

Sewanee Children's Center

Parent Handbook

Purpose

The school is constituted as a parents' cooperative and operated by parents through a Board of Directors. Parental participation is the lifeblood of the school. The Sewanee Children's Center offers a comprehensive early learning program designed to meet the developmental needs of each child. The program is responsive to the needs of local families and children.

History

The school opened in 1949 under the name Sewanee Nursery School and Kindergarten, Incorporated, offering morning care primarily to university faculty children. In 1967, the Board began an extensive scholarship program to offer the benefits of a preschool experience to the whole community. This diversity provided a broader cultural experience for all. In 1977, the school extended its program to provide afternoon care for preschoolers and children through second grade. In 1983, our name was changed to The Sewanee Children's Center in order to reflect our wide-ranging program. In 1997, the school extended its program to include eight-year-olds. The Center is licensed by the state of Tennessee under the Department of Human Services (DHS) and is a Three-Star agency--the highest rating possible. The Center is an exempt organization under section 501(c) (3) of the Internal Revenue Code.

Philosophy

SCC provides an environment that uses the constructivist theory of learning to address our children's intellectual, emotional, physical, and social growth. Constructivist learning is based on children's active participation in problem-solving and critical thinking in a learning activity that they find relevant and engaging. They are "constructing" their own knowledge by testing ideas and approaches based on their prior knowledge and experience and applying these to a new situation that they then integrate with what they already know. We use the Reggio Emilia and Project approaches to teaching to guide our teaching practices and to inform our curriculum development that supports constructivist learning.* We rely on a network of communication between the children, Parents and teachers to create a spirit of cooperation, collaboration and co-construction of knowledge. Working together, we build a culture which respects childhood as a time to explore, create and be joyful. We strive to create a school environment that provides children with a sense of belonging in a world that is alive, welcoming and authentic. We believe that every child can learn and we want our children to experience success, a feeling of self-worth, and a love for learning.

The school has always welcomed children of all faith traditions and, notwithstanding its long and warm association with Otey Parish, has attempted not to bias its program in favor of any particular faith tradition. At lunch, teachers offer the opportunities to say a blessing and/or to

relax quietly for a moment before beginning the meal. We encourage our children to share books and songs that are special to them during holidays throughout the year.

*Please refer to the following links for further information regarding these theories and approaches: www.thirteen.org/edonline/concept2class/constructivism; Project Approach: <http://projectapproach.org>, http://www.reggiokids.com/the_reggio_approach.html. There are also other resources listed in the back of this handbook.

Mission

In keeping with the Reggio Emilia philosophy, we strive to nurture each child's curiosity and creativity by providing the time and space in which s/he can explore his or her questions with independence and persistence. By providing a safe and loving environment that is sensitive to one's physical, cognitive, social, and emotional development, we foster an enthusiasm for discovery and life-long learning. We believe that children and adults alike must be granted the time and support needed to explore, hypothesize and take risks in learning and teaching. Careful listening, observation, and documentation of children's "work" enable us to help parents to understand better their children's behavior and development.

Curriculum

SCC uses the Tennessee Early Learning Developmental Standards (<http://tn.gov/education/article/early-learning-development-standards>) to guide our curriculum development. Our teachers provide the springboard for the children to investigate their individual and common interests, offering creative ways for the children to express and explore what they know or imagine. We provide curriculum that is age appropriate, stimulating and active. We incorporate activities that facilitate growth in motor, visual, auditory, and language development. Children have opportunities to acquire concepts and skills in science, social studies, mathematics, writing and reading readiness through large-and small-group instruction, indoor and outdoor learning centers and field trips. For the 2016-2017 school year, all children will have a music class on Mondays. Other special classes have included yoga, dance, and French. We utilize the gifts and talents of our families and community members and welcome them to our classrooms to enrich our program. Children are encouraged to take risks, to become problem solvers, to be independent, and to appreciate others' ideas and opinions.

Licensure

SCC is licensed by the Tennessee Department of Human Services (DHS). We voluntarily participate in the DHS Star-Quality Child Care Program that recognizes child care agencies who exceed minimum licensing standards. These agencies can receive a rating of one, two or three stars. We are a Three-Star agency. SCC is a tax exempt organization under section 501(c)(3) of the Internal Revenue Code. To learn more about the Star Quality System, visit: <http://tnstar>

Recycling and Reusing

SCC is committed to reducing our school's waste footprint by modeling good

stewardship of our resources. We are developing an efficient recycling and reusing program to educate ourselves, our families and the wider community about the processes and benefits of responsible waste management. One example of what we already do is use cloth towels instead of paper towels to dry our hands. We will request that children and staff bring waste-free snacks and lunches (see guidelines in the Appendix), have waste-free celebrations and find ways every day to recycle and reuse in and out of the classroom.

