

# West New York Early Childhood Program



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# West New York Early Childhood Program



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# West New York Early Childhood Program

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# West New York Early Childhood Program



## I. Introduction

# West New York Early Childhood Program



## SUPERINTENDENT'S MESSAGE

*The West New York School District is pleased to provide this handbook for students and parents. Contained in these pages are explanations of the policies and regulations of the Early Childhood School, along with other helpful information so that students and their families can avail themselves of the many opportunities that are offered. The Early Childhood School is a beautiful and unique setting where each student will prepare themselves for the educational opportunities yet to come. We expect that this journey will establish in each of you a desire to continue as life-long learners.*

*Please take time to review the information contained in this handbook, and we urge you to consult with teachers, counselors and advisors whenever a need or concern arises. Our educators are here to help you in any way possible, starting with this handbook.*

*John Fauta  
Superintendent of Schools*

# West New York Early Childhood Program



## **WEST NEW YORK SCHOOL DISTRICT MISSION STATEMENT**

**MAXIMIZING ALL  
STUDENTS' POTENTIAL  
FOR SUCCESS IN AN  
EVER-CHANGING WORLD**

# West New York Early Childhood Program

## **BACKGROUND AND HISTORY**

On May 21, 1998, New Jersey's Supreme Court mandated that children in New Jersey's Abbott Districts – the 31 highest poverty districts in the state – receive a high quality preschool education beginning at age three. The purpose is to prepare these children to enter kindergarten with the skills and abilities more comparable to those of their suburban peers. The court's mandate has a strong scientific basis. Intensive, high-quality preschool programs can close much of the early achievement gap. This substantially increases their school success and produces a host of life-long benefits, including increased school achievement and social and economic success as adults. These goals can be reached through the creation and support of high-quality preschool programs for all eligible children. The court-ordered Abbott preschool initiative has presented an extraordinary opportunity to meet the needs of New Jersey's preschool children.

The West New York community has embraced preschool education. Early Childhood education has become a reality for all three and four year olds in the community because of effective methods of recruitment, outreach, and education. Our ultimate goal is to prepare all of West New York's children with positive abilities and learning skills that will serve as the foundation for ongoing future academic success and lifelong learning.

For further information please visit us at:

**[www.wnyschools.net](http://www.wnyschools.net)**

# West New York Early Childhood Program

## **EARLY CHILDHOOD PROGRAM PHILOSOPHY**

Research in the field of early childhood education has shown that experiences provided in the early years help form the foundation for cognitive, emotional and physical development needed for later learning. The West New York Board of Education adopted a research-based curriculum, “Tools of the Mind” in recognition of these most fundamental precepts. This early childhood curriculum emphasizes the creation of an active learning environment where children are given opportunities to explore and manipulate toys and learning materials in order to stimulate thinking, reasoning and problem solving skills. It also enables them to interact and communicate with their peers and adults.

The curriculum has three fundamental goals:

- To develop intellectual skills that builds the foundation for future learning. Children will learn how to follow directions, stay on task, and develop self regulation. This process will assist them to develop good learning habits in order to become successful elementary school students.
- To develop literacy skills necessary for age-appropriate reading and writing. The curriculum utilizes research-based techniques to help the children develop reading and writing skills.
- To differentiate instruction to meet the needs of all children. This curriculum is developmental in nature and can be adapted to fit the needs of children with a wide range of abilities.

This curriculum is to be viewed as a guide to implementing strategies that will enable preschool children to meet the standards of quality as set forth by the New Jersey State Department of Education’s document, Preschool Teaching and Learning Standards.

# West New York Early Childhood Program

## **WEST NEW YORK EARLY CHILDHOOD PROGRAM GOALS**



- Provide educational opportunities for children to obtain knowledge through developmentally appropriate activities, using learning centers and thematic instruction, which support the development of their social, cognitive, linguistic, emotional, and physical growth.
- Provide a safe and secure environment in which children feel comfortable and are encouraged to be productive and creative.
- Enhance their sense of responsibility and independence by developing the ability to make decisions and solve problems during the school day.
- Provide opportunities for children to expand their background knowledge with meaningful educational experiences to develop their language skills.
- Encourage and support parental involvement with programs that integrate the concepts of health & nutrition, and social/emotional development throughout their child's educational process and integration into the community.

