

**PARENTING THE PRESCHOOLER 2½-3½ and 3 & 4 YEARS 2 DAY CLASS
SOUTH BAY ADULT SCHOOL**

**PARENT EDUCATION THROUGH EARLY CHILDHOOD EDUCATION FOR
PARENTS AND THEIR 2½-4 YEAR OLD CHILDREN**

Our program helps parents:

- Establish positive attitudes toward parenting.
- Learn and practice new skills by working with other adults and children.
- Explore community resources and professional writings on effective parenting practices and child development.

Our program helps 2½-4 year old children:

SELF ESTEEM

Establish positive attitudes about self, school and learning.

SCHOOL READINESS

Expand awareness of physical, sensory, and language experiences through exposure to new materials.

SOCIALIZATION

Learn to interact with adults and children outside home.

**BEFORE YOU COME TO SCHOOL PLEASE BE AWARE OF THE
FOLLOWING:**

ORIENTATION

There will be an evening orientation meeting in September with the teacher in your classroom. Please complete and turn in the following forms during the first week of class.

- Child Information
- Family Information
- Medical History
- Emergency cards (2)
- Emergency Kit form & Ziploc bag with supplies

ARRIVAL AD DISMISSAL

Hours

8:45-11:45am Workday parents and children
9:00-11:30am Non-workday parents and children

Arrival

Workday people should arrive at 8:45am to have time to set up activities before others begin arriving. All others should arrive at 9:00am. Please arrive with your child **on time so that your day will be a happy relaxed one. Get up early enough so as to avoid last minute rushes.**

Sign-in Procedures

Students must personally sign in first and last names. Attendance can only be taken on a student who is present in the classroom because the State reimburses the adult school for each hour of parent participation. Next to your name indicate the telephone number where you can be reached during the class session if other than home. If someone else is picking up your child, write his/her full name on sheet provided, and let the teacher know. **BE SURE AND TELL YOUR CHILD WITH WHOM HE IS RIDING HOME.**

Dismissal

Pick up your child promptly at 11:30 so that he/she does not become anxious or concerned. Please call if you are going to be late. If for any reason you pick up your child early, notify the teacher.

CLOTHING

Please send your child to school in clothes in which he/she feels free to play. You will feel more comfortable on your working day at school if you also wear old clothes. Sturdy, comfortable shoes are important.

Boots (especially cowboy boots), certain kinds of sandals, and slippery dress shoes are inappropriate for school. They create dangerous situations for play; climbing, riding, running and jumping. Long dresses on girls are also a hazard.

HEALTH

For the protection of your own child and other children, please keep your child at home if he/she has any of the following conditions: temperature, red or sore throat, stomach disorders, runny nose, cough, unusual fatigue or any skin condition.

Your child needs a written O.K. from your doctor to return to school after a communicable disease. This includes chicken pox, measles, mumps etc. Please let us know when your child comes down with something so we can alert those who may have been exposed.

Also, notify the teacher of your child's food allergies, so that this information may be posted for those planning nutrition.

SHARING

Children share on their parent's workday. **Please do not bring to school: guns, knives or toys displaying weapons.** We would enjoy having them share books, records, rocks, shells, pets, etc. (Check with your teacher before bringing pets to school).

DURING SCHOOL HOURS

Nutrition

On a rotating basis all parents will bring nutrition for the entire class. This should be nutritious food, not **"junk food"**. Please bring only water and no peanuts or nuts. Nutrition can be a valuable learning time for your child. Occasionally plan a cooking activity for your nutrition day.

Activities

You will be asked to help in the planning and supervision of activities including art, science, gross motor & small motor. Remember that at this age the process is more important than the finished product.

Rug Time

This time provides for group experiences, songs, stories, finger plays and theme development. When you participate with the children, they are motivated by your example and everyone has more fun. So please join in.

Outdoor Activities

Each class site has its own playground area which will be discussed in detail by your teacher. At all areas, each play structure (swings, slide, etc.) needs to be supervised by an adult. Children need to wear shoes at all times on the playground.

Room Clean-up

After each activity, please clean up the area, putting things back in their original spot. This makes it easier to find things the next day. Encourage children to pick up and put away their own games and materials.

PARENT EDUCATION LIBRARY

There is a collection of books for adults in the classroom, which may be checked out at any time. Your teacher will discuss her own checkout procedure with you. Remember books are our friends and they like to come home.