Cooperative Preschool

SCC is a cooperative preschool, also known as a parents' cooperative. The Director and Board oversee school operations and Parents support the school and teachers in a variety of ways. All Parents of enrolled students are automatically members of the Co-op. There are three Co-op meetings during the school year in the fall, winter and spring and Parents are expected to attend. Other meetings may be arranged during the school year dealing with subjects of interest such as parenting skills, or to get together with our school families. The Board meets regularly throughout the school year and Parents are welcome to attend. Please see the School Calendar for specific dates.

To ensure full participation in our cooperative preschool, each SCC family is required to volunteer for two hours each month. Each afterschool family is required to volunteer for five hours per semester. Families who are unable to volunteer time may "buy out" any or all of their two hours at the rate of \$20 per hour. In cases where a family gives more than two volunteer hours a month, the additional hours will carry over to the following month. Credit towards tuition cannot be given for extra volunteer hours. Examples of tasks and responsibilities that Parents commonly assume include, but are not limited to: assisting a classroom teacher in and out of the classroom, serving on the Board, playground and interior maintenance, laundry, landscaping, sewing and mending, carpentry, participation in work days, fundraising, and party planning.

Fundraising

SCC holds various fundraising events during the year in an effort to supplement the resources necessary for the continued financial stability and growth of the school. Funds raised from such events are earmarked for different areas, including operating costs, improvements in the classrooms or playground or other unexpected needs as they arise. Family involvement in school fundraisers is expected and can be counted toward co-op hours.

Class Sizes and Teacher: Student Ratios

To provide quality care and support our values and commitment to our community, the Board mandates that our enrollment follows the National Association for the Education of Young Children (NAEYC) guidelines for teacher: student ratios within each group size. We keep enrollment to 55 children each year, ages two through eight. We strive to maintain a 1:4 ratio in the 2/3 Class; a 1:6 ratio in the 3/4 Class, a 1:8 ratio in the 4/5 Class; and a 1:15 ratio in the afterschool program.

Tuition and Fees

Please refer to “enrollment information” on our website.

- There is a monthly Co-op charge of \$40.00 for preschool students or \$100.00 per semester for afterschool students unless Co-op hours of two hours a month are documented.
- A late fee of \$15.00 will be incurred for payments received after the 10th day of the invoice month.

Tuition Discounts

- There is a 3% tuition discount for families who pay the annual tuition in full by the first week of August.
- There is a 2% tuition discount for families who pay the annual tuition per semester.
- Families may also pay monthly, dividing the annual tuition rate evenly by 10 months.
- Children of SCC staff receive a 50% tuition discount.
- If a family has siblings enrolled, there is a 25% tuition discount on the lesser tuition amount.
- Scholarships are available according to financial need.

Payment Options

- Mail check to P.O. Box 268, Sewanee, TN 37375.
- Deliver a check or cash to SCC and put it in a secured lock box.
- Pay with direct deposit. **There will be a 3% fee added to help defray the cost of credit card fees.**

Note: Failure to make tuition payments will jeopardize your child’s enrollment.

Part-Time Enrollment

Students who are enrolled part time will be invited to special activities on days or afternoons they do not attend, depending on class enrollments and teacher-child ratios.

Trial Period and Withdrawal

A child is considered enrolled in the school once the contract is signed and returned to SCC. The first two weeks of a new child’s attendance at school are considered a trial period, during which time withdrawal is permitted without a financial burden for the semester, unless that child is withdrawn from SCC to be placed in another school setting. If a new child is withdrawn by his/her parents after the trial period of two weeks from the first day of school attendance; or if a new child is withdrawn at any time by his/her parents to be enrolled in another school situation; or if a returning child is withdrawn for any reason after June 1, the parent will remain responsible for the balance due towards the year’s tuition until a qualified replacement student is found. The only exceptions to this policy will be if a child is withdrawn by recommendation of the school or family physician with valid medical concerns, serious or

prolonged illness, or a permanent move of the family out of the Franklin-Marion-Grundy counties area. In these cases, the Parents will not be held responsible for the balance due on the contract even if a new student cannot be found to replace the withdrawn student. SCC requests that a thirty-day written notice of withdrawal be given by the Parents to the Director.

