "Work at your own pace" printing / drawing involves first tracing and then free hand printing of lines, shapes, name and phone number, uppercase alphabet, lower case alphabet, numbers, etc. Each child is given an individualized paper and can color pictures on the

back. Games (bingo etc) teach colors, shapes, letter names and sounds, and rhyming of words.

Outdoor Play

Outdoor play will happen on a daily basis, weather permitting. The outdoors includes a shade-roofed sand play area, and a shade-roofed play kitchen complete with wash basin sink, stove top elements, and a water table in warm weather. There is also a 150 foot long tricycle route, a shade-roofed playground structure (with 2 steering wheels, telescope, slide, trapeze bar, trapeze ring set, sliding/climbing pole, tire climb, knotted rope climb, climbing bars, chin up bars, and basketball hoop). There is also a rotating teeter totter, and an airplane teeter totter. "Birdland" is where we play hopscotch and watch for birds.

SHOW & TELL

See Page 15.

DAILY SCHEDULE

(9:00) WELCOME

(9:05) GROUP ACTIVITY TIME

(9:15) FREE PLAY among all activities....Teacher talks and shares affection with the children. Teacher WORKS ONE ON ONE with a child to help him/her learn colors, shapes, letter names and sounds, their phone number, sight words, reading, etc.

(10:00) SNACK TIME

(10:15) GROUP ACTIVITY TIME

10:25) FREE PLAY among all activities...Teacher talks and shares affection with the children. Teacher WORKS ONE ON ONE with a child to help him/her learn colors, shapes, letter names and sounds, their phone number, sight words, reading, etc.

(11:10) CLEAN UP

(11:15) CIRCLE TIME: story, songs, finger-plays, movements, or games.

(11:30) SUPERVISED OUTDOOR PLAY

(Noon) SAY GOODBYE

While the above scheduled times are FLEXIBLE, it is evident that indoor and outdoor free play total approximately 2 hours; Group Time / Circle Time / Snack Time total approximately 50 minutes; leaving 10 minutes for "Welcome" and clean up. Play and individual choice are the foundation of the preschool program.

ACADEMICS

The preschool curriculum is multi-faceted in order to be interesting and challenging and meet the different learning styles of the children.

Academics covering phonics, printing skills, reading skills and number skills, occur during group activity time, during circle time, and one on one with the teacher. For a description of this program see: GROUP ACTIVITY TIME, CIRCLE TIME AND READING PROGRAM.

READING PROGRAM

The reading program utilizes five teaching methods simultaneously

A. Phonics (letter sounds).

B. Building a sight vocabulary (words recognized on sight, not by sounding out).

C. Language Experience Story Writing— The child tells a story and the adult writes it down in large print using short simple sentences. Then the story is read together slowly following each word with the pointer finger. The child may draw pictures to go with the story. In reverse, labels and stories may be added to children's artwork. Parents should assist the child in reading the sentences or words printed on his/her artwork. Follow the words with your finger and

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read it aloud until the child chooses to "read" it aloud.

D. Basal Reading Series; "Ladybird Read With Me - Key Words Reading Scheme". This series of books begins with a book of 18 words; book two uses those 18 and adds 2; book three adds 32 new words and so it continues ...

E. Reading is more than phonics and sight words. Reading is for meaning. The child also needs to obtain the meaning from context (a sense of what is happening in the story). Also, the word can be obtained from looking at the accompanying pictures. These tools are also very important to the reading process.

It is always a source of great joy to the teacher, the child, and the parent when a child reads his first book. While "sight words" play a large role in this accomplishment, it is reassuring to know that the child understands that reading progresses from left to right, top to bottom, one word at a time.

These two factors, sight words and following the reading track, are a major step. Parents can know that their child has taken one major step on the road to independent reading.

Children reading by "sight words" at an early age automatically slow reading progress while their "phonics ability" and "meaning from context ability" catches up with

their sight word ability.

Parents who would like their "beginning reader" to progress further need to review letter names and letter sounds (several at a time until mastered) 2 to 3 times a day. Then, wherever possible sound out words on cereal boxes, book covers, toys, etc.

Pinewood Preschool will not take children beyond Book 4 unless they have a strong phonics ability. Phonics is the core of the Pinewood educational program. Circle time stories, songs, fingerplays, movements and games all focus on letter sounds. Pinewood encourages parents to assist their children in learning letter names and letter sounds in fun and creative ways. The review done and interest shown at home can lock the knowledge in the child's mind. This knowledge alone increases the child's self confidence and self image to the point where "school" loses its dread and fear components, freeing the child up to relax and enjoy learning.