CLASS REQUIREMENTS

Class Fee

The State reimburses the adult school for each hour of parent participation, which replaces tuition that parents would otherwise have to pay. No State funding is received for the child's attendance. The class fee covers the cost of the program for the children and funds lost due to fewer parents attending each day.

There are two payment options:

1. Pay for the whole year at registration.
2. Pay three times during the year: at registration, December 1 and March 1.

If the fee schedule poses a financial hardship, contact your teacher.

Work day (3 hours credit)

Each parent works in the classroom one day a week. It is vital that you make every attempt to meet this commitment. **If you are absolutely unable to work on your day – you are responsible for arranging for a substitute.** Call someone to replace you for that day by exchanging workdays with them. In this way, we won't be short a working person and you won't get behind in hours. Remember this is an adult school class. We are funded based on your attendance and we are not reimbursed for your child's attendance. The continued existence of this class depends on your faithful attendance. Student fees are actually a supplement to the state funding which is based entirely on ADULT attendance.

Night Meetings (2.5 hours credit)

There will be one night meeting per term (3-4 year classes only), in the classroom with the teacher, from 7:00-9:30pm. Missed meeting hours need to be made up. Encourage your spouse to attend with you.

Field Trips (3 hours credit)

Once a month we will plan a field trip for everyone (museums, etc.). On these trips or any trip involving driving, his/her parent **MUST** accompany each child. Please plan ahead for sitters if needed, so that you and your child can enjoy a special time together.

Field Trip Permission Slips

Individual requests for your child to attend a field trip with another parent must have teacher approval prior to the field trip and a permission slip must be on file with the teacher.

Birthdays/Celebrations

All children's birthdays will be acknowledged (in class) during the school year.

When planning a private party, only distribute party invitations in cubbies if all children in the class are to be included.

To avoid hurt feelings, when all children are not included, please mail the invitations and gather at your home rather than the school site.

Health

Each adult participating in the program is required to have a negative TB test certification (within the last four years).

Policy for Participation of Parent Substitutes

Any adult participating in the program in place of the parent will agree to the same level of participation required of all adults and have a PPS form on file with the teacher.

Hourly Credit

Will be based on the following classroom hours:

1. Weekly for your workday in the classroom (3 hours).
2. One night meeting per term (2.5 hours per meeting/3-4 year classes only).
3. Monthly field trips (3 hours).

Prohibited Activities In The Classroom

Instructors, students, or resource speakers are not to promote their private business in classes for adults, nor shall they sell any items to students without administrative approval. In addition, no exchange of money (fundraising) for non-profit organizations may take place in the classroom although adults may advertise for these events.

The adult attendance provides the financial basis for Adult Education. A student falling behind in attendance is responsible for making up the hours. The student should discuss with the teacher ways of making up these hours. The Parent Education Office will be notified when a student is behind 10 hours or more.

PARENTING THE PRESCHOOLER 2½-4 YEARS

GOALS:

- **To promote and enhance a mutually satisfying relationship between the parent and child.**
- **To provide an environment where positive parent-child interaction can occur.**

OBJECTIVES:

1. The parent will become more objective, comfortable and relaxed with his own child through observing his child's behavior in the peer group.
2. The parent will experience growth in self esteem through daily involvement with other adults and children in a classroom setting.
3. The parent will have a better knowledge of the social, emotional, physical, intellectual growth and development of the young child.
4. The parent will acquire and improve parenting skills.
5. The parent will help plan, implement, and evaluate class activities and curriculum.
6. The parent will develop special techniques for recording their child's behavior in a group setting.
7. The program will involve all members of the family.
8. The parent will become aware of a variety of community and educational resources which aid all family members.
9. The parent will begin an early and continued involvement in the educational community.

INSTRUCTIONAL ACTIVITIES:

1. The teacher will lead discussions with parents on specific topics related to the emotional, social, intellectual and physical development of children.
2. The teacher will present questions for the parents in preparation for discussion and observation.

3. The teacher will demonstrate and model effective and alternative methods of child discipline.
4. The teacher will demonstrate and model rewarding methods of living and working with children.
5. The teacher will conference with individuals and small groups as the need arises.
6. The teacher will plan and organize pertinent field trips.

PARENT EDUCATION DEPARTMENT

EARLY CHILDHOOD EDUCATION PHILOSOPHY

Our philosophy is that children discover, experience, and actively learn by interacting with their environment through play. Our curriculum is designed to help children acquire knowledge and skills in all developmental areas: physical, social, emotional, and intellectual.