SCC reserves the right to request withdrawal of a child if, after the trial period, it determines that the child's physical, emotional, mental and social development needs cannot be met within the facility's ability or that the child jeopardizes the ability of other children to benefit from the program.

Insurance Coverage

Accident insurance coverage is included in the registration fee. If a child is hurt while at school, requiring physician consult, staff will fill out the forms to be carried with the child to the doctor's office. If Parents have additional needs to file a claim, please notify the Director.

Clothing

For children still in diapers, families are required to furnish wet wipes and diapers for their children's use. Children out of diapers should wear clothes that they can manage by themselves in the bathroom, such as elastic-waist pants or shorts, without buttons or buckles on shoulder-straps to undo. **All children should have at least two changes of clothes and plastic bags for wet clothes at school at all time.**

Children should be dressed in clothing suitable for play and activity. Necklaces, bracelets, earrings and shoes that do not fasten securely are dangerous and should be left at home. Children are going to get dirty, so special clothes should be saved for less active occasions. Children should be dressed with consideration for the variations of weather within the day. Even in quite cold or wet weather, the children will go outside for a brief period of fresh air and exercise. (This is mandated by the state licensing guidelines). All jackets, sweaters, boots, hats, gloves (mittens for the two/three-year-olds), etc., should be properly labeled with the child's name in an obvious place. Shoes should be closed with non-marring soles. Shoes that have slick soles, i.e. dress shoes, are not recommended.

Transportation

A written and signed note from the Parents of each child should be given to the teacher before or no later than the first day of school that includes who will be picking the child up regularly. Names of people, other than the designated person(s), should be on the registration form on file in the school office. Teachers must be notified ***IN WRITING*** of any change in transportation. (Forms for these notes are located in the appendix.) If there is a change during the school day, you may phone or email the school office. Teachers are not permitted to allow children to go home without written permission from the Parents. Car seats must be utilized by children under 4 and/or 40 lbs. Booster seats are preferred until the child is 80 lbs. Locking clips are also necessary to use with car seat belt systems.

NOTE: SCC reserves the right to deny the release of a child to anyone who displays risky behavior, even if the person is a parent/guardian or someone who has written permission to

pick up the child. Risky behavior can include but is not limited to a suspicion of intoxication or not having the appropriate car seat.

Arrival and Dismissal

The school day begins at 8:00 a.m., but the doors are open at 7:45 a.m. as a courtesy for Parents. The school day ends at either 12:00 p.m., 3:00 p.m. or 5:00 p.m.* Parents are responsible for the safe arrival of their children at SCC. Parents must sign their children in and out of the classroom every day, whether it is at the scheduled dismissal time or other times during the day. This sign in and out procedure is mandated by Tennessee Law. Only an adult over 18 and is a designated person who may pick up a child can sign or initial the time of arrival and dismissal. When dropping off and picking up your children in the classroom, please do so quickly. It is best to say a brief goodbye, especially for those children who have a hard time with separation, and be on your way. Please do not have lengthy conversations with your child's teacher at these times as they are important parts of the school day for smooth transitions and to ensure all of the children's safety. We encourage you to visit with other parents outside of the classroom.

** Failure to pick up your child by 12:00 p.m., 3:00 p.m. or 5:00 p.m. (depending on your child's*

school schedule) will result in a financial penalty. You will be charged \$1.00 per minute after the dismissal time the first time; \$3.00 per minute the second time and \$5.00 per minute the third time. After that, your child's enrollment will be in jeopardy.

TN Unattended Children in Motor Vehicle Act. This act passed the Senate and House May '07. It establishes the offense of knowingly leaving a child under seven in a motor vehicle without supervision located on public property or while on the premises of any shopping center, trailer park, apartment house complex or any other premises which is generally frequented by the public at large. It is a Class B misdemeanor punishable by a \$200 fine. A second or subsequent offense is a \$500 fine. Please be aware of safety issues while in the parking lots. These issues are important and unsupervised children in cars can jeopardize the insurance coverage for Otey Parish and SCC.

PLEASE DO NOT LEAVE CAR IDLING WHILE DROPPING OFF AND PICKING UP CHILDREN.