More than ever children need this support at home. Competing computer games, movie videos, single parenting, both parents working, etc., can drain the support and encouragement necessary for learning.

Teaching tips for parents interested in helping their child learn to read.

(A) Go slowly, (only a few minutes several times a day). One letter, one vowel, one sound, or one word at a time to start.

- (B) Always make it a game; FUN!
- (C) Work along with him/her, take turns.
- (D) Don't take over in the middle of a task he/she is doing. ("You're doing fine, but it's a hard word isn't it. I bet you'd like a break.")
- (E) Let him/her know he's/she's doing well right away; "Good!", "Yes!", "That's right!".
- (F) Teach toward his/her strengths; use his/her interests.
- (G) Start with the toughies or new stuff while he/she is fresh.
- (H) Get very simple books from the library and as you read follow the words with your finger so he/she grasps left to right, top to bottom progression of reading.
- (I) Read words everywhere: road signs, groceries, cereal boxes, vehicle names, store signs, and so on.

Preschool can never take the place of learning in the home. Parents are a child's first teachers; home is a child's first learning environment. Please ask your child questions about what he/she is learning; ask what the story is about, talk about letters and their sounds, admire his/her artwork, create a special box to save some of it. Your interest and excitement about learning and reading will be contagious! Your child will love to learn!

A word of caution: If your child is not interested in practising academics (phonics, reading, printing, etc.) at home, please do not force your preschool age child. Regularly forcing learning at this age could lead to

lifelong negative attitudes towards ⁷ learning. Play and fun stories are still the main avenues of learning for children up to five years of age. Structured learning can easily wait until kindergarten and grade school.

PARENT INVOLVEMENT

Parents are welcome to visit at any time. Parents are encouraged to reinforce and extend school learning (as explained in notes from teacher to parent). Parents help with the selection of a "show & tell" object each week. In the Spring parents are invited to participate in the "Book-It Beginners Reading Club" and the St. Jude Children's Hospital Fundraiser. Assessments (report cards) will be provided to parents in December and May. Parents may sign up to bring treats on party days. (Halloween, December and Valentine's).

Birthdays are celebrated with candles in a playdough cake and singing the birthday song. Parents may bring their child's favorite cookies.

GRADUATION

Preschool graduation is held at the end of May each year. Each child receives a preschool diploma and an award ribbon for their achievement in either phonics or reading. A party follows.

SPRING JOG-A-THON FUNDRAISER FOR ST. JUDE CHILDREN'S HOSPITAL

Children learn four tricycle safety rules and learn about making the effort to help other people. This is a favorite with the children. Each child receives a "lap card numbered 1-50". They carry it as they walk/jog the backyard oval path. Every completed lap receives a "check" (/). Parents and students are free to seek pledges (or not). Most pledges are a flat donation. Prizes are awarded for \$35, \$75, and \$100 or more.

SPRING BOOK CLUB: In March & April parents record on "cut-outs" the stories that they read with their child at home. Students bring the cut-outs to preschool and glue them on a large poster. At the end of each month the children are awarded a certificate for a free personal pan pizza at Pizza Hut.

PRESCHOOL PORTRAITS

"Teddy Bear Portraits" takes professional photos of the children in February or March. Graduating students will have a "cap & gown" picture in addition to a regular- clothed picture. Siblings are welcome. Each student receives a free T-shirt with their photo on it and a free "classmates composite" photo sheet, whether parents purchase any photos or not. All poses are printed and parents buy them by the sheet.

Parent Confidentiality: All information regarding children and families is confidential. Under no circumstances will the personal information about a child or family be discussed with anyone unless it directly affects the care of the child.

Appropriate dress: Please send your child with a sweater or jacket. Shoes or sneakers are preferred over sandals because sandals allow the pea gravel to get under the child's foot.

SOCIAL SKILLS

Positive social interactions between and among the children is a focus of Pinewood Preschool. The children are instructed on how to resolve problems on their own and on how to use good manners.

Positive, polite, and pro-active social interactions between the child and all adults in his/her environment are also crucial to the long-term healthy growth and development of the child. With electronic entertainment and communication, children are growing up disconnected from other people. The disconnection occurs gradually over the years.