# West New York Early Childhood Program



## II. Advisory Council

# West New York Early Childhood Program



## **ADVISORY COUNCIL**

The Early Childhood Advisory Council will provide an opportunity for families and the community at large to collaborate with the West New York School District's Early Childhood Program to prepare preschool children for a promising future. The Council is a vehicle for assessing and responding to the needs of young children and their families through sharing of information, program planning, and development.

The Advisory Council consists of members who include health care professionals, representatives from the private provider centers, Head Start, parents, business owners, representatives from the community, and district educational personnel.

# West New York Early Childhood Program



## III. Daily Schedule

# West New York Early Childhood Program

## **PROGRAM DESIGN**

At the preschool level, development among children of the same age varies greatly depending on their vast backgrounds and experiences. Therefore, a wide range of methods, learning experiences and materials in the classrooms are organized around learning centers which provide children with choices of activities to stimulate their curiosity, interests, and learning experiences. A wide variety of methods, learning activities and materials are employed in the classrooms, allowing children to find the appropriate activity to match their current level of development. Within the scope of the children's day, they experience large and small group time in addition to ample opportunities for independent learning to address their individual developmental learning levels.

The West New York District Early Childhood expanded program includes the following components:

- A before care program beginning at 7:30 a.m., including breakfast.
- A developmentally appropriate educational program during the school calendar year from 8:30 a.m. to 2:30 p.m. (see daily schedule)
- An after-care program beginning at 2:45 p.m. until 5:30 p.m.
- A full day summer program from 7:30 a.m. to 5:30 p.m. using child initiated and thematic activities.

# West New York Early Childhood Program

## **THE DAILY SCHEDULE**

The daily schedule offers a concrete way to allow children to experience the different components of their day in a secure and structured manner. The following schedule permits flexibility allowing spontaneous activities which reflect the individual child's interests.

### Morning Routine

Before care begins for those students who are enrolled in the Before/Aftercare Program.

Greeting: Parents and children are greeted. Children are assisted to their classroom and/or activities.

Opening Group: Children participate in whole group activities, such as: the daily message, the calendar, weather graphing, songs and finger plays.

Play Planning / Play Time: Children plan, draw, and write their plans for play time. Children carry out their plans and play in the educational learning centers.

Large Group Reading: The teacher or assistant reads a story as a group activity on the carpet.

Small Group Literacy Activities: Children participate in reading and writing activities in small groups.

Small Group Math/Science Activities: Children participate in small group math and/or science activities.

Free Choice Play: Children choose and play in educational learning centers.

Gross Motor/Outdoor Play (weather permitting): Children participate in large motor games and activities in the classroom, the gym, and/or the playground.

### Lunch

### Afternoon Routine

Quiet Time: Children rest on their mats/cots for an afternoon nap.

Large Group Read Aloud: The teacher or assistant reads a story as a group activity on the carpet.

Movement Games/Gross Motor: Children participate in movement and/or dance activities.

### Dismissal

After-care program begins for children that are enrolled in the Before/Aftercare Program.

# West New York Early Childhood Program



## **IV. Health Policies**

# West New York Early Childhood Program

## **SYMPTOMS AND ILLNESS**

A child who has any of the illnesses or symptoms below should not attend school. If such symptoms occur at school, the child will be removed from the classroom and the parent(s)/guardians will be called to take him/her home.

It is imperative that children with any of the following signs/symptoms be picked up as soon as possible. If a parent is unable to pick up a child, they must make other arrangements to have the child picked up by one of the person(s) listed on the form authorized to be contacted in any emergency situation. This will assist us in controlling the spread of illnesses and contagious diseases in order to provide a healthy environment for all children.

Illness or symptoms include, but are not limited to, any of the following:

- \* Severe pain or discomfort;
- \* Acute diarrhea or bloody stool characterized as twice the child's usual frequency of bowel movement with a change to a looser consistency within a period of 24 hours;
- \* Temperature of 100.3 degrees Fahrenheit or over
- \* Sore throat or severe coughing;
- \* Yellow eyes or jaundiced skin;
- \* Red eyes
- \* Extreme lethargy
- \* Infected, untreated skin patches;
- \* Difficulty breathing;
- \* Skin rashes;
- \* Weeping or bleeding skin lesions that have not been treated by a physician or nurse;
- \* Mouth sores with drooling
- \* Cough/Congestion
- \* Vomiting

Once the child is symptom-free for at least 24 hours, or a licensed physician indicates by written note that the child poses no serious health risk to himself/herself or to other children, the child may return to school.

