

# LITTLE BIG MINDS ADDENDUM



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## GENERAL INFORMATION

### BACKGROUND AND EXPERTISE

Established in 2010, Little Big Minds was founded to be a leader in early childhood Spanish immersion preschool education. As staff members, we will work together to provide an excellent experience for every family who enters one of our preschools. You will find that much attention has been paid to the many details that create a safe and nurturing environment for preschoolers to play and learn. To care for each child successfully, our teachers, staff and parents must work together as a team and be concerned with the details of their position. The following is a framework of policies that are put in place to care for every child and keep excellence within our preschool indoor and outdoor setting. Thank you for being a part of our preschool community!

### DESCRIPTION

Little Big Minds Preschool, a Center for Early Childhood Bilingualism, aims to prepare its students between the ages of 2 to 5 to excel as young leaders of tomorrow by providing a structured curriculum in Spanish. Little Big Minds is an all-day preschool, with various part time options, to facilitate bilingualism before 5. By engaging students in a variety of learning activities, we are able to leverage this critical phase of childhood brain development while laying the foundation for robust cognitive gains. Your child will be exposed to music, art, math, science, literacy and physical education and because all instruction will be done in Spanish, s/he will acquire the language naturally. Through immersion, your child will develop a strong academic foundation while simultaneously developing bilingual skills, self-confidence and cultural awareness.

### MISSION

Little Big Minds engages children in minds-on/hands-on activities that teach children how to think not what to think. We give children the confidence to find their voice in any language and to solve problems through creativity and innovation.

### VISION

We inspire children to embrace the world around them, to participate with confidence and to seek joy in discovery on their journey toward becoming life-long learners.

### OUR SCHOOL FAMILY-PRINCIPALS

We choose to work together, learn together, and deepen our bond as a community in support of creating an exceptional learning environment for all our little BIG minds. Collaboration is emphasized at all levels of community decision-making, including teachers, parents and PTO board members.

## Core Values



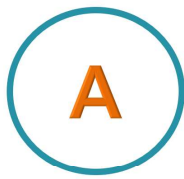
Honesty

Honestidad



Excellence

Excelencia



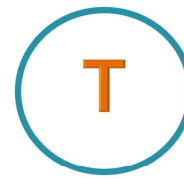
Accountability

Responsabilidad



Respect

Respeto



Teamwork

Trabajo en Equipo

Little Big Minds strives to provide an open transparent environment in which Teachers, Directors and Admin work together to be their very best. Our HEART values are a guide to help us support one another and reflect the spirit our campus in the important work that we do everyday.

**Honesty:** We create an atmosphere of honesty and trust by openly communicating with one another. Families, educators and management are encouraged to express their needs and concerns individually. We do not condone rumors but rather we nurture a culture of creating solutions and opportunity.

**Excellence:** We commit ourselves to professional growth, empowerment, understanding the seriousness and importance of our work, and knowing that everything we do is a reflection of this commitment.

**Accountability:** We are accountable for our actions; we admit and learn from our mistakes. We are responsible for performing our duties to the best of our abilities.

**Respect:** We honor and protect each student's unique being and inherently creative spark. Students are encouraged to be curious, inquiring learners, to pursue their interests and passions, and to learn and teach in ways that work best for them. We work to understand each student's strengths and provide them with instruction that fit their specific needs, and we facilitate learning experiences in which students wonder and ask questions about themselves and the world around them.

**Teamwork:** Staff, family and students build strong, trusting relationships, and students are supported and respected as they take risks in their personal and academic growth.

**Collaboration:** We value ideas, input and suggestions from our coworkers. We learn from each other's strengths, celebrate each other's achievements, embrace challenges and new ideas, to better serve the development of our future leaders.

**Inclusion:** Our school is a safe, inclusive place for all. We honor and teach to differences in race, ethnicity, language, gender, culture, abilities and learning styles.

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## OUR VALUES

We strive to GROW BIGGER MINDS!

- We recognize immersion learning before the age of 5 allows children to unlock cognitive potential.
- We create playful spaces that inspire exploration and joy in *discovery*.
- We challenge children to ask questions and seek understanding.
- We believe children have an endless capacity to learn.
- We embrace progress not outcomes.

## LITTLE BIG MINDS SPANISH IMMERSION PROGRAM® OVERVIEW

### GROWING BIGGER MINDS

Little Big Minds is a Spanish immersion preschool designed to promote early childhood bilingualism. Established in 2010, we now have four Valley locations and we are growing one little BIG mind at a time.