Both the curriculum and adults' interactions with children are responsive to individual differences. The teacher and parents, as facilitators, provide areas of learning in which the children can make choices, move freely, and work independently or cooperative.

The Power of Play

Have you ever heard someone remark about an early childhood program – even ours, perhaps – “All the children do there is play”? At good early childhood programs there is a lot of play – and there should be!

Years of research on children’s learning and development document the many benefits of play for children’s intellectual, social, emotional, physical, and language development. Children at play are actively involved in creating themes, exploring and establishing environments, solving problems, and developing shared understandings.

Children play in many ways. They play independently, sometimes near each other but with each child engrossed in his own activity. They engage in what is called “parallel play,” perhaps using each others’ toys or even talking, but not coordinating their play. They also play cooperatively, organizing roles and scenarios for group play. As they get older, children are capable of more cooperative, coordinated play. But all kinds of play are valuable.

As kids play with each other, they learn to see other children’s points of view and begin to become more empathetic and caring. They come to understand customs and rules in their own culture and to appreciate those of others. They learn to use language in new ways to describe their play and to interact with others. And in play, children develop their muscles and coordination.

Adults support children’s play by providing space, opportunity, and materials. We set up areas where kids can play without fear of damaging furniture or injuring themselves. We make sure that they have the time to choose and to become engaged in their own play activities. And when we provide them with simple, interesting materials – no newfangled, expensive gadgets required – kids take it from there.

Play is fun. But it also is serious business that pays big dividends to its eager, young investors.

The Best Learning Is Active Learning

Active learning takes advantage of children's natural desire to move and touch. Young children love to manipulate items and explore new ideas. They enjoy the opportunity to see how things work and to test their own theories.

Active learning takes advantage of children's natural motivations, abilities, and interests. Kids get lots of opportunities to investigate what interests them – to solve problems, discover relationships, and make comparisons.

Children use all their senses to make discoveries: *How heavy is it? Does it smell? Can I find another one that feels the same? What does it sound like when I drop it? How is it different from the other items?* Using their hands, eyes, nose, ears, and mouth to explore an item, children gather more information and remember what they learn.

As they interact directly with the environment, children not only gather sensory information, they also refine their senses and motor skills. For example, it takes very refined movement of the hands and fingers to produce the penmanship required for writing. Squeezing clay, picking up puzzle pieces, and lacing threads through beads are ways for young children to practice using hands and fingers.

We organize the classroom environment to promote active learning, and we do lots of things to encourage children to think and talk about their discoveries and creations. The next time you want your child to learn about something, provide the materials, space, and time. Then step back and watch. You will be surprised at how much more the child will discover through active involvement.

EMERGENCY PROCEDURES

1. HELP	Person observing accident should call for help.
2. ATTEND VICTIM	Do not move victim until the extent of injury is determined unless in a place of imminent danger.
3. OBSERVE AND ASSESS	Determine first aid needed. e.g. restore breathing, stop bleeding, treat for shock.
4. KEEP CALM	Comfort and reassure injured person, let child verbalize what has happened or you can verbalize to the child.
5. NOTIFY TEACHER OR SCHOOL PERSONNEL	Teacher or aide will instruct a parent witnessing the accident to call the paramedics.
6. DIVERT OTHER CHILDREN	Another parent present should keep onlookers away.

- ❖ **ALL ACCIDENTS, EVEN MINOR ONES, MUST BE REPORTED TO THE TEACHER.**
- ❖ **WE STRONGLY RECOMMEND THAT ALL HEAD INJURIES BE REPORTED TO YOUR PERSONAL PHYSICIAN.**

PARENT EDUCATION DEPARTMENT

STANDARDS OF ETHICAL BEHAVIOR

In this classroom we are committed to:

- Respecting the dignity, worth, and uniqueness of each individual child and adult.
- Appreciating childhood as a unique and valuable stage of the human life cycle.
- Basing our work with children on knowledge of child development.
- Appreciating and supporting the close ties between the child and family.
- Recognizing that children and adults are best understood in the context of family, culture, and society.
- Helping children and adults achieve their full potential in the context of relationships that are based on trust, respect, and positive regard.

Standards of Ethical Behavior are based on the Code of Ethical Conduct, National Association for the Education of Young Children.