

Little Stars

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Philosophy

The child is the center of Little Stars. **It is our goal to produce a warm and nurturing environment where children can learn from each other.** Children are born with an innate drive to learn and explore. It becomes our responsibility to build on that natural curiosity and give them tools to use throughout life. Our approach is based on age-appropriate practices for all children. We value the fundamental principle that curriculum begins with each child as an individual, with a unique pattern of developmental capabilities, temperamental characteristics, and learning styles. Above all, we want the children to have fun!!!

Little Stars believes a child-centered classroom needs to be a safe and healthy environment. Children need to feel comfortable and secure in order to explore and learn to their fullest potential. We will do this by making safety a daily experience. Providing safety rules, using safety behaviors, maintaining a stable-predictable-positive environment, being prepared for emergencies, keeping the environment clean, monitoring immunizations, and teaching good personal habits are all examples used.

Little Stars Preschool believes a child-centered classroom sees children actively engaged in learning in order to advance their physical and intellectual development. This will be accomplished by having children participate in learning activities that foster independent thinking and creativity. Child directed and hands-on activities make learning meaningful and allow students to construct their own concepts. Children better remember connections they have made themselves. The teacher's role is to make children aware of particular concepts. It is the process and not the product that is most important in early childhood development.

Free body movement and self-expression are also incorporated into the daily program. Developing strong, well-coordinated bodies is an important stage of development for young children. We will do this by providing a variety of equipment, activities, and opportunities to promote the physical development of children through play. Music activities are incorporated to stimulate play with sound, rhythm, language, materials, space, and ideas in individualized ways.

Little Stars believes a child-centered classroom supports children's social and emotional development in positive age-appropriate ways. We will do this by constantly planning and evaluating instruction based on the child and their environment. It is important to appreciate each child's uniqueness and create an anti-bias environment that promotes positive self-esteem. Anti-bias curriculum is about preparing children for healthy, effective, cooperative and peaceful living in a diverse complex world. It is about strengthening children's self-identities and their abilities to respect differences and interact cooperatively with each other. We feel a teacher can create amazing outcomes for a student through creative and encouraging curriculums. We want children to love learning.

A well-run classroom involves many aspects. It should be child-centered, relevant to the student, and above all honor children's individual growth.

Teachers need to be aware of their students and the community. A good learning environment allows both the child and teacher to learn from each other. We feel teachers and students together promote a lifelong pursuit of learning.

Little Stars Highlights

- Non-Toxic Cleaners and Mostly Organic Food
- Child Centered Philosophy
- Curriculum Content (5 Developmental Programs to foster growth of social, cognitive, self-help, language, and motor skills.)
- Music and Movement Daily
- Personalized Daily Notes on your child's day
- Evaluations and parent conferences twice a year
- Rigorous toy and classroom sanitizing routine
- Infant Massage

Welcome to Little Stars

We are delighted to be a part of your child's education and care! **Research shows that by age 3, children learn more than the rest of their life combined.** In many instances, this is the first experience the child has of being a member of his/her own "society." This child is encouraged to be a functioning member of this society, thus leading them to a feeling of pride and dignity.

-The infant program provides a peaceful environment, along with the necessary nurturing, caring, and love that babies so truly need.

-The toddler program provides for successful separations, forming new attachments, exploring, and developing independence. The teachers offer the tenderness, warmth and patience so essential at this age.

-The Preschool program is a time of great discovery where both academics and social skills are emphasized. Our preschool program is truly one of a kind that adapts to all learners! To learn more about individual classrooms visit our website **littlestarsme.com**

Language Development:

- recognizing name in print
- learning new vocabulary
- following directions
- group discussions
- answering and asking questions
- creative thinking
- identifying capital and lowercase letters
- beginning writing (name, letters, number)

Cognitive Development:

- calendar/weather
- shapes/patterns
- sorting/counting
- simple measurement
- symbolic thinking
- representation
- problem solving/inquisitiveness
- cause and effect

Social/Emotional

- resolving conflicts
- respecting others/materials
- group work/cooperating
- independence/self-control
- beginning friendships
- respecting environment
- positive self-image
- participation/expressing feelings

Motor Development:

- Fine motor skills
- Gross motor skills
- self-help skills
- Eye-hand coordination
- refine sensory abilities
- refine visual discrimination
- refine listening skills

(Little Stars preschool recognizes that not all children are at the same developmental level. Our approach to curriculum is based on age-appropriate practices for all young children.)