Research shows that we learn more rapidly before the age of five than at any other time in our lives. Learning in a second language at an early age enables enhanced neural activity and more established synaptic connections. In short, immersion learning changes the way the brain develops. The Piezas del Mundo® Inquiry/Immersion curriculum allows us to harness this critical time of development to unlock brain potential for profound cognitive gains. We are literally GROWING BIGGER MINDS.



Children are exposed to music, art, math, science, literacy and cultural studies every day through changing thematic units and essential questions. These questions are carefully crafted to teach children to dig deeper to find their own answers. Our teachers are trained guides, who facilitate classroom discussions through open-ended questions like “Why” and “What do you think?” The journey of inquiry and exploration is so much fun they hardly notice they are doing it all in Spanish.

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## WE BELIEVE THAT...

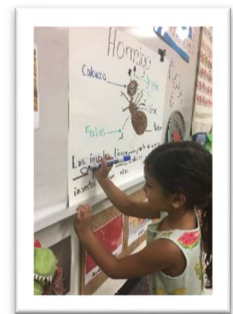
- Every child is the star of their own show. Some children tell their story through art or music, others through dramatic performances, cooking or gardening. We strive to help children find their stage. We bring children together through creative play and by learning to express themselves, they gain confidence and awareness of self and others.
- Children have an endless capacity to learn. We adhere to an inquiry-based approach to education that engages students in activities that challenge their hands and their minds. We believe the basis for all great education is not answers...it's questions!
- Healthy child development unfolds most fully in the context of a community with healthy social relationships among parents, teachers and children.
- Children find joy in discovery and we praise exploration over accomplishment. We carefully structure lessons to teach our students through interactive, play-based activities.

- Children learn from their surroundings. We create magical spaces that offer structure and protection as well as opportunities to explore, examine, imagine and dream!
- Children benefit from wide open spaces and fresh air. Our playgrounds and gardens are active classrooms where children stretch their legs and get their hands dirty.
- We have a responsibility to teach children about the world around them. Children who accept social and cultural differences with tolerance and understanding recognize that they are citizens of the world with a responsibility to care for our earth and one another.

## WHY SPANISH IMMERSION?

Learning Mandarin is becoming increasingly popular so, why Spanish? The United States has the 2nd largest Spanish speaking population in the world. There will be 52 million Spanish speakers in the United States by 2020. Spanish provides a more practical opportunity for daily application than any other language. Once a child has learned another language, they are able to transfer those skills to learning other languages but Spanish is a functional academic add-on while providing all the cognitive advantages.

- **Build Brain Power!** - Learning a second language at an early age stimulates brain development and expands cognitive abilities. Greater neural activity promotes denser tissue in the areas of the brain related to memory, attention, and language resulting in greater flexibility in thinking, enhanced mental development, improved listening and problem-solving skills, and sensitivity to other cultures. (Bialystok 2001, Mechelli et al., 2004; Kovelman, Baker, & Petitto, 2006).
- **Compete in a Global Economy** – Surprisingly, only 5% of the world population is a native English-speaker. Foreign language skills provide our future leaders with the ability to communicate in a global economy.
- **Develop an Authentic Accent** - Research shows that kids who learn a second language before the age of 7, develop more native-like pronunciation, speech patterns and intonation.
- **Build the Foundation for Reading Excellence** - Children who acquire a second language learn to continuously scaffold, connect and compare what they know with what they are learning. Skills learned in one language are easily transferred to the other language. Children are able to recognize symbolic relationships between letters and characters to become excelling readers in both languages.
- **Achieve Higher Test Scores** - Standardized test results show that students who have focused on foreign language studies at an early age routinely achieve among the highest scores in all subjects tested (CAL, NABE, 2003).
- **Encourage Cultural Sensitivity** – Not only does a second language provide young people the ability to communicate in another language but, at Little Big Minds Preschool, we focus on educating our students about world cultures. We believe that this holistic approach provides students with a unique understanding of other cultures and the confidence to engage in discussion about cultural differences. By trying different ethnic foods, playing games, dancing, listening to music and reading stories about other countries we encourage a sensitivity to other cultures.
- **Embrace Natural Learning** – Unlike adult learners, children are able to absorb a language naturally. They learn through song, dance, interactive and experiential play. They mimic pronunciation fearlessly and build vocabulary effortlessly. It beats hours in the high school Spanish lab!





