



Community of Learning

I am very proud of The Child Day Schools staff, including our directors, teachers and administrative personnel, who have created a special community of caring and learning. The many individuals who have contributed to our organization over the years, have helped to shape the unique programs we have today.

We begin the 2002-2003 school year with great plans and enthusiasm. We are happy to announce that Moraga and Antioch are embarking on the NAEYC Accreditation process. This is an exciting endeavor because it requires the participation of both staff and parents.

On October 14th, we had an eventful day in which the teachers participated in many workshops ranging from active learning to project webs and conflict resolution. Conflict resolution is becoming an important component of our programs. Preschool children, as we all know, are extremely egocentric. Researchers have discovered that even preschool children can learn empathy if we actively support them in understanding the consequences of their actions on others. Since conflict resolution presents many challenges, our teachers will be exploring ways to implement this idea in the classroom. We will be extending our teacher training in conflict resolution in November.

Our new Science and Nature Center in San Ramon provides a versatile laboratory for hands-on activities. Our Hidden Canyon Elementary students become young scientists as they explore and observe the life cycles of plants and animals and study other scientific phenomena.

We want to remind you that November 11th will be our next teacher training day. Our teacher training days build teamwork and enrich our programs through the many unique workshops we provide for our staff.

Sending my best wishes to all our families and staff,
Ann Whitehead
Executive Director/ Founder



*"25 Years Educating
and Caring for
East Bay's Children"*

Accredited by NAEYC's
National Academy
of Early Childhood
Programs



At The Child Day Schools, we have always met very high quality standards in our programs. We feel that being accredited by NAEYC is a "seal of approval" on our achievements. NAEYC describes their process as follows: "Accreditation is a powerful tool for raising the quality of early childhood education. It provides a process through which early childhood professionals and families can evaluate programs, compare them with professional standards, strengthen the program and commit to ongoing evaluation and improvement."

Thank you for supporting this process as we work towards the seal of approval on two more of our schools, Antioch and Moraga.

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Unique perspectives from inside the classrooms.

DOVE is the name given to teachers whose programs are representative of the special curriculum goals of TCDS. A teacher is chosen from each age group and these teachers share their knowledge and ideas with other teachers working with the same age group. These Teachers help Develop Our Vision in Education (D.O.V.E.). We asked our DOVEs some questions about their programs and their commitment to the children in their group.



Two's

Fundamentals of Problem Solving

Just a brief conversation with Jeanette Miklich of Lafayette offers surprising insight into the profound revelations of two year olds!

What gives you the most joy as a teacher?

I love the look they give me when I've made that special connection with them, that trusting look.

Why do you like working with two's?

I love problem solving with two year olds. Their language is just beginning to emerge, and this is what's unique. I give them the words to help them develop verbal problem solving skills. An example of this is a child who first expresses themselves by biting, and then gains control of their situations by using words. It gives them a sense of accomplishment, and me too.



Jeanette Miklich and a snacking crew in Lafayette

What I find unique to TCDS is that here we acknowledge feelings, fostering empathy for others, and oneself. Almost every year, I do a program on feelings. I take pictures of the children posing with different expressions on their faces; anger, happiness, sadness- and paste these around a mirror. When a child arrives feeling these emotions, I have them look in the mirror and identify what they are feeling. They often will change their mood, or at least recognize that everyone feels that way sometimes.

Three's

Moving From "I" to "we"

After twenty years as a Preschool Teacher, Kathy Ledesma (Antioch) still loves coming to work each day to her dynamic group of three's.

What gives you the most joy as a teacher?

In our class, we build trusting, loving relationships with each other. Every day is different, sometimes challenging, but always filled with smiles, hugs and enthusiasm.

What I find unique about TCDS

is the support I am given to be creative with my program. The ideas for projects don't come from the director, or even me, they come from the interest of the children, and I am able to stimulate their learning in their areas of interest.

Why do you like working with three's?

There is such a broad range of learning and development; cognitive, social, and physical as well. They are more dependent and cuddly than 4 and 5 year olds, and have left behind the diapers! They have so many interests and are starting to express them through language and through play.

Name one exciting exploratory project you have done with your class.

Last year we observed snails. We marked their shells so we could tell which was which, we named them, built an obstacle course for them, created a snail environment, and discussed their reproduction. These projects provide lots of hands-on learning. They teach the children to respect little creatures, to handle them with care, and always release them back to nature.

Antioch- Kathy Ledesma with a captivated audience



Pre-K

Ready, Set, Go to Kindergarten



Kendra Fardella and Moraga Pre-Kindergarteners

Kendra Fardella has led a remarkable Pre-K program at our Moraga school. The creativity and depth of learning accomplished through the exploratory projects has been a great example for our programs.

Why do you like working with Pre-K?

You see so much cognitive change, as prereading and prewriting begin. Some of the children advance so much during the year they are actually reading and writing by year end! Also, getting ready for Kindergarten is so much fun.

What makes your program unique at TCDS?

We take special care in preparing the children for Kindergarten- learning to follow through on instructions, and develop their self confidence in social settings.

Name one exciting project you have planned for your class for this school year.

You can't plan what to do, you can only plan how to do it- the ideas for our projects come from the interests of the children themselves- not from the teachers, and not from a book. We have many stimulating things to observe and explore here at this location- the trucks on the road, the animals on the hill, the construction in the shopping center, even the grocery store! Last year we did a six week study of the food groups, and ended with a tour of Apple Market- the children got to taste test a lot of groceries!





Pleasanton Pictorial

You've heard of a **school** of fish, and a **herd** of elephants? In Pleasanton we have:

School Age

Melissa Giuliani, our School Age DOVE described her experience working with Tribes TLC® (Tribes Learning Community), in San Ramon:



Melissa Giuliani preparing for an exercise with school agers in San Ramon

"We do exercises designed to help children grow in cooperation, respect, and trust in group settings, and this builds self esteem individually. Students gain a sense of being valued as part of the group, and appreciated individually for their unique interests and talents."