The following are a list of some curriculum themes:

All About Me	Nutrition	Safety	Transportation
Zoo Animals	Dinosaurs	Ocean Life	Apples/Pumpkins
Space	Farm Life	Bugs	Forest
Friends	Pond	Community Helpers	

Ratios: Maine State Ratio is (adult: child) 1:10 for a classroom of 20 children or 1:8 for 24 children.

***Little Stars Preschool will be 1:8 for a classroom of 16 children.** The Pre-K classroom will be two teachers for a classroom of 20 children.

***Little Stars Toddlers will be 1:5 for a classroom of 10.** There will be one teacher accompanied by an assistant.

***Little Stars Infants will be 1:4 for a classroom of 8.**

Organic and Non-Toxic: Little Stars Serves organic produce and snacks without preservatives. It also uses non-toxic cleaners. Children are especially vulnerable to toxins. Household chemicals can make indoor air unhealthy to breathe and harm the respiratory tract. Families who send food to school are given nutritional guidelines during sign-up to ensure proper nutrition of children.

Open Door Policy: Parents are welcome to visit ANY TIME!

(However, if volunteering is disruptive to the social interaction or routine of children, we will ask for the volunteer to stop. (11:00a.m. – 12:00p.m. preferred))

Class:

*Little Stars Preschool 2 1/2 yrs. – 5yrs.

*Little Stars Toddlers is open to children 15 months –2 1/2 yrs.

*Little Stars Infants ages 6 weeks to 15 months

Assessment: promotes individual developmental domains (physical, social, emotional and cognitive). Allows a teacher to adapt curriculum to specific needs and document individual growth over time.

1. Child Portfolio- a collection of children's work.

2. Weekly observation- journal entry regarding social-emotional, cognitive, language, and physical development of child. Connects to Creative Curriculum Assessment.

3. Formal Interview and Profile/Parent Meeting (2 a year) Nov. and May cognitive questions, cutting and drawing samples

***Assessment is always confidential.**

*** Emergency Evacuation Protocol is in enrollment paperwork.**

Schedule:

Little Stars will be available **year-round** based on your enrollment. Tuition does remain the same when school is cancelled due to weather, sickness, or holidays. The following are holidays we observe and will be closed:

New Year's Day	Martin Luther King, Jr. Day	President's Day	Patriot's Day
Memorial Day	Independence Day	Labor Day	Columbus Day
Veteran's Day	Thanksgiving Holiday (2 days)	Christmas	

Hours of Operation:

**7:15a.m. – 5:30p.m.* (Open all school vacations except closed for Christmas 1 week and the last week of August for cleaning. These 2 weeks are included in tuition payment and paid by parents. Please see the enrollment contract for more info.)

3yr Child: Three year olds are full of wonder! They spend a lot of time watching, observing, and imitating. Exploration of their world and perfecting motor skills are key factors at this age level.

4yr Child: Imagination and independence begin to soar! Academics and activities can be more focused while still maintaining the freedom of self-expression and exploration.

Multi-Age: The aftercare program is a multi-age classroom where 3yr. and 4yr. olds combine. The age range of children in the same environment fosters cooperation and mutual help among the children. The opportunities for freedom of choice in learning centers, movement and communication help develop inner discipline. Multi-age settings allow younger students to experience the daily stimulation of older role models, who in turn blossom in the responsibilities of leadership. Children can grasp a different concept from the same project due to their individual developmental stage.

15 –36 Months Age Group: Every toddler is an active learner. With their newfound ability to walk around, they're in a whole new relationship with the world and can explore new territory. Through falls, bumps, as well as his triumphs and discoveries, they're learning about how the world works and also about how their own emerging self can help it work even better. Toddlers need lots of concrete learning materials, things to pick up, roll, punch, stack, squeeze, bounce, pound, push, pull and in other ways, interact with. There's actually a lot of intelligence going on in even the simplest of acts. When your toddler picks up an object, he's forming new associations to it and creating his first ideas about how the object relates to previous things he's picked up. These new discoveries become part of his inquiring mind and fuel their drive toward mastery and accomplishment.