# West New York Early Childhood Program

## **COMMUNICAL DISEASES**

The school shall not permit a child or staff member with an excludable communicable disease, listed below to be admitted or remain at the school center.

If a child or staff member contracts any communicable diseases, it should be reported to the school nurse or director immediately. The child or staff member may not return to school without a doctor's note stating that the child or staff member presents no risk to himself/herself or others.

The following is the Health Table of Excludable Communicable Diseases, and the ones which must be reported by the school center to the local Health Department as specified in N.J.A.C. 10:122-7, 10 (a).

### **TABLE OF EXCLUDABLE COMMUNICABLE DISEASES**

#### Respiratory Illnesses

Chicken Pox  
German Measles\*  
Hemophilus Influenzae\*  
Measles\*  
Meningococcus\*  
Mumps\*  
Strep Throat  
Tuberculosis\*  
Whooping Cough\*

#### Gastro-Intestinal Illnesses

Campylobacter\*  
Escherichia coli\*  
Giardia Lamblia \*  
Hepatitis A\*  
Salmonella\*  
Shigella\*

#### Contact Illnesses

Impetigo  
Lice  
Scabies  
Shingles

\* Reportable diseases, as specified in NJAC 10 122-7, 10 (a)

If your child is exposed to any communicable disease at school, you will be notified in writing. \*Children should not be excluded or excused from play (especially outside) due to illness unless specifically ordered by the pediatrician.

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## **COLDS**

Colds are a common occurrence. It is not practical to keep children home because of this condition. However, we urge parents to use common sense. If the cold is severe, or if the child feels lethargic, or feels ill due to a bad cough, please keep the child at home to rest and recover.

We would like to remind parents that the Early Childhood Program reserves the right to request a physician's note permitting an ill child to return to the program. Any child absent due to illness for four or more days must have a physician's note upon returning to school.

If your child cannot participate in a normal daily routine, including outdoor play, or gross motor activities, we will assume he/she is not feeling well enough to attend the program. This policy is meant not only to protect your child, but also to protect all the children and working staff.

## **ALLERGIES/ASTHMA**

It is the parent's responsibility to inform the school nurse or center director of asthma, allergies, special or medical dietary needs, and/or religious food preferences a child might have. If a child has Asthma or severe allergies an action plan must be completed by the student's physician and brought to the school upon entry or at time of diagnosis. These forms will be shared with nurses, kitchen, and other appropriate staff.

## **ADMINISTRATION OF MEDICATION**

Generally, it is encouraged that children take their medication at home. At times, it is necessary for children to take medication at school. State guidelines must be followed when administering medications at school. Before any medication can be given in the school or center the appropriate "Medication Administration" form(s) must be completed by the student's physician. These forms are available in the school nurse's office or the director's office.

\*Medications must be prescribed and the form must be signed by both parent and the treating physician. Medications must be brought in its original labeled bottle/container by parent/guardian. The school nurse or director keeps all medications labeled and safely secured.

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## V. General Policies and Procedures

# West New York Early Childhood Program

## **ENROLLMENT PROCEDURES**

The enrollment procedure must include a personal registration-interview with the parents/guardians to arrive at a joint decision about the enrollment of the child. As part of the interview, the parent/guardian shall be given complete information about the West New York Early Childhood Program which shall include all policies and procedures relating to the program. All information required for the child's records should be obtained and reviewed during the registration interview.

To receive services provided through the West New York Early Childhood Program, children shall meet the eligibility criteria defined in the section that follows:

- a. The child must live in the town of West New York. The district's policies regarding verification of residency will be followed for the registration process.
- b. Children must be three or four years of age by October 1<sup>st</sup> in order to be eligible for the preschool program.

## **EMERGENCY CONTACT INFORMATION**

For your child's safety and well-being it is imperative that a parent or a designated individual is accessible at all times. Please be sure to provide the school with all changes in phone numbers or addresses as they occur throughout the school year.