Not greeting someone or saying goodbye is the result of self-absorption/selfishness or social anxiety. Self-confidence and social

ease is a learned skill. It is important not to neglect this crucial skill for success in personal relationships and in work relationships. Even more important than well-behaved or academically competent children are children who are connected to others, both peers and adults. Creating comfortable connection now will ensure healthy adult relationships in the future. Parents of socially adept children have a special light in their eyes because they know and feel that their child is healthy in a special (spiritual) way.

The Pinewood Preschool staff would like to encourage and support any and all parental efforts to have their child both greet and say good-bye to his/her teachers. Stating the teacher's name and eye contact are important. The practice of this and consequences for not practicing this are up to the parent. It won't happen without parental guidance and insistence.

In August Pinewood teachers explain this new skill to the children and have them role-play (practice) one at a time. Teachers then give a sticker to each child as they successfully perform this task upon leaving school. A special

pencil will be awarded each child at the end of two weeks. We encourage families to extend this lesson to include relatives and friends. Role-play and reward make this work.

DISCIPLINE / GUIDANCE POLICY

Clear cut limits are set to foster the child's own ability to become self disciplined. The discipline will be clear and consistent.

The child will be encouraged to be fair, to respect property, to assume personal responsibility and responsibility for others. Discipline consists of 3 parts: (1) explain to the child what he/she is doing wrong (the unacceptable behavior), (2) explain why it is wrong (the consequences of his/her behavior), and (3) redirect his/her behavior in a positive direction ...an apology and "let's play this way..." The child is given time to regain his/her control and then to demonstrate his/her ability to play once again in a positive manner. As necessary, there will be Time-Out, separated from the group, for pushing, hitting, etc. When time out, along with parental instruction/discussion does not resolve a particular behavior problem in a reasonable length of time, then withdrawal of a privilege (use of a particular space, for example) may occur.

RULES AND INFORMATION

* Pinewood students must be 3 years old in the fall of the year they begin. Enrolling 3 year olds should be potty trained or currently in the process of being potty trained.

*** Payment is due the first week of the 4 week period.**

*** You are paying for a space whether your child is here or not. Pinewood does not refund or credit money to the next month.** Make-up days can accumulate over the months to be used later.

*** You pay for your sick days, vacation days, and no show days.**

* As a special service to Pinewood parents, any absence due to illness or days missed due to vacations may be made up subject to the provisions below.

* If your child will miss a day due to illness, etc., you must notify Pinewood the night before, or early the morning of the absence. This is so all the children will be able to make up missed days. (Days missed, but not called in cannot be guaranteed to be made up.)

*How to make up absences; attend classes when another student is absent,

***Please inform us as far in advance as possible of your plans to withdraw your child (an approximate date with a long lead time can be revised).**

* A minimum of two weeks notice is required when withdrawing your child from attendance.

* The preschool is closed in the summer.

*Our holidays are: Spring Break, Closed for the summer, October Fall Break,

Thanksgiving Day and the Friday after, and Christmas Break . **Holiday pay will be in effect.** You will not be charged for the two weeks at Christmas, or one week at Spring Break.

*Snow days: we follow the RRPS announcements: "2-hour delay"— class is cancelled, "Closed"—we are closed

* If notified by us that your child is ill, please pick him/her up as soon as possible.

* Please keep a child home if they have been ill in the past 24 hours: fever 100 or higher, diarrhea, vomiting, redness or discharge from the eyes, skin rash, runny nose with yellow or green mucus, persistent coughing, red throat, or earache. Please inform us of any communicable disease (such as strep), so we can inform other families.

* A copy of your child's immunization record must be on file for state licensing and the nutrition program inspectors.

* Please let us know if your child is hesitant (not looking forward to preschool with joy), so we may look for any problems he/she may be encountering, and give him/her extra help in resolving the problem.

*Parents will sign their child in and out on the form just inside the front door.

*Child abuse /neglect will be reported to State CYFD as required by state law.

*Field Trips are not part of the preschool program.

*Preschool staff do not administer medications.

*Emergency procedures are posted on the side of the fridge. Also see p. 11

The following are **NOT ALLOWED** at preschool:

- Chewing gum or candy (except for parties)
- Necklaces, for safety reasons
- Toys from home: they may be broken, left at school, etc.
- Pullups, please use diapers if necessary
- Party invitations (Please mail or phone party invitations)
- Cakes and cupcakes. For parties please bring cookies (easier cleanup and many children prefer cookies).

STUDENT DIRECTORY

We publish a Student Directory in late August. Included in the directory are parents names, addresses, telephone numbers, as well as the students names and birthdays. We distribute this list to all Pinewood Preschool families to facilitate their sending of birthday party invitations, and other social occasions. If you do not wish to be included in this listing please let us know.