6- 15 Months Age Group:

You may wonder about the benefits of reading to your baby. Clearly an infant can't understand what you're doing or why. But you wouldn't wait until your child could understand what you were saying before you started speaking to him or her, right? Reading aloud: teaches a baby about communication introduces concepts such as numbers, letters, colors, and shapes in a fun way, builds listening, memory, and vocabulary skills, and gives babies information about the world around them. The more stories you read aloud, the more words your child will be exposed to and the better he or she will be able to talk. Hearing words helps to imprint them on a baby's brain. Kids whose parents frequently talk/read to them know more words by age 2

than children who have not been read to. And kids who are read to during their early years are more likely to learn to read at the right time. When reading, your child hears you using many different emotions and expressive sounds, which fosters social and emotional development. Reading also invites your baby to look, point, touch, and answer questions — all of which promote social development and thinking skills. And your baby improves language skills by imitating sounds, recognizing images, and learning words.

Infant Massage: Through touch, babies first learn the comfort and security of loving and of being loved. Numerous studies have found that massage plays a significant role in promoting the proper growth and healthy development of infants. Physically, massage stimulates the nerves, increases blood flow and strengthens the immune system. It can relieve a host of childhood complaints from colic to constipation. A daily rubdown on a baby's belly, for example, helps work out gas and regulates digestion. Massaging the chest may ease congestion. Gently stroking an infant's face can improve her ability to suck.

Massage Methods

- **Milking** – Support your baby's foot with one hand and grasp the top of the thigh with your other hand. Stroke from buttock to heel squeezing the leg in a milking motion. Reverse the motion going from the heel toward the buttock.

- **I Love You** – Make a single "I"-shaped stroke with your right hand on the left side of your baby's belly. Then, make a backward, sideways "L" going from your left to right. Make an upside down "U," going from your left to right. (This is one of the trickier strokes to master, but the idea is to follow the direction of the colon and large intestine, and to move clockwise.)

- **Open Book** – With both hands together at the center of your baby's chest, push out to the sides, following the rib cage, as if smoothing out the pages of a book. Without lifting your hands from your baby's body, bring them around in a heart-shaped motion to the center again.

Child Management Methods: We strongly believe in positive reinforcement at Little Stars. It is our goal to recognize the positive and not the negative. We encourage appropriate behavior through praise and attention. Classroom arrangement, schedules, and choices are used to help prevent behavior problems. If a problem should arise, conflict resolution is used.

- ☐ Gather all perspectives
- ☐ Create solution
- ☐ Agree on solution

(Choices, "If and Then" statements, warnings, and counting are also management methods used.)

If a child receives 3 incident reports, a meeting will be made with the parents.

Payment:

If you pay weekly, payment is due **Mondays** (Please refer to the enrollment contract).

If you pay monthly, payment is due the **first (1st) of the month**. (Please refer to

the enrollment contract.) If you pay monthly and payment is not submitted by the fifth (5th) of the month and financial arrangements have not been addressed with management, your child will not be able to continue in our program.

Any check that is returned will be charged a \$30.00 fee.

Preschool Registration Fee:

- *A yearly registration fee of \$100 (non-refundable) is due upon enrollment into the preschool 3s and 4s program.*

Rates: 10% sibling Discount/10% 5 full-day discount

\$42 per day morning only Preschool (8:30am - 12:00p.m.)

\$62 per day All Day Preschool (7:15am - 5:30p.m.)

\$62 per day All Day Toddlers

\$64 per day All Day Infants

(Tuition remains the same if your child is sick or on vacation. December's 1 week vacation is closed to all children and included in tuition for all day and morning preschool programs. If you attend the summer program, August's 1 week vacation is closed to all children and included in tuition for both all day and morning preschool programs.)

***We offer an early drop-off option that would allow a family to drop their child off before 8:30a.m. With early drop-off, a child can be brought to school as early as 7:15a.m. The early drop-off fee is an additional \$10 per day.**

Curriculum Content

Little Stars incorporates 5 learning strategies into the curriculum. They include the Maine State Learning Results, Howard Gardner's Theory of Multiple Intelligences, Handwriting Without Tears, Second Step, and The Creative Curriculum.

***Howard Gardner**, a Professor of Education at Harvard Graduate School of Education, introduced seven different intelligences that all humans appear to possess. By building a curriculum that caters to all eight intelligences, one provides a greater opportunity for success. Each person learns differently.