# West New York Early Childhood Program

## **PRESCHOOL BEHAVIORAL EXPECTATION**

One of the many goals of the Early Childhood Program is to help students develop problem solving skills by using words and/or positive behaviors. At this age, rules are introduced in order to promote a safe and healthy environment for the well being of all students. Positive behavioral methods are also introduced. These methods will always be consistent with the developmental stage and needs of each student.

In the event a student needs additional support with his/her behavior (cognitive, communication, physical, sensory, etc.) the classroom teacher will communicate and collaborate with the student's family, as well as follow the steps below:

1. The teacher will observe and document behaviors and implement a variety of strategies to assist the child.
2. The teacher will contact the designated Master Teacher (MT) to review observations and strategies.
3. The Master Teacher will then observe the student and if needed, provide the teacher with additional support in adapting the curriculum and/or the environment.
4. If behavior does not improve, the teacher and the MT will complete a Preschool Intervention and Referral Team (PIRT) Request for Assistance Form.
5. The PIRT member will observe the student in the classroom environment and if needed, will develop a behavioral plan for the student.
6. The plan will be followed for four to eight weeks, depending upon the success of interventions. After four weeks the behavior intervention plan will be reviewed and it will be determined whether the plan needs to be modified, terminated, and continued or if a referral needs to be made to the Child Study Team.

# West New York Early Childhood Program

## **ATTENDANCE POLICY**

The West New York Board of Education has an obligation to require that the district's students be present in school in order for the learning process to take place. This policy is for the benefit of students, parents, and the community at large.

Student participation in all regularly scheduled classroom learning activities is essential in order to receive the maximum benefits of a thorough educational program. The entire process of education requires a continuity of instruction, classroom participation, and learning experiences. The regular contact of students with one another in the classroom and their participation in a well-planned instructional activity under the tutelage of a competent teacher are vital to this purpose. Therefore, any student who is absent for an extended number of days shall be subject to an administrative review by the building principal or director.

Only the following may be considered as acceptable reasons for excused absences:

1. Illness
2. Religious holidays approved by the state
3. Quarantine
4. Death in the Family
5. Other just cause, as determined by the administration.

If for any of the above reasons your child will be late or absent, please call your school office before 8:30 AM.

Upon returning to school, students must bring a doctor's note or a written explanation signed by their parent/guardian stating the reason for their absences.

After 10 consecutive unexcused absences the child will be removed from the program. To be readmitted to the early childhood program, the child must reregister and is not guaranteed placement in the same classroom/school.

If a child is having a problem with chronic sporadic absenteeism, the following will occur in this order:

1. The teacher will meet with the parent to discuss absences and to explain the importance of attending school every day.
2. The parent will meet with the family worker/ social worker to discuss the problem and possible solutions to continue to educate the parent on the importance of attending school.
3. A meeting will be requested by the Early Childhood School Principal to discuss child's absenteeism.

# West New York Early Childhood Program

\*\* All the above meetings will be documented and kept in the child's file and parents will be asked to sign the documentation that they met with director, family worker, social worker, and/or early childhood school principal.

## **TARDINESS POLICY**

Late arrivals and early dismissals are disruptive to the educational process. The educational component of the program begins promptly at 8:30 a.m. If a student is tardy the parent may be asked to complete a tardy form.

- Tardy Form - A universal tardy form that will be used for the Early Childhood Program.
  - The form will be completed by the child's parent when the child arrives late to school.
  - The form will include the time, date, and explanation for tardiness and will be signed by the parent and filed in the child's file.
- On a child's third lateness the teacher will meet with the parent to discuss the tardiness issue and the teacher will contact the program social worker/family worker for assistance and possible solutions.
  - If a child continues to be tardy throughout the school year, the parent will be called in to meet with the Early Childhood Principal and/or Center Director.

## **RELEASE OF CHILDREN**

- Each child may be released only to the child's custodial parent(s) or person(s) authorized by the custodial parent.
- Permission to release a child must be in writing. The child will only be released to authorized adults that are listed on the Release Form. This form includes the names, addresses and telephone numbers of all those authorized to pick up the child. Forms must be updated by the parent if necessary.
- If a non-custodial parent has been denied access to a child by a court order, the school or center shall secure documentation to that effect and maintain a copy on file.
- Individuals authorized by parents/guardians on the release form must be 18 years or older.

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- If the authorized adult fails to pick-up a child at the time of the school's daily closing, staff shall adhere to the following procedures:
  - Ensure the child is supervised at all times.
  - Contact all authorized adults on the release form.