Designed by the Little Big Minds team, the *Piezas del Mundo*® Curriculum is comprehensive, cross-functional, and uniquely our own. While there are other immersion curriculums out there, *Piezas del Mundo*® was created to capture our teaching philosophy, guiding principles and learning objectives. The cross-curricular approach helps learners recognize natural connections between separate subjects which is important in developing a second language. The goal of *Piezas del Mundo*® is to provide the framework to help students put the pieces of knowledge together. This curriculum:

- Meets or exceeds Arizona Department of Education Early Learning Standards.
- Provides consistent academic progression.
- Includes literacy, language, math, science, cultural studies, social skills, fine and gross motor development.
- Validates a child's EFFORT and exploration over achievement and success.
- Engages all senses and offers developmentally appropriate lessons.
- Helps build confidence, independence and respect for others.
- Promotes curiosity and facilitates opportunities to love learning.
- Adheres to established assessment and observation methods to meet individual child needs.
- Promotes critical thinking and problem solving.

## ESSENTIAL QUESTIONS AND THEMES

*We believe that children learn better through self-discovery than through teacher lectures and directives.*

We use Essential Questions as cues for children to put on their "thinking caps" and to begin to ask questions or create hypotheses about possible "answers." Learning activities are crafted around monthly and weekly themes with global questions. For example, during our "Animals" theme we will ask, "What do animals need to survive?" or "Why don't snakes have feathers?" These questions are crafted to coax conversation, imagination, inquiry and critical thinking. More importantly, through this process, children learn that their voice matters and their thoughts are important. This approach to learning is not only validating but it instills a life-long curiosity and love for learning.



## CONEXIONES AL MUNDO®

Our *Conexiones al Mundo*® Language and Literacy Curriculum is the cornerstone of our curriculum. *Conexiones* uses a cross-disciplinary approach which integrates phonemic awareness, sound-letter relationships, alphabet knowledge, and letter formation through inquiry, music, movement, and guided play. Children experience letters through sounds, movements, gestures, play and touch and they begin to naturally recognize that symbols have purpose and meaning through natural, print-rich environments.



By intentionally using inquiry throughout the *Conexiones* scope and sequence, our learners find out how reading and writing are connected, how letters and sounds form words, and how words have meaning and tell stories. Children who learn through the *Conexiones al Mundo* Curriculum will gain the confidence and knowledge to put the pieces of literacy together naturally. These skills will prepare them for success in Common Core Kindergarten classrooms and beyond.



## TEACHING PEDAGOGY

### Hands On...Minds On!

We place emphasis on developing children’s inquiry and creative thinking skills by encouraging minds-on/hands-on, collaborative learning experiences. Our goal as guide and facilitator, in the planning, implementation, and evaluation of inquiry-based learning experiences, is to make children’s thinking visible to themselves and others.

***The basis for all great education is not answers...it’s questions!***

Inquiry-based learning (IBL) is a form of active learning (based on constructivism) that starts by posing questions, problems or scenarios—rather than simply presenting established facts.

- The focus is on the process rather than the outcome.
- Students are involved in piecing together knowledge by asking questions, listening to their peers, engaging in hands-on experiments and discovering answers by themselves.
- The more tangible, authentic, practical or real the problem, the more interested students are in the process of learning. It’s all about engaging, hands-on activities
- When students are engaged, the process of learning becomes almost effortless.

### Our Inquiry Teachers

- Provide authentic learning opportunities.
- Focus on the process not the outcome.
- Are involved in guiding children through exploration activities and building knowledge by asking questions and listening to their thoughts.
- Engage children in hands on activities/invitations to learning where they test their hypotheses and find their own answers.
- Provide the children with the tools to develop critical thinking skills.





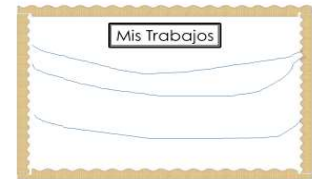
## CLASSROOM INFORMATION BOARDS (OUTDOORS)

- 1) Title: **Comunicacion "Los Sapos Verdes"**
- 2) Mes/Month
- 3) La Merienda-Snack Calendar
- 4) Planeacion/Lesson Plan Summary
- 5) Noticias/Announcements
- 6) Viernes Cultural/ Cultural Friday
- 7) Libro /Book (Visual Display)
  - a) Color Scheme: Black/White/Butcher paper
  - b) Libro/Cover in B&W
  - c) Titulo en Espanol
  - d) Magenticos/Clothing pins with classroom icon



## CLASSROOM DISPLAY BOARD "MIS TRABAJOS"

Lead teachers create displays, making sure that the children's work is displayed. Making children's work visible engages and informs the parents and brings joy to the children. Bulletin boards are to be used to document children's work. These boards will include descriptions of the creative processes used by the children.