Kinesthetic Intelligence-	Building Center
Visual Spatial Intelligence-	Art Center
Mathematical Logical Intelligence-	Math Center
Naturalist Intelligence-	Science Center
Musical Intelligence-	Music Center
Linguistic Intelligence-	Reading Center
Interpersonal Intelligence-	Group Work
Intrapersonal Intelligence-	Personal Work

***The Maine State Early Learning Guidelines** identify the knowledge and skills essential to prepare Maine students for work, for higher education, for citizenship, and for personal fulfillment. They serve to focus discussion and to develop consensus on common goals for Maine education. In identifying essential knowledge and skills to be achieved by Maine students, the Learning Results do not represent a curriculum alone, rather goals for a curriculum to connect to.

- English Language Arts**
- Modern and Classical Languages**
- Science and Technology**
- Social Studies**
- Visual and Performing Arts**
- Mathematics**
- Health and Physical Education**
- Career Preparation**

***Second Step** provides engaging lessons and activities that teach essential social skills, such as problems solving, emotion management, impulse control, and empathy. Young children enjoy Impulse Puppy and Slow-Down Snail puppets as well as the lively songs that reinforce ideas from the curriculum.

***The Creative curriculum** is both emergent and constructive. This means that classroom themes and projects often emerge from the children's interests or from events in the daily life of the classroom community. For example, a focus on babies might be prompted by the birth of new siblings. We believe that children construct their own knowledge rather than simply receive it from adults. They construct their own ideas and theories about their world through play and social interaction, and experimentation. For example, the children might explore the properties of weight and motion by constructing ramps and rolling various objects; they learn much more through hands-on experience than they would from an adult's verbal explanation. Teachers observe and play carefully to enhance and extend the children's learning. The Creative Curriculum for Toddlers is based on accepted theories of child development and the latest brain research, which underscores the importance of the early years. This book features clear, easily understandable descriptions of the work of leading child development theorists, including Piaget, Erikson, Greenspan, and others.

***Reading A-Z** is a reading program that adheres to individual's development. Once children feel confident in their ability to recognize letters and their phonic sounds, they are given the opportunity to start reading leveled books. Like all activities at Little Stars, children are given a choice to participate. It is most important not to rush children in the reading process and keep it as positive of an experience as possible. Children's future views on reading are being formed and we do not want any negative correlations. They will read when they are ready. Children will be taking home books that they have successfully read. Please get involved and have your child read their books to you. Reading Assessment and placement of levels is based on running records that note a child's behavior and recognition ability as he/she reads from leveled books. *Leveled Books –Leveled books are the key component in a guided reading program. Reading A-Z leveled books are not selected from a collection of books and then leveled. Rather, Reading A-Z leveled books have been carefully written in accordance with standardized criteria for each level. They gradually increase in difficulty with each level.*

***Handwriting Without Tears:** This program is created to prepare children for writing in a playful way that is child-friendly and developmentally sound. The Pre-K program introduces school readiness activities for children of all ability levels. Body awareness, good habits, grip, coloring, drawing, and beginning handwriting skills are all taught using music, movement, and multi-sensory manipulatives. The HWT program is designed so that all children can participate but they may be participating at different developmental levels. The multi-sensory activities are planned to appeal to all learning styles and preferences. **"Holding a crayon is cultural and not developmental. It must be corrected by age 4 or will not get better."**—Jan Olsen HWT Creator/OT

Curriculum Examples For Color:

Science-

Mixing Colors

Children mix blue and red clay pieces together with their hands.
Discuss what happened.

Math-

Favorite Color Chart

The lesson will be introduced by talking about favorite colors. I will explain that favorite means the one you like best because it's nice or makes you feel good. We will create a chart to see how many students like particular colors.

Language-

Story and Discussion/Song

"Little Blue and Little Yellow" by Leo Lionni

Who is wearing blue today,

Blue today, blue today?

Who is wearing blue today?

Please stand up.

Social Studies-**History of Dye**

We will talk about the ways clothes were dyed in the past by using things in nature like beets. We will use beet juice to dye coffee filters.

Art-

Rainbow Rain

Students fill a brush with red, blue, or yellow paint and press against paper to make rain. Each color will be a different texture. We will discuss which color was fastest and what happened when they mixed together.

Throughout the activities, we incorporate Piaget's Theory of Cognitive Development.

1. Use concrete props and visual aids whenever possible.
2. Make instruction relatively short, using actions as well as words.
3. Give children a great deal of hands-on activities.
4. Provide a wide range of experiences in order to build a foundation for concept learning and language.