Traffic Patterns

The school entrance to SCC is behind St. Mark's Hall. You should enter the drive off of University Avenue on the north side of Brooks Hall and follow the arrows on the drive as you go behind Brooks Hall. You may park in the spaces on the near side of St. Mark's Hall or follow the gravel path down into the parking lot in front of the entrance to SCC. For our children's safety, please drive slowly at all times, and obey the entrance and exit signs. Please watch your children carefully as you walk to and from your car.

Parent-Teacher Communication

We value on-going and open communication among our families and staff. If you have a question or concern about your child or the classroom or school, please contact the appropriate person in person, by email,* or by calling the Director. We will reply to you as soon as possible, and no later than within 24 hours, to address your concern. The teachers do not check their email during the school day. If you need to communicate with them during the school day, please send a written note or contact the Director. Please respect the teachers' personal time and professionalism by refraining from contacting them before or after school hours, or asking them to care for your children beyond the school day.

There are two scheduled parent-teacher conferences offered during the year when Parents meet privately with teachers to discuss their children's progress. They take place in the fall and the spring. The specific dates are listed on the current school calendar.

***Please do not use names of students and/or teachers in an email involving personal concerns to ensure the privacy and safety of our staff and families.**

Lunches and Snacks

Children bring a healthy lunch and two snacks every school day. Your child's food and drink should be in a well-marked standard-sized lunch box or re-usable bag and will be stored in a refrigerator, unless marked otherwise, until mealtime. We encourage you to send well-balanced meals that are healthy and nourishing. We also ask that you send waste-free lunches and snacks. (See the Appendix for more information.) Carbonated beverages and candy are not allowed as part of a child's lunch or snack. Teachers will post allergies and food alerts in the classroom. Because very young children may have food allergies that adults are not yet aware of, licensing requirements prevent children from sharing their food with other children. Children are encouraged to serve themselves with teacher supervision. Your classroom teacher may have additional guidelines.

Birthdays and Other Celebrations

Parents may provide a simple treat for their children's birthday and other celebrations. Please refrain from sending sweet treats. Many young children are sensitive to sugar and color additives that can negatively affect their behavior. If you choose to send a sweet treat, please package it in a way that it can be sent home so the children can enjoy it after school. Also, let your classroom teacher know if you will be sending/bringing a treat and ask about any food allergies that children in your child's class have. If you cannot attend a celebration for which you are sending a treat, teachers will distribute it for you at an appropriate time in the school day.

Party Invitations to Non-School Events

We are happy to distribute party invitations at school if there is an invitation for **all** the children in the class.

Immunizations

All SCC children must be immunized against the following diseases: • Hepatitis B (HBV)

- Diphtheria-Tetanus-Pertussis (DTaP, or DT if appropriate)
- Poliomyelitis (IPV or OPV)
- Haemophilus influenzae type B (Hib) - age younger than 5 years only
- Pneumococcal conjugate vaccine (PCV) - age younger than 5 years only
- Measles, Mumps, Rubella - 1 dose of each, normally given together as MMR
- Varicella - 1 dose or credible history of disease
- Hepatitis A - 1 dose, required by 18 months of age or

A complete immunization record from the physician's office must be on file at all time and updated if any shots are given during the year. Exceptions to this requirement are as follows: the child's physician or the health department provides a signed and dated statement, giving a medical reason why the child should not be given a specified immunization; or the child's parent provides a signed, written statement that such immunizations conflict with his/her religious tenets and practices. Because there may be exclusions from immunizations, it is possible that a non-immunized child is enrolled at the School.

Communicable Diseases

We are required to report certain communicable diseases. These include all diseases the children are immunized against as well as influenza, salmonellosis, meningitis, shigella, food borne outbreaks (food poisonings), Hepatitis A, Haemophilus influenza Type B and pulmonary tuberculosis. If your child or a member of your household is diagnosed with one of these illnesses, please inform the Director.

If there is an injury involving loss of blood, no matter how small, teachers will take every precaution to prevent the spread of such blood-borne diseases as hepatitis and HIV, by using gloves and sterile bandages.

School Attendance and Illnesses

If your child will be absent for any reason, please call or email the Director. Please do not contact your classroom teacher directly. Children should stay at home if they are in any way contagious, have had fever, diarrhea, or have vomited in the last 24 hours. Children must be symptom free, without over-the-counter or prescription medicines, for at least 24 hours, or have written consent of a physician to return to school. If a child becomes ill at school, the school may call the Parents to take the child home.