## SELF-HELP SKILLS

At Little Big Minds we work to provide opportunities for our students to gain confidence and independence. Students learn by doing. We encourage children to:

- Use placemats at snack and lunch time
- Pour their own milk/water from a pitcher at snack and lunchtime
- Wipe up spills and throw away trash
- Attempt to write name on all papers
- Place artwork on drying table
- Put lunch boxes away
- Keep doorways clear to avoid traffic problems; encourage children to play in the middle of the room.
- Use a rug mat while playing games and return toys to shelf before selecting another.
- Job Chart-learn by doing.


## SCHEDULE

### DAILY ROUTINE, EXPECTATIONS AND SCHEDULES


Each LBM campus has its own specific expectations and procedures according to campus needs. The following applies to all campuses. Our preschool program provides children with a variety of activities. The activities include a balance of whole group, small-group differentiated instruction, and individual learning opportunities, indoor and outdoor play, child-centered and

teacher directed activities. While in the classroom, all educators must be available to children without distraction. A sample schedule follows:


ACADEMIC DAY-SUBJECT TO CHANGE -PLEASE ASK YOUR DIRECTCOR




## Salón Naranja – Daily Classroom Schedule



	Lunes Monday	Martes Tuesday	Miércoles Wednesday	Jueves Thursday	Viernes Friday
9:00	Outdoor Play	Outdoor Play	Outdoor Play	Outdoor Play	Outdoor Play
9:30	Snack/BB	Snack/BB	Snack/BB	Snack/BB	Snack/BB
10:00	Nido/Nest	Nido/Nest	Nido/Nest	Nido/Nest	Values
10:20	Centro Académico Exploratorio- Lectoescritura	Centro Académico Exploratorio- Matemáticas	Yoga	Centro Académico Exploratorio- Lectoescritura	Enrichments/ Extended Learning
11:00	Outdoor Play	Outdoor Play	Outdoor Play	Outdoor Play	Outdoor Play
11:30	Centro Académico Exploratorio -Arte	Centro Académico Exploratorio-Música	Centro Académico Exploratorio- Matemáticas	Centro Académico Exploratorio -Arte	Around the World/Country of the Month
12:10p	Lunch	Lunch	Lunch	Lunch	Lunch
1:00p	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal



## Salón Verde – Daily Classroom Schedule



	Lunes Monday	Martes Tuesday	Miércoles Wednesday	Jueves Thursday	Viernes Friday
9:00	Nido/Nest	Nido/Nest	Nido/Nest	Nido/Nest	Valor/Values
9:30	Centro Académico Exploratorio- Lectoescritura	Centro Académico Exploratorio- Matemáticas	Centro Académico Exploratorio- Matemáticas	Centro Académico Exploratorio- Lectoescritura	Enrichments/ Extended Learning
10:30	Snack/Outdoor Play	Snack/Outdoor Play	Snack/Outdoor Play	Snack/Outdoor Play	Snack/Outdoor Play
11:30	Centro Académico Exploratorio -Arte	Centro Académico Exploratorio-Música	Yoga	Centro Académico Exploratorio -Arte	Around the World/Country of the Month
12:15p	Lunch	Lunch	Lunch	Lunch	Lunch
1:00p	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

All Day Schedule	
7:00 – 9:00am	Early drop-off. It is time to welcome students. Your child will enjoy the morning playground if the weather permits.
9:00 – 1:00pm	Academic Day Schedule (See Above)
1:00 – 3:00pm	<ul style="list-style-type: none"> <li>• LBM Aftercare</li> <li>• Naptime for children under 3 years old.</li> <li>• Please bring a sheet or blanket and a small pillow.</li> <li>• Enrichment programs - Outsourced programs (i.e., soccer, dance, music)</li> </ul>
3:00 pm	Wrap-up, and dismissal of Extended Day students.
3:00 – 5:30pm	Snack, planned activities, and outdoor play.

## ACADEMIC DAY

Academic Day schedule varies according to age but each classroom has a set and specific schedule to follow. It is imperative that teachers follow the schedule closely to ensure that all academic centers and content objectives are met each day.