Toddler Classroom Schedule

7:15 – 8:30 All-day care arrival and free play
8:30- 9:30 Morning Program Arrival / Free play in Centers

Child Directed Learning Centers

(Children touch, feel, experiment and learn in small groups-can choose from three tables. Child directed projects.)

9:30-9:45 Clean-up/Hand washing/Snack

9:45-10:00 Circle Time

- 1. Good Morning Greeting**
- 2. Finger Play/Song**
- 3. Flannel Board**

10:00-10:30 Gross Motor Activity / Music and Movement

10:30-11:00 Science and Art Activity Time

11:00-11:30 Outside Play

11:30-11:45 Goodbye Circle

11:45a.m. Morning Toddler Program Parent Pick-up

After Care Schedule

12:00 –5:30

Please bring cold lunch. We will provide drinks and afternoon snack.
Children may bring stuffed animal and quiet activities for quiet time.
Crib sheets work well to cover quiet time mat.

(It is a State Law that children in all day programs must have 45 minutes of quiet time.)

Directions: Little Stars Preschool is located at 449 Cumberland St. in Westbrook.
Little Stars Toddlers and Infants are located at 406 Cumberland St. Please call if you have any questions 856-7828.

Preschool Classroom Schedule - times may fluctuate slightly each day

7:15 – 8:30 Early Drop-Off Arrival and Free Play

8:30- 9:10 Arrival For Those Who Are Not Early Drop-Off / Free play in Centers
Reading A-Z (Individual Reading Program for Preschoolers)

Child Directed Learning Centers

(Children touch, feel, experiment and learn in small groups - can choose from three tables. Child directed projects.)

9:10 Clean-Up & Circle Time

1. Morning Greeting-Hello Everybody How Are you
2. Helper Board
3. Calendar- (Month, Day, and Weekday)
4. Weather Graph
5. Question of the Day

9:40 Morning Snack (provided by the school) & Bathroom Time

10:10 Dance Time

10:20 Table Choices/Handwriting Without Tears

10:50 Bathroom Time

11:00 Outdoor Recess (as weather permits)

11:30 Goodbye Circle

1. Name Rhythm/Instruments and Goodbye Song
2. Read-Aloud

11:45-12:00 Morning-Only Pick Up

12:00 Lunch (Families must provide children's lunches - can be warmed with our microwave.)

12:30 Bathroom Time

12:45-2:20 Rest Time (Children may bring stuffed animal and blanket/slippers. Crib sheets work well to cover rest mats.) ***It is a State Law that children in all day programs must have a period of quiet time.***

2:30-3:15 Free Play

3:20 Bathroom Time

3:30 Afternoon Snack (provided by the school).

4:00-5:30 Free Play & Pick Up

Children Learn Through Play

(During free choice time, children have the opportunity to play in several different learning areas. These areas help foster individual growth.)

Construction: Block building gives children a chance to think, to plan and to solve problems. This center involves working together, hand-eye coordination, planning, and development of imagination, shapes, sizes, lengths, balance, weights, textures, sequence, concentration, problem solving, and a visual of what numbers really stand for.

Climbing Area: a soft padded indoor climbing area designed to give toddlers the opportunity to jump, climb, crawl, etc...

Art: Children can color paint, use play dough, draw, etc... Art is also constructive way to release tension and/or anger, valuing themselves, an easy way to enter or become a member of a group, a feeling of accomplishment, exchange of ideas, an awareness of color, abstract shapes, lines, organization of space, expression of many moods, experiences, and feelings.

Dramatic Play: This center allows children to act out and bring together things they have learned and are feeling about their world and themselves. Development of language (which sharpens abilities to communicate with others), working with another person on a common idea or purpose, development of imagination, preparation for new experience (baby in the family), and self-expression are all experiences undertaken.

Sensory Table: This center produces a relaxation of tensions, a sense of well-being, hand-eye coordination, principles of absorption, spilling over, pouring, trickling, gravity, liquid weight, concentration span, geography, and teamwork.

Discovery: Themed materials for children to explore. Incorporates math and science concepts. Develops excitement of learning about: texture, shapes, sizes, weight, same and different, stimulates curiosity which leads to thought and imagination, encourages understanding of the natural world, encourages children to develop their own ideas, questions and answers,

Manipulatives (Clay, unifix cubes, etc.): Working together, hand-eye coordination, planning, development of imagination, shapes, sizes, lengths, balance, weights, texture, sequence, concentration, problem solving, basic math, geometry, fractions, a constructive way to release tension and/or anger, valuing themselves (each child's work is different), an easy way to enter or become a member of a group, a feeling of accomplishment, exchange of ideas.