Children should be kept home from school for the above or any of the following reasons:

- • They need the quiet and comfort of home care.
- • They are too sick to participate in all school activities.
- • They have chicken pox, head lice, conjunctivitis (bacterial by medical diagnosis), fever, constantly drippy, runny nose, persistent sore throat, any skin conditions that may be contagious, e.g., impetigo, ringworm, scabies.

SCC will exercise judgment in notifying Parents of illnesses at school. The following guidelines will be followed to determine when to alert Parents: (1) when exposure of the child to a contagious disease may require medical intervention (i.e. meningitis) and/or (2) when the knowledge that the child has been exposed would be helpful in taking precautions, making a diagnosis (i.e. strep throat, impetigo, head lice) or preventing further spread of the disease.

Medications

All medications to be distributed at school must be accompanied by a doctor's prescription of dosage. This includes over-the-counter medications. No medicine will be given without a doctor's written recommendation. All prescription medication must be in the original container and labeled with the child's name, the date, instructions and the name of the medication. All medication must be documented with a Parent's signature daily, for the duration of treatment schedule. Forms for medications and instructions are in the Director's office. All medications are kept under lock and key with the Director.

Accidents and Injuries

Accidents or medical emergencies that occur at SCC will be reported to the child's Parents and DHS as needed. The procedure for dealing with medical emergencies at school is as follows:

- In the case of any accident or sudden illness, necessary first aid will be administered immediately.
- An accident/injury report form will be completed by the appropriate school staff person.
- If the accident is not life threatening, the child's Parents will be called after the necessary first aid is administered.
- If the illness or injury is life threatening, the following sequence will be followed:
 1. First aid
 2. Call EMS (598-1111). If able, one adult will call EMS while another adult administers first aid.
 3. Notify child's Parent and child's doctor.
 4. An adult (teacher or Director, unless Parent present) should accompany the child to the hospital in ambulance and the necessary paperwork.
- A Parent is always notified if their child sustains a head injury.

Child Abuse and Neglect

Cases of suspected child abuse or neglect will be promptly reported to DHS.

Allergies

Allergies to food, drugs, insect bites, or other, should be listed in your child's school file, and will be posted in your child's classroom and listed in the emergency information cards.

Care of Children with Special Needs

SCC does not discriminate against a child with special needs. Careful evaluation of the child's needs and the school's capabilities to meet those needs will be made during the registration process. SCC must be able to meet the physical, emotional, mental and social development needs of the child without jeopardizing the same opportunity for other children. We must also be able to provide a program that is participatory, beneficial and safe for the disabled child as well as the other enrolled children. If this is deemed possible, any eligible applicant with special needs will be enrolled and all reasonable and appropriate efforts will be made to meet the needs of a child. If, however, this is not deemed possible, the school will offer assistance, as needed, in identifying other settings/services that could be more appropriate.

School Closings Due to Inclement Weather or Other Emergencies

The Director will make the final decision on opening and closing the school for a full day, a delayed opening, or early dismissal due to inclement weather. School will remain open if the school property is safe for the children and teachers; if 50% of the staff can be at school for the duration of the day; and we can maintain appropriate staff to student ratios. The decision will be made as soon as possible and no later than 6:00 a.m. on the day of the weather incident. The decision will be posted on the SCC website and you will receive an email. We will also use a Phone Tree. Your classroom teacher will set up the Phone Tree during the first week of school. Due to DHS regulations and room availability, we are unable to provide care for afterschool students during a public school snow day, but they may attend at the regular time if we are in session.

Fire Drills and Emergency Evacuations

Routine fire drills are held each month, in accordance with DHS guidelines. Our monitored system is routed to the Sewanee Fire Department, so they are always notified when we have the drills. During the drill, the children practice getting out of the building safely. Evacuation routes are posted in the classrooms. Students and teachers return to the classrooms as directed by the Director or teacher in charge.

Evacuation of the building for an emergency that requires the students and staff to leave the school grounds entirely will follow the route of the fire drill and then proceed to the American Legion Hall on University Avenue until it is safe to return to the building.

Grievance Procedures

The first step toward the solution to a problem is a prompt discussion of the problem between the parties involved. Participants should strive to see both sides of the issue. Discretion, confidentiality and respect are essential to the process. Any concern about a classroom situation should be a discussion with the teacher first at an appropriate time. Please do not use email to communicate personal grievances.