During the Academic Day, the children will be exposed to the following domains/academic centers and activities:

**Classroom Nest Circle Time-**Hug and Go Policy. "Circulo, Circulo..."

Circle Time/Morning Meeting – Whole group activity which formally begins the day with introductory songs, calendar, weather, news, sharing and discussion of theme of the week including key vocabulary.

**Story and singing time** - Large group story time followed by songs, music appreciation, movement, dance, finger plays, and poems.

**Morning Snack** – Families contribute to a collective snack once a month such as fresh fruit, veggies, crackers, cheese, pita bread, hummus or yogurt. Milk and/or water are served also.

**Outdoor Play**– Outdoor play on playground with a wide variety of age appropriate equipment, games and materials. Teachers will be outside during outdoor play, and the focus will be on safety, bonding and playing. The outdoor environment is an extension of the classroom and toys and manipulatives must be provided in the designated areas to spark creativity of the child.

### **11:30am to 12:30am - Lunch (actual schedule varies by classroom)**

Children are required to bring their own lunch. See Family Style Meal Section.

**Discovery Centers and Invitation to Learning** - Children select from a variety of activity areas including:

- Literacy
- Art
- Science
- Math
- Sand or water play
- Games on the rug
- Pretend Play
- Blocks/puzzles

**Dismissal Time** – Whole group Caring Circle activities while waiting for pick up encourages engagement of students through songs, books and discussions of value principals.

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## AFTER CARE

### **All Day and Extended Day 1:00-5:30**

Classroom grouping varies according to age and nap routine and it is set by the school to be followed.

During the afternoon the children will be exposed to the following activities while in the classroom:

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## NAP

All children between 2 and 3 years old are required to go to the nap room during nap time, but are not required to nap. Students are required to bring a nap bag to school if they are going to nap. Nap bags should contain a fitted sheet, blanket, pillow, and stuffed animal for your child to snuggle with (optional). All nap bags will be sent home at the end of the week to be washed and returned to school the following Monday.

**Story and Singing Time** – Large group story time followed by songs, music appreciation, movement, dance, finger play, and poems.

**Outdoor Play** – Outdoor play on a playground with a wide variety of age appropriate equipment, games and materials. Teachers will be outside during outdoor play, and the focus will be on safety, bonding and playing. The outdoor environment is an extension of the classroom and toys and manipulatives must be provided in the designated areas to spark creativity of the child.

**Afternoon Snack** – Children are required to bring their own afternoon snack. Healthy snacks such as fresh fruit, veggies, crackers, cheese, pita bread, hummus or yogurt are encouraged. Milk and/or water are also served.

**Center Play** - Children select from a variety of activity areas including:

- Sand or water play

- Games on the rug
- Pretend Play
- Blocks/puzzles

## COMMUNICATION WITH PARENTS

### COMMUNICATION

Effective communication is essential for building school-family partnerships. It constitutes the foundation for all other forms of family involvement at the preschool.

#### Open Door Policy

**Parents are always welcome on our campuses and in our classrooms.**

### CHILDREN FOLDERS

Families are encouraged to take time to check their child’s classroom folder every day. Our little ones have worked hard on their projects and it means a lot to them that their parents recognize their effort.

### WRITTEN COMMUNICATION

#### Kaymbu

In addition to regular verbal communication, teachers will provide daily messages to families through the Kaymbu app. This program allows them to share pictures and video as well as details of educational activities happening in the classroom.

#### Classroom E-mail

EACH CLASSROOM IS ASSIGNED THEIR OWN E-MAIL TO EFFECTIVELY COMMUNICATE WITH PARENTS. CLASSROOM EMAILS SHOULD BE CHECKED EARLY IN THE MORNING AND RESPONDED TO REGULARLY. THIS E-MAIL MUST BE USED FOR SCHOOL-RELATED COMMUNICATION ONLY. PLEASE DO NOT USE THIS EMAIL FOR PERSONAL COMMUNICATIONS. **CONFIDENTIALITY**

All child and family records are kept in locked file cabinets to insure confidentiality. Records are only sent to other educational agencies at the written request/permission of the parent.

### PARENT TEACHER CONFERENCE

Teachers carefully monitor every student’s progress throughout the year. Parent Teacher Conferences are held two times per year. In each conference, teachers will share student development and academic progression and use the opportunity to learn from the parent about specific areas of growth or concern. We believe that the parent is the child’s first teacher. Parent observations and knowledge about their child are of utmost importance to us.