Science/Math: Develops excitement of learning about: texture, patterns, shapes, sizes, weight, numbers, patterns of movement, sequence of growth, same and different, stimulates curiosity which leads to thought and imagination, encourages empathy and understanding of the natural world, encourages children to develop their own ideas, questions and answers, enhances problem solving skills.

Books and Listening Area: Children learn the value of reading through many happy experiences with people and books. There is no magical moment when children are ready to read or write. Giving them a foundation of experiences-and the inspiration- to want to learn to read include singing, talking, reciting rhymes, providing a print rich environment, and reading aloud. Puppets, flannel boards, and books on tape are also available for children to experience. Children learn that pictures have meaning and are able to use

pictures to help tell a story. In these ways, the children are getting ready to read themselves.

Writing: This learning center involves small motor skills, hand-eye coordination, recognition of letters, connecting letters to words, stimulating thought concentration, familiarity with written words and letters as a way of expressing ideas.

Circle Area/Language/Music and Movement: Circle time or just a quiet, soft place where children can sit and flip through books at their own leisure. Children learn the value of reading through many happy experiences with people and books. There is no magical moment when children are ready to read or write. Giving them a foundation of experiences-and the inspiration- to want to learn to read include singing, talking, reciting rhymes, providing a print rich environment, and reading aloud. Puppets and flannel boards are also available for children to experience. Children learn that pictures have meaning and are able to use pictures to help tell a story. In these ways, the children are getting ready to someday read themselves.

All these experiences form the groundwork of reading and number readiness. Through play children can learn that they are able to be successful and have fun.

Sign-In/Sign-Out: For your child's safety, your child must be checked in and out of school using Brightwheel. This helps keep track of children and whom they are leaving with. It is helpful if you call us when your child will not be in attendance.

Info Box or Shoe Rack: Children will have their own-labeled parent box or shoe rack pouch. Parent information and children's work will be located there daily.

Daily News: Children will have their own individualized information paper. It will contain lessons and activities your child did throughout the day.

Birthday Parties: Birthday parties are optional. We will leave this up to you and your child as to how you would like to celebrate and when it's a convenient time. (Snack time usually works well.)

Diapers, Formula, Baby Food, and Clothing:

Parents are responsible for supplying diapers, formula, baby food, and clothing. Each child will have a specific cubby they can be stored in.

Toys: Toddlers have a very difficult time-sharing; due to their development, and for this reason we respectfully request that you do not bring any toys into the classroom from home. We supply multiples of toys.

(For Toddlers, toys or blankets are allowed when it helps children transition into the program.) Preschoolers may leave toys from home in their cubby.

Cubbies: Each child will have their own labeled cubby. Please bring in family pictures to be placed inside (Sometimes a friendly picture helps when children are feeling sad- *Please label and give to the teacher to place inside.*). It is also a good idea to keep an extra set of clothes for accidents. Diapers and wipes will also be stored.

Snack: Organic produce and preservative-free snacks will be provided (children may bring in their own snack) and served in a child-directed style (serving self, setting table, encouraging conversation, choice between 2 snacks, cleaning up-with help when needed). This style of eating promotes social, emotional, physical, and cognitive development in children.

- | | |
|------------|--|
| Social: | Develop self-help skills
Learn to wait for things
Interaction with peers (conversations and table manners) |
| Emotional: | Develop independence
Develop a sense of pride in completing a task |
| Physical: | Develop eye-hand coordination
Develop fine motor skills |
| Cognitive: | Develop math skills (measuring, pouring, counting) |

We use Sippy cups and transition to regular cups as dexterity improves.

Parent Board: A parent board is located in the room. It will contain classroom information.

Morning Arrival: Parents check students in on Brightwheel using the displayed QR code. Children sign themselves on the class whiteboard.

Weekly Curriculum Calendar: A calendar will be sent out weekly containing activities the class will be working on.

Theme Letter: Each time the classroom starts a new theme, a letter will be sent out notifying parents. It will contain information on what we will be learning. Parents are strongly encouraged to pay attention to the changing displays as they provide a glimpse into the inner life of the classroom community.