EMERGENCY RELOCATION SITES

First: Parkside Park Panorama Heights Blvd.
Second: West Island Loop pond

DR. PHIL'S BOOK "FAMILY FIRST"

Pinewood Preschool recommends that every family own a copy of this book. The book clearly describes three parenting styles and three "child types". Each parenting style is good but needs to be flexible (able to move to another style) for the particular "child type" and situation at hand. The book also gives specific action plans for enhancing intelligence, self-esteem (self-worth), social confidence, mental and emotional stability and spiritual maturity. PLUS MUCH MORE. Copies are available for "sign-out".

Additional books available for sign-out are:

"Six Point Plan for Raising Happy, Healthy Children" by John Rosemond

"Ending the Homework Hassle" by John Rosemond

"Parent Power! A Common Sense Approach to Parenting" by John Rosemond

"Taming Monsters, Slaying

Dragons - Overcoming Childhood
Fears and Anxieties" by Joel
Feiner, M.D.

"Helping Your Anxious Child" by
Ronald Rapee, Ph.D.

"Keys to Parenting Your Anxious
Child" by Katharina, Manasis, M.D.

"The Highly Sensitive Child" by
Elaine Aron, Ph.D.

"The Highly Sensitive Person" by
Elaine Aron, Ph.D.

"Family First" by Dr. Phil McGraw

"The Mood Cure" by Julia Ross,
M.A.

"Change Your Brain, Change Your
Life" by Dr. Daniel Amen

COMMUNICATION

Communication between parents and teachers is very important! Yet it is often difficult, with children needing attention, or with another parent already talking to the teacher. The following notes are designed to further communication between parents and teachers. Please feel free to ask questions or make suggestions and or comments. Your input is very valuable.

Sample Communication Forms

Behavior

Child's Name: _____

Date _____

- | | | |
|---|--------------|-----------|
| <input type="checkbox"/> Hitting | Resolution : | Talked to |
| <input type="checkbox"/> Pushing | | Time-out |
| <input type="checkbox"/> Wrestling | | |
| <input type="checkbox"/> Running inside house | | |
| <input type="checkbox"/> Saying hurtful things | | |
| <input type="checkbox"/> Difficulty sharing | | |
| <input type="checkbox"/> Gun play | | |
| <input type="checkbox"/> Kicking toys/people | | |
| <input type="checkbox"/> Talking at circle time | | |