## **FOOD SERVICES**

The school will provide breakfast, lunch, and a morning or afternoon snack on a daily basis. Monthly menus will be sent home. Please review it to see if your child likes the food being served. If you decide not to participate on a specific day because of the food being served, please remember to provide food that is healthy and nutritious.

## **EMERGENCY SCHOOL CLOSING**

In the event of a snow storm or other emergencies, parents will receive a telephone Connect Ed call/message from the school district informing them of a school closing, late opening, or an early dismissal. Therefore, it is of critical importance that the telephone numbers are updated throughout the year. News of school closings will also be broadcasted on local radio and television stations.

West New York School District Main Number: 201-553-4000

WOR 710 (radio)

1-877-877-9135

School Name

WNY Public Schools

FOX CHANNEL 5

1-212-452-3619 or 1-212-452-3970

School Name

WNY Public Schools

WINS 1010 (radio)

1-212-315-7094

School Name

WNY Public Schools

WADO 1280 (radio)

1-201-438-6392

School Name

WNY Public Schools

NEWS 12

1-732-346-9434

School Name

WNY Public Schools

# West New York Early Childhood Program



## VI. Parenting Information

# West New York Early Childhood Program

## **A QUALITY PRESCHOOL CENTER**

The following should be available and/or displayed:

- A policy concerning the release of children to parents or authorized people
- A policy about dispensing medication and the management of communicable diseases
- A written statement of philosophy on child discipline
- A policy concerning the attendance and tardiness procedures
- A diagram of classrooms and areas by the Bureau of Licensing of NJDYFS
- Classroom newsletters including the theme and activities
- The daily classroom routine
- The monthly menu

The typical classroom should:

- Implement a research-based curriculum
- Be safe for all children. Have proper supervision at all times.
- Have nurturing, caring adults interacting with the children.
- Be clean, brightly lit and decorated with children's authentic work.
- Have a daily routine posted including indoor and outdoor play (weather permitting).
- Have different centers including enough materials and toys for all children to play.
- Have free play opportunities – children should be able to choose where and with whom they would like to play.
- Include short whole group instruction.
- Include opportunities for reading throughout the day during whole group gatherings, small groups and individually.
- Include appropriate meal times with nutritious, well-balanced meals
- Include appropriate nap/rest times with lights dimmed and quiet music. Children that cannot sleep should be offered books or quiet activities.
- Include meaningful conversations between adults and children, as well as among children.

# West New York Early Childhood Program

The school:

- Inform parents in advance of field trips, walking trips and special events.
- Offer parents opportunities to participate in classroom activities.
- Contact parents and/or authorized persons in the event of an emergency or illness.
- Offer formal parent/teacher conferences once throughout the school year.

## **PREPARING YOUR CHILD FOR SCHOOL**

**Preschool may be a difficult time for some children. The following are a few recommendations that may ease the home/ preschool transition.**

- ❑ Visit the school with your child before he/she attends the first day of school. This prepares the child for the new environment. After visiting, use a doll and role-play a day at school.
- ❑ Let your child know that you are aware of where the school is and the time schedule. Assure him/her that you will be there at dismissal.
- ❑ Inform your child of designated people who may be picking him/her up at school.
- ❑ Read a story to your child that deals with the first day of school to help him/her know what to expect.
- ❑ Don't let the first day of school be the first time you are apart from your child.
- ❑ Plan a few relaxing days with your child before the first day of school.
- ❑ Children should have a consistent and scheduled morning and bedtime routine. It is recommended that young children get 10 hours of sleep each night.
- ❑ Keep every other aspect of your child's daily routine as consistent as possible during the first few weeks of school.
- ❑ Prepare all that is needed for the first day of school the night before so that there is as little stress as possible in the morning.
- ❑ To comfort your child in a new environment you may have him/her bring a picture of the family to school.
- ❑ Celebrate the first day of school with a special treat for your child.
- ❑ Be positive and enthusiastic when discussing school.
- ❑ Get involved in your child's school and in his/her education.

# West New York Early Childhood Program

## THE DAILY ROUTINE

The West New York Early Childhood Program implements the research based curriculum, Tools of the Mind. The curriculum provides a routine that encourages children to develop self confidence, feel secure, and be independent as they transition from one activity to another.