Monthly Calendar: A monthly calendar will be sent out highlighting special events. (Ex. letter day, holidays, etc...) It will also list our daily snacks.

Accident/Incident Reports: If an accident occurs with your child that requires treatment, an accident report will be completed and presented to parents to be signed. You will keep the yellow copy. Incident reports are used to make you aware of a behavior that has happened during the day causing injury to another child. They are handled in the same manner as accident reports.

Minor incident/injury: The incident/injury will be recorded on a report by the classroom teacher to be signed by a parent/guardian. The child's parent or guardian will be called and notified immediately if it is a head injury, biting incident, or any incident that would leave a bruise. Parent instructions will be followed as to the course of action desired. Simple first aid will be administered by a staff member for an injury or illness needing only minimal attention.

Serious injury: The child's parent will be called and notified immediately as to the injury or illness and the severity. Emergency Medical Services will be contacted if the illness or injury requires more than minimal first aid medical treatment. If the illness or the injury requires treatment at a medical facility as recommended by the EMS technicians, the child will be transported and accompanied by a preschool staff member if the child's parent is not yet available. We will use the closest medical facility deemed necessary. The child's file with all the medical information will be taken and available to the EMS personnel. An incident/accident report will be completed by the attending medical personnel and a copy made available to the parent and one kept in our records.

Expulsion: To prevent expulsion and suspension of children, Little Stars shall adopt the following policy and practice in a consistent and non-discriminatory manner:

- Use developmentally appropriate practices that provide for stimulating and interactive learning environments, diversity, age-appropriate expectations, small group activities, teachable moments and knowledge of research-based evidence and best practices in child development, early learning and education.
- Invest in professional development, training and education to ensure educators have the competencies to support children's social and emotional health.
- Develop and implement classroom schedules that meet the needs of the children.
- Adapt learning environments to promote healthy social interactions with others.
- Develop healthy and nurturing relationships with children.
- Develop strong partnerships and relationships with parents.
- Develop and implement classroom expectations that are developmentally appropriate, clear and consistent.
- Provide family engagement opportunities.
- Ensure fairness and equity.

Prior to the expulsion of any child from this program, the staff and director will follow these guidelines:

- Consult CDS after obtaining parent permission.
- After 3rd incident report, a conference will be held with parents to discuss positive behavior interventions and development of goals.
- Document efforts to prevent and reduce expulsion.
- Provide reasonable accommodations.

If an expulsion must occur, Little Stars will assist the child and family in transitioning to another program by identifying community resources to assist in determining the most appropriate placement for the child.

Clothing: We do a great deal of "messy" projects, so we suggest clothes that can wash easily. Smocks are worn, but stains can occur.

Pacifiers: We will assist you in weaning your child from the pacifier. When at a speaking age, pacifiers hinder language development. We prefer to keep the pacifier in the cubby during the program.

Celebrated Holidays: If your family celebrates any other holidays, and you would like to lead a lesson, please let us know.

Preschool age children only understand what is in "their world," which is why we don't celebrate all holidays (only those celebrated by children in our class).

Valentine's Day	Christmas	St. Patrick's Day	Easter
Father's Day	Mother's Day	Thanksgiving	Costume Day

Community and Support: Brochures discussing help that our community provides for families are located on top of the cubbies. Feel free to look through. Our parent board also lists any upcoming community activities or events we are aware of.

Children with Special Needs: Little Stars works with Child Development Services to help children who need special services. CDS information is available in each classroom. If needed, we will adapt our classroom based on the capabilities of our program and staff. Allergies are also posted and notified to other parents. CDS #207-781-8881

ELL: Little Stars creates a welcoming environment for children and families from all cultures and who speak different languages. We implement the following strategies in our classrooms:

1. **Find out what languages will be spoken by children in your class** and focus your classroom setup on what will most effectively support children who speak those languages.
2. **Stock bookshelves with bilingual and monolingual books in each of the languages needed.** Look for storybooks and nonfiction books that come with CDs or books available as apps with sound to help you learn to pronounce words in each child's language. Wordless books are also great for multilingual classes.
3. **Ask families to send in photos of things that are meaningful to each child,** such as foods, celebrations, and family activities. Ask them to help you label the images with words in both English and the home language to give you lots to talk about with the children. Use the pictures to make personalized posters, displays, and class books that children can relate to.
4. **Add labels that reflect the represented languages.** Ask families or volunteers to help with the proper and the phonetic spelling. Labels don't build language and literacy unless you and the children really use them.