Parent to Teacher

Parent's Name (OPTIONAL) _____

Phone _____

- Suggestion
 Comment
 Question
-

Teacher to Parent

Teacher _____ to _____

- Observation
 Question
 Information
 Assistance
-

Health/ Injury Information

Child's Name _____

Date _____

- coughing
 fever
 sneezing
 runny nose
 vomiting
 diarrhea
 Injury

WITHDRAWAL FROM PINWOOD PLAYHOUSE

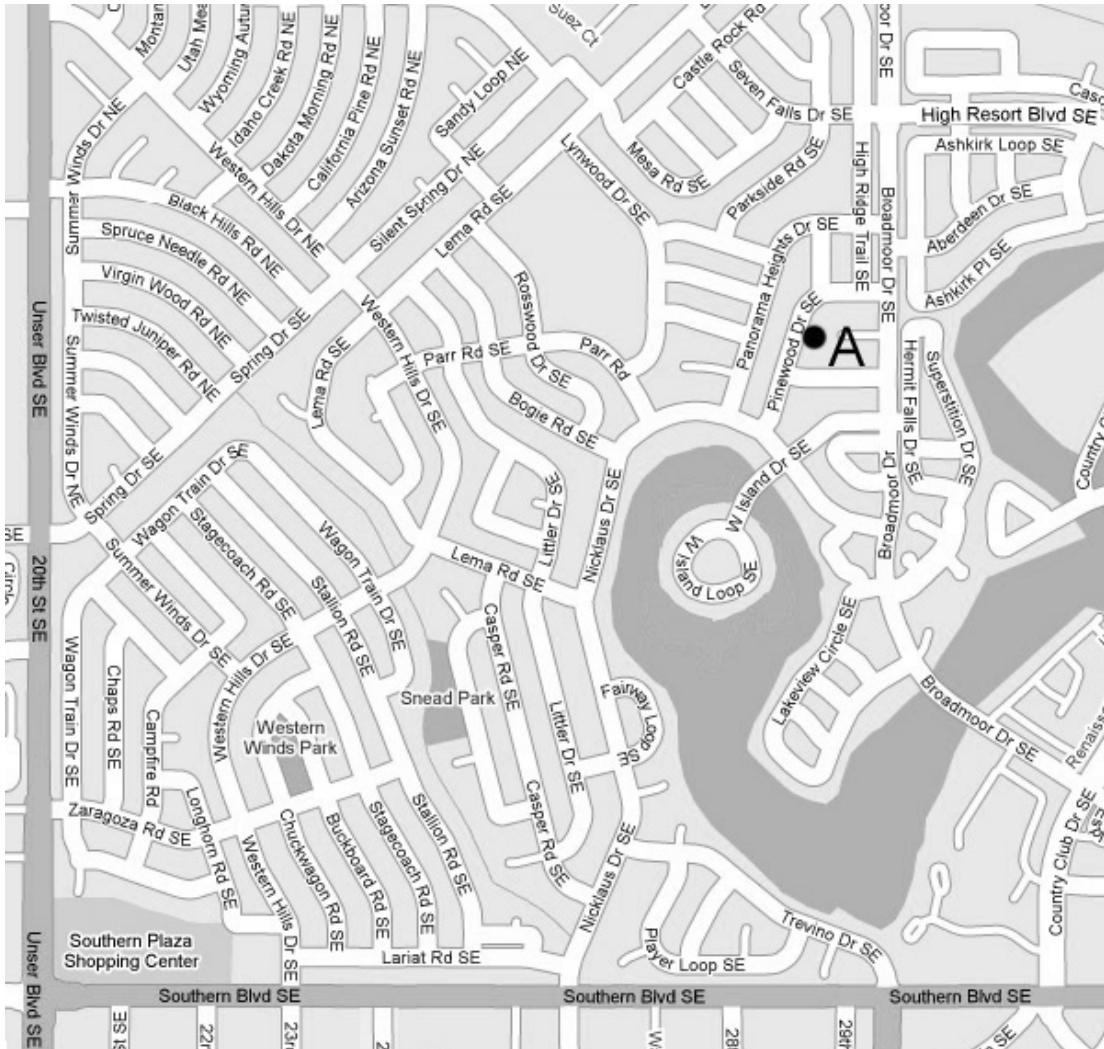
- (1) Please inform us as far in advance as possible of your plans to withdraw your child.
(An approximate date with a long lead time can be revised.)
 - (2) Your child will not be bumped to make room for someone else.
 - (3) At least two weeks notice is required.
 - (4) Please fill out and return the printed statement below as the withdrawal form. This simplifies our record keeping. Extra copies are available if needed.
- Thank you for your cooperation.

WITHDRAWAL FORM

I PLAN TO WITHDRAW MY CHILD, (name) _____
 FROM ATTENDANCE AT PINWOOD PLAYHOUSE PRESCHOOL ON ,
 (date) _____

PARENT'S SIGNATURE _____

A = Pinewood Playhouse Preschool at 2750 Pinewood Dr SE



SHOW & TELL

Your child may bring one small object that is the color, or shape, or begins with the letter of the week, or demonstrates the number of the week (container of 1-10 objects for instance).

Also, your child is encouraged to wear the color of the week in their clothing. Objects will be kept in a box and are not for play at preschool. Parents will be responsible for taking these objects home. Students bring their object for Tuesday or Wednesday.

Week 1: RED, CIRCLE, #1, LETTER A

Week 2: ORANGE, SQUARE, #2, LETTER B

Week 3: YELLOW, RECTANGLE, #3, LETTER C

Week 4: GREEN, TRIANGLE, #4, LETTER D

Week 5: BLUE, OVAL, #5, LETTER E

Week 6: PURPLE, STAR, #6, LETTER F

Week 7: BLACK, OCTAGON, #7, LETTER G

Week 8: WHITE, HEART, #8, LETTER H

Week 9: GRAY, #9, LETTER I

Week 10: PINK, #10, LETTER J

Week 11: BROWN, #11, LETTER K

Week 12: #12, LETTER L

Week 13: LETTERS M

Week 14: LETTERS N

Week 15: LETTERS O

Week 16: LETTERS P

Week 17: LETTERS Q

Week 18: LETTERS R

Week 19: LETTERS S

Week 20: LETTERS T

Week 21: LETTERS U

Week 22: LETTERS V

Week 23: LETTERS W

Week 24 : LETTERS X

Week 25: LETTERS Y

Week 26: LETTERS Z

This page may be torn off and posted in a convenient place in your home.

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