The following is a sample of a daily routine:

1. **Greeting:** This is the time to settle in and share experiences. One adult is at the door to greet the children and to assist in the separation process. The other adult is with the children (reading or just talking).
2. **Planning Time:** This part of the day is when children gather to think, draw and write about where they would like to go and “work”.
3. **Circle Time:** This is when the entire class meets in a large group to learn new concepts, participate in songs, stories, music and movement experiences, or games.
4. **Work Time:** The children learn academic content through play, exploration, and hands on activities. Adults observe and participate with the children. Teachers and teacher assistants interact with children with a concentration on building broad and rich vocabulary.
5. **Clean-up Time:** Clean-up time is announced before work time is scheduled to end. This provides the children with sufficient time to bring the activity that they are involved in to a closure and to put the materials away.
6. **Small Group Time (Literacy, Math, and Science):** The teacher sets the stage for specific key experiences or a combination of experiences through games and activities.
7. **Outside Time:** The children have the opportunity to be physically active using their large muscles.

# West New York Early Childhood Program

## **DRESS CODE**

**Prepare your child to learn. One way you can achieve this is by making sure your child feels comfortable. Here are some suggestions to consider when preparing your child's wardrobe.**

- The West New York Early Childhood Program requires a uniform consisting of a cotton-blended polo shirt, bearing the WNY ECP insignia. For information on purchasing uniforms, please contact your child's school.
- Select footwear and clothing that your child can fasten and unfasten with ease. Open-toe shoes and backless sandals can be a hazard and are therefore discouraged.
- The shoes or sneakers should have good traction for your child's safety and comfort.
- Label your child's outerwear with his/her name.
- In case of those unexpected accidents, every child must keep in school a clean and complete extra set of clothing (according to the season) in a plastic bag labeled with their name. Change of clothing should be updated as needed.
- Listen to the weather forecast daily and dress your child according to the weather since the children will be playing outdoors on a daily basis.
- Provide your child with appropriate bedding (crib sheet, pillow and blanket) to use during nap time.
- Bedding must be brought home weekly for washing.

# West New York Early Childhood Program

## **HOME ACTIVITIES**

Our curriculum works best when teachers and parents work together. Each of us has something valuable to contribute. Working as a team will promote student success.

The following are activities that parents can use to turn everyday activities into a rich learning experience.

- Talk, Talk, Talk... Feed your child rich language experiences every day. Play games, share stories, name things, encourage your child to communicate and express her/his opinion.
- Provide puzzles for your child to play.
- Walk around the neighborhood and discuss the different building and community helpers. Familiarize your child with their community.
- Read to your child each and every day for at least 20 minutes. Make it a bedtime ritual with no distractions.
- Have different people read to her/him.
- Storytelling- Tell them stories about your life and theirs.
- Find out what themes are being covered in school and extend them at home. If they are discussing the weather, keep track of the weather at home with your child.
- Set up a special area at home for your child to read, create, and write. Provide her/him with reading, art, and writing materials, and always make it fun and enjoyable.
- Visit the public library and obtain a library card under your child's name. Visit the library weekly, and make it a special family event.
- Look at family photos together. Try looking at an album together with your child as if you were reading a book.
- Give books and magazines as gifts to your child.
- Teach your child songs and chants from your childhood.
- Always be a role model to your child. Read in front of your child and share with her/him what you have read.

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- Visit museums, gardens, zoos, parks, and theaters with your child.
- Encourage your child to clean up after him/herself.
- Set up a routine or sequence for personal care. Help your child learn self-help skills.
- Make sure your child sleeps 10 to 12 hours nightly.
- Provide healthy meals and snacks for your child.
- Assign your child age appropriate and safe daily chores.
- Help your child become independent.
- Limit the amount of time spent in front of the television. Make sure your child is watching educational and age appropriate programs.

## **HOME / SCHOOL / COMMUNITY CONNECTION**

As a parent you may get involved in your child's educational experience by participating in:

- ✚ Parent / Teacher Conferences
- ✚ School field trips
- ✚ Classroom routines and activities
- ✚ Monthly Parent Workshops
- ✚ Community Survey
- ✚ Health Fair
- ✚ Lending Library
- ✚ The WNY Public Library - 425 60<sup>th</sup> Street, West New York, NJ 07093  
(201) 295-5135
- ✚ Visits to local community resources