If the initial discussion does not resolve the issue to everyone's satisfaction, the Director will act as a mediator. For circumstances in which this would not be appropriate, the Board president will serve as a mediator. The mediator will try to create a constructive environment in which both parties can be heard and have a part in finding solutions.

If the initial mediation is not sufficient, the president of the Board will appoint a committee to make recommendations to the parties involved. The full Board would become involved as a final attempt to solve the problem.

Special Policies

Divorce and Family Issues: SCC staff will not give out information to attorneys, regarding other school members unless they are subpoenaed for such information.

Videotape/Photography: The goal of the videotape/photography policy is to protect the privacy of children in classes while outlining conditions under which recording might be allowed by persons other than SCC members or staff.

1. Parents have the right to record activities of their child's class for their own personal use. Any other use of material must have permission of SCC.
2. Other uses in which recording may be allowed are: a) teacher self-evaluation, b) publicity for the school, c) class projects by University of the South students, d) documentation of SCC classroom methods for other teachers, and e) collection of materials for use in fundraising proposals.
3. Requests for recording by outside individuals or groups will have to be approved by the Director.
4. Recording in the classrooms will be conducted with minimal disruptions to the children's activities and at the discretion of the teacher.
5. Every child must have a signed opt-in or opt-out form for permission to be included or excluded in photographs or videos taken at school. This form is included in the First Day Packet on the first day of school.

Professional Development

Staff members are required by state law to participate in ongoing training each year. Each teacher is required to have 12 clock hours of continuing education and the Director is required to have 18 clock hours annually. New employees must meet an 18 clock hour training requirement the first year. In order to maintain our Three Star rating, teachers must have at least 18 hours of training and the Director must have 24. Training is provided through various organizations: NAEYC (National Association for the Education of Young Children) and its regional, state and local affiliates which are SECA (Southern Early Childhood Association) and TAEYC (Tennessee Association for the Education of Young Children). The state of Tennessee provides training through DHS (Department of Human Services), the Tennessee Agricultural Extension Services and by TECTA (Tennessee Early Childhood Training Alliance).

Program Resources

Please refer to the following publications for additional reading. If you have a resource to suggest, please inform the Director.

Child Development

Brazelton, T. Berry and Greenspan, Stanley I.

Touch Points

The Irreducible Needs of Children

On Becoming a Family: The Growth of Attachment

Coles, Robert. The Moral Intelligence of Children: How to Raise a Moral Child Diamond, M. and Hobson, J. Magic Tree of the Mind: How to nurture your Child's Intelligence, Creativity and Health Emotions from Birth to Adolescence Dreikers, Rudolf. Children: The Challenge

Healy, Jane M. Your Child's Growing Mind: A Guide to Learning and Brain Development from Birth to Adolescence;

Endangered Minds: Why Children Don't Think and What We Can Do About It

Piaget, Jean. The Moral Judgement of the Child;

Play, Dreams and Imitation in Childhood Kohl, Herb. Growing with Your Children

Ginott, Haim. Between Parent and Child

Shore, R. Rethinking the Brain: New Insights into Early Development

Child Discipline

Bailey, Becky. Easy to Love, Difficult to Discipline; Conscious Discipline

Colorosa, Barbara. Kids are Worth It: Giving Your Child the Gift of Inner Discipline

Dreikurs, Rudolf. Discipline without Tears: A Reassuring and Practical Guide to Teaching Your Child Positive Behavior

Nelson, Jane. Positive Discipline

Smith, Karen A. and Gouze, Karen R. The Sensory – Sensitive Child: Practical Solutions for Out-of-Bounds Behavior

Swift, Madelyn. Getting it Right with Kids

Nunnelley, Jeannette C. Powerful, Positive and Practical Practices: Behavior Guidance Strategies (SECA publication)

Wichert, S. Keeping the Peace: Practicing Cooperation and Conflict Resolution with PreSchoolers

Pedagogy

Constructivist Theory:

www.thirteen.org/edonline/.../constructivism/index_sub2.html

Berk, Laura E. and Winsler, Adam. Scaffolding Children's Learning: Vygotsky and Early Childhood Education

Elkind, David. The Power of Play; The Hurried Child; Miseducation: Preschoolers At Risk

Froebel, Friedrich. Pedagogies of the Kindergarten: or His Ideas of Play and Playthings of the Child