"We did an initiation exercise where the children were each given the name of an animal on a piece of paper. There were several groups with the same animal. They had to close their eyes and "find" each other by making that animal's sound. This required them to collect their group with their eyes closed. They were ecstatic with that exercise, and they learned to see with their ears that day."

"Sometimes the exercises may take them out of their comfort zone, and they have the right to pass if it challenges them too much. There are four rules they all know: the right to participate, the right to pass, no put downs, and confidentiality. We describe confidentiality as respecting the feelings of others, and no gossiping about what they share."

The intimate connection they develop to a smaller group, their "tribe," seems to give rise to the connection to the larger school "community": "We have seen startling and heartwarming changes in the way children think and feel about each other, in a very short time." Melissa said.

Melissa will be sharing her Tribes experiences with teachers from our other schools on our November 11th Training Day.

Tribes TLC® (Tribes Learning Community), is a program developed to engender supportive learning communities as a response to violence in schools. (Learn more about it at www.tribes.com)



Twos

A swarm of Busy Bugs



Threes

An ambush of TickyTigers



Pre-K

A troupe of Mighty Monkeys



Kinders

School Agers

A pack of Daring Dogs and Whispering Wolves

Conflict Resolution

What our teachers are learning and parents might want to know...

At our October 14 Teacher Training Day, our teachers were introduced to a new step-by-step approach to conflict resolution in which we support children by transforming negative behaviors into positive understanding.

Viewing children's conflicts as a **learning opportunity** benefits teachers and potentially has a positive life-long impact on the child. As children increase their understanding of each other's feelings, they become more cooperative and sensitive to each other within the classroom.

The essential elements in effective conflict resolution are children's mutual acknowledgement and understanding of the conflict, their individual feelings and a common agreement on a resolution. Children's participation in this process gives them tools they can use in the future.

As simple as this may seem, the practical application of these techniques can be challenging, especially at first. We want to thank our teachers for their persistence in experimenting with these techniques within their classrooms. We encourage our families to carry on the effort outside of school as well.

STEPS IN CONFLICT RESOLUTION

1. Approach calmly, stopping any hurtful actions.

- Place yourself between the children, on their level.
- Use a calm voice and gentle touch.
- Remain neutral rather than take sides.

2. Acknowledge children's feelings.

- "You look really upset."
- Let children know you need to hold any object in question.

3. Gather Information

- "What happened?" Ask each child what happened, listening to one, then the other.

4. Restate the Problem

- "So the problem is..."

5. Ask for feelings & ideas for solutions and choose one together.

- "How does _____ (other child) feel?" (Ask both children)
- "What will make him/her feel better?" (Ask both children)
- "What can we do to solve this problem?"
- Encourage children to think of a solution & support them to decide on one solution.

6. Be prepared to give follow-up support.

- "You solved the problem!"
- Stay near the children and check to see the solution is implemented.

Happening Events to Note

All Schools

Teacher Training Days
Schools Closed
Oct 14, Nov 11

Lafayette:

Family Picnic
Sept 22
Pancake Breakfast
Oct 30
Halloween Parade
Oct 31

San Ramon:

Family Barbeque
Oct 2 6:00 PM
Canyon Clean Up
Oct 19 8:30 AM
Parent Group Meeting
Oct 10 5:00 PM
Halloween Parade
Oct 31 11:00 AM

Moraga:

Halloween Parade
Oct 31
Parent Support
Committee Mtg
Oct 17

Antioch:

Tree Planting
Sept 11 10 AM
Back to School Nite
Oct 8 7:30 PM
Trunk or Treating
Oct 31 10 AM
Annual Chili Dinner
Nov 15 5 PM
Holiday Program
Dec 17 7 PM

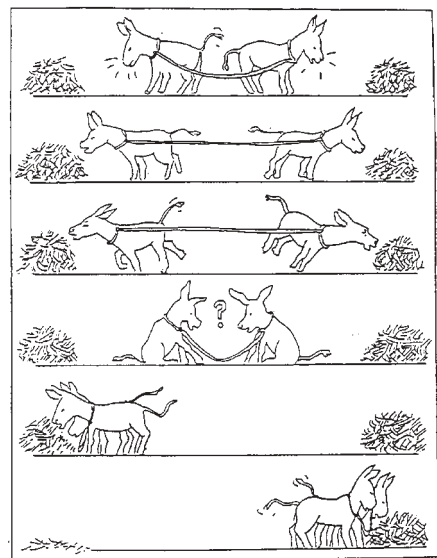
Pleasanton:

Chevy's Night
Oct 2 5:30 PM
Parent Volunteer Day
Oct 19 9:00 AM
Halloween Parade
Oct 31
Thanksgiving Potluck
Nov 21 6:30 PM

eScrip Is Here!

Thanks to the many families who have already signed up for eScrip. It is a simple way to earn money for our schools. Over fifty merchants in Northern California participate in this program. You can sign up your grocery club card on the forms at our schools, or go to the website (escrip.com) to register your credit and debit cards. Just remember to use your card for every purchase and you will *automatically* earn money for your school.

Conflict Resolution without Words



Q Why did the chicken cross the road?
A To get to the Antioch school.



Meet Henny Penny, a new addition to our school yard fun in Antioch. She waddled across the street one day, and found a friendly home. She

appears to be rather happy and is now earning her keep- laying eggs! Much to the surprise of teachers and children she is laying eggs right in the classrooms! If asked where her favorite place to play is, she will say the tire swing. BBAUUK!

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