5. **Play music from different countries and in different languages.** Ask families to send in their favorites to build that home-school connection.
6. **Learn to say 10 to 20 key words in each child's home language** to help them feel welcome, safe, and comfortable starting from their first day. Use an online translation app like Google Translate or ask parents to record words for you to learn. Try *hello, my name is, eat, drink, hurt, bathroom, your parents will be here soon, wash your hands, help, yes, and no* to start.
7. **Make a picture communication board to help all children communicate their needs and feelings.** Post photos of the children looking sad and happy, helping each other, cleaning up toys, going outside, solving a conflict, and participating in daily routines.

Food: Little Stars provides morning and afternoon snacks - organic produce and preservative-free food. Monthly snack lists will be provided. We also provide drinks which include water and 1% milk. Water will be provided at snacks and milk at lunch. Our snacks are overseen by the USDA Preschoolers Guidelines. All allergies are posted. However, parents do bring in special treats for birthdays and holidays. Please let the teachers know if your child can eat such foods that could possibly have coloring, additives, etc...

Communication: The class will communicate through the following ways:

1. Daily note on your child's day and activities.
2. Weekly curriculum letter
3. Monthly calendar of important dates and snack schedule
4. Monthly newsletter discussing the class and what they are learning.
5. Parent newsletters based on topics that connect to your child's age.
6. Phone-you may call at any time.
7. Email-posted on our website (littlestarsme.com) also has pictures posted
8. Drop-off and pick-up or schedule a meeting for in depth topics
9. 2 Parent meetings per year to go over child assessments and goals.

Disease: Any time a child is diagnosed with a communicable disease, we will notify parents of the day the child attended and what the disease is. A description of disease and its symptoms will be included. If we should need to close, a phone call will be given. Please see Health Policy for additional information.

Emergencies: A list of emergency procedures will be given to you in paperwork.

Language: Please let us know if your child speaks languages other than English. We would like to use this opportunity to include the language in classroom activities.

Class Rules: 1.) Walking feet 2.) Indoor voices 3.) Gentle hands 4.) We sit when we eat 5.) Kind words 6.) Respect the classroom and toys 7.) Wash hands before eating, after potty, and after wiping nose 8.) Put toys away before taking out new ones.

Rights of Children: Children receiving Childcare from Little Stars have the following rights.

1. Each Child has the right to freedom from harmful actions or practices that are detrimental to the Child's welfare, and to practices that are potentially harmful to the Child.
2. Each Child has a right to an environment that meets health and safety standards.
3. Each Child must be provided Childcare services without discrimination to race, age, national origin, religion, disability, sex or family composition.
4. Children must be treated with dignity, consideration and respect in full recognition of their individuality. This includes the use of developmentally appropriate practices.
5. Each Child has the right to the implementation of any plan of service that has been developed for that Child in conjunction with community or state agencies.
6. Each Child has the right to Developmentally Appropriate activities, materials, and equipment.
7. Children with disabilities have the right to reasonable modifications to Child Care Facility policies and practices.

Rights of parents and legal guardians of Children receiving Childcare: A Child's Parent or Legal Guardian must be fully informed of items or services which are included in the rate they pay for Childcare services.

1. A Child's Parent or Legal Guardian has the right to be fully informed of findings of the most recent inspection conducted by the Department. The Child Care Facility must inform Children's Parents or Legal Guardians that the licensing inspection results are public information and inspection results must be posted in a prominent place on the Premises.
2. Parents or Legal Guardians must be notified by the Child Care Facility within two business days of any actions taken against the Child Care Facility by the Department, including but not limited to, decisions to issue conditional Licenses, refusal to renew a License, or to impose fines or other sanctions.

Children Learn What They Live

If a child lives with criticism,
They learn to condemn.
If a child lives with hostility,
They learn to fight.
If a child lives with ridicule,
They learn to be shy.
If a child lives with shame,
They learn to feel guilty.
If a child lives with tolerance,
They learn to be patient.
If a child lives with encouragement,
They learn confidence.
If a child lives with praise,
They learn to appreciate.
If a child lives with fairness,
They learn justice.
If a child lives with security,
They learn to have faith.
If a child lives with approval,
They learn to like themselves.
If a child lives with acceptance and friendship,
They learn to find love in the world.

-Dorothy Law Holte