Greenman, Jim. Caring Spaces, Learning Places: Children's Environments that Work

Jensen, Eric. Teaching with the Brain in Mind

Lillard, Angeline S. *Montessori: The Science Behind the Genius*
 Montessori, M. *The Secret of Childhood; The Montessori Method*
 Mooney, Carol Garhart. *Theories of Childhood: An Introduction to Dewey, Montessori, Erikson, Piaget and Vygotsky*
 Paley, Vivian Gussin. *A Child's Work: The Importance of Fantasy Play; The Kindness of Children*

Reggio Emilia and Project Approach

Project Approach: <http://projectapproach.org/>

http://www.reggiokids.com/the_reggio_approach.html

Cadwell, Louise. *Bringing Learning to Life: The Reggio Approach to Early Childhood Education; Bringing Reggio Emilia Home: An Innovative Approach to Early Childhood Education*

Fraser, Susan and Gestwicki, Susan. *Authentic Childhood: Exploring Reggio Emilia in the Classroom*

Gandini, Lella; Hill, Lynn; Cadwell, Louise; Schwall, Charles. *In the Spirit of the Studio: Learning from the Atelier of Reggio Emilia*

Hendrick, Joanne. *First Steps to Teaching the Reggio Way; Next Steps Toward Teaching the Reggio Way: Accepting the Challenge to Change*

Topal, C. W. and Gandini, L. *Beautiful Stuff: Learning with found materials* Wurm, Julianne P. *Working in the Reggio Way: A Beginner's Guide for American Teachers*

Guidelines for Waste-free Snacks and Lunches

A Typical American Lunch (DISPOSABLE)	A Waste-Free Lunch (REUSABLE)
<ul style="list-style-type: none"> • sandwiches sealed in plastic bags • fruits and vegetables in plastic bags • prepackaged chips, cookies, fruit bars, granola bars, cheeses, and fruit leathers • prepackaged yogurts, applesauce, and puddings • crackers, pretzels, chips, and other snack foods sealed in plastic bags • disposable juice boxes, juice pouches, soda cans, water bottles, and milk 	<ul style="list-style-type: none"> • sandwiches and other main dishes, fresh fruit, fresh vegetables, and treats in a reusable lunch container • cloth napkins • stainless-steel forks and spoons • reusable drink containers • reusable lunchboxes <p>*With this type of lunch, lunch food items can be bought in larger quantities. The packaging can be left at home for reuse or recycling. Waste-free lunches are not only a wise environmental choice, but they are less expensive as well.</p>

<p>cartons</p> <ul style="list-style-type: none"> • • plastic forks and spoons • • paper napkins • • reusable lunchboxes and <p>disposable paper and plastic bags</p>	
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Suggestions for Working with Young Children in a Classroom Setting

These tips can be useful for parents who are helping SCC staff in the classroom.

Children will feel most comfortable if you can:

- • Use a low voice when conversing.
- • Sit on the floor or a child sized seat so that your physical size does not overwhelm.
- • Listen carefully to what children say. This indicates adult respect of their ideas and models listening behavior that the children will eventually imitate. 15
- Be available but not intrusive. If children are productively engaged, it's OK to watch. Be aware that preschool-aged children learn more by doing than by talking (or listening to adults). Too much adult chatter is a distraction, and in the case of younger children, it prevents them from practicing new found vocabulary.

Classroom techniques which have met with success over the years include:

- • Telling children what to do rather than what not to do. For example, instead of, "We don't throw the toys." A more helpful comment might be "Balls are for throwing, blocks are for building."
- • Giving choices when possible. Where compliance is necessary or expected (such as at cleanup time, on field trips or at fire drills), use a matter-of-fact, no-nonsense tone. In some situations, a humorous approach works best.
- • Giving children sincere approval when they accomplish a task that is difficult for them.
- • Encouraging growth toward independence. Certainly a child's request for help should be honored but in a way that leads him/her in the direction of self-reliance. Our goal is to help each child develop the self-esteem that comes with a sense of one's own competence.
- • Letting children know of changes in the routine. Giving notice near the end of an activity time gives children a chance to complete their project.
- • Verbally acknowledging children's feelings. Language can serve to moderate strong emotions. Assuring children that these emotions are universal helps them to feel they have an ally in the understanding adult. Anger, frustration, hunger, fatigue, sadness and excitement can all be part of a young child's day.

Contact Information

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