As their partner in the education process, we believe that together we will better meet the child's needs.

## EDUCATORS AND STAFF SUPPORT

All our wonderful teachers, "**Maestras,**" are native Spanish speakers. We have teachers from Spain, Venezuela, Colombia, Cuba, Chile, Mexico, Peru and more! Their cultures are as diverse as their dialects, which provides our students with a rich and unique environment in which to develop native-like tone and inflection.

All our staff have an ability to work independently and as a team. They have an ability to make authentic connections with children, parents, student teachers, interns, and seek collaboration with peers. They must value non-traditional methods of teaching and joyful learning. The lead teachers hold degrees in education, bilingual education and/or have years of experience in early childhood education. As part of their contract with Little Big Minds Preschool, all of our teachers are expected to participate regularly in professional development and educational training. We invest



consistently in learning opportunities for our staff members because we know that an individual child's education will only be as good as the teacher in the classroom. We value our teachers, their diversity and their expertise. We conduct weekly team meetings with all academic staff members to share ideas and leverage their knowledge and experience. All of our staff members have regular formal and informal performance evaluations and all participate in Smart Support and Early Childhood Education and Inclusion classroom coaching and on-site mentorship.

Our Teachers work as a team creating a respectful working relationship. Description and responsibilities are specific to each position but at Little Big Minds, teachers work with one another and collaborate in performing daily classroom routines to ensure academic engagement, healthy social interactions and safety of all the children.

## STUDENT HEALTH AND SAFETY

### CHILD PROTECTIVE SERVICES (CPS) POLICY

Little Big Minds Preschool staff and volunteers are required by Arizona Law (HB2293) to report any suspected cases of child abuse or neglect to the Child Protective Services Agency. As a part of each daily health check and throughout the day, children will be routinely observed. Be assured that normal bruises or scrapes and/or mood swings will not alarm our trained staff. However, they may ask for clarification on how an injury occurred or why a child's behavior has changed. Please do not feel threatened by this procedure. It is the Preschool's way of assuring you that caring and supportive adults are meeting your child's needs. All inquiries give parents





Each parent must send their child to school each day with a healthy lunch. Please remember to provide a re-fillable water bottle so that your child is able to drink plenty of water throughout the day.

Snacks and lunch are served family-style (children and adults sit at tables together). This is a special time for children and teachers to communicate with one another. Children help with activities such as setting the table, passing food to others, and cleaning up. Children also have the opportunity to participate in monthly food experiences or activities. Children are encouraged but never forced to taste any food.

If your child has any food allergies, please bring a note from you or the doctor stating the nature of your child's food allergies. For our classroom parties, parents will participate by bringing special treats to school for the special event. Please provide your child with an alternative treat that is safe for them to eat.

School is open for All Day students from 7:00am to 5:30pm. For students that participate in the All Day program, parents may send their children to school with breakfast and they will be permitted to eat their breakfast in the Before-Care classroom from 7am to 8am. Afternoon snack is served at 3:00pm and it is **"parent-provided"** so please send your children to school with plenty to eat!

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## FAMILY STYLE

Snacks and lunch are served "family-style" (children and adults sit at tables together). This is a special time for children and teachers to communicate with one another. Children help with activities such as setting the table, passing food to others, and cleaning up.

Family-style meals encourage and support social, emotional, gross and fine motor skill development. Caregivers/teachers sitting and eating with children is a chance to get children to interact with each other and for positive role modeling by the adult caregiver/teacher. Conversations at the table add to a fun mealtime environment and provide opportunities for informal modeling of good eating behaviors, communication about eating and teaching about nutrition. Family-style meals also encourage children to serve themselves, which develops their hand-eye coordination. Family-style meals allow caregivers to set the stage for meal and snack times that are more productive and pleasant. Eating should be a fun experience in childcare and at home. Watch the family-style meals video with actual Arizona childcare facilities on the Empower website: [www.theempowerpack.org](http://www.theempowerpack.org).

## PARENT/SCHOOL FAMILY INVOLVEMENT

We always encourage our parents to be as involved in their child's preschool experience as they would like to be. There is no mandatory volunteer requirement but we have a lot of opportunities for parents to be involved. The following opportunities are available to parents:

- **Classroom Coordinators:** Do you want to be your child's Classroom Coordinator? Parent coordinators help teachers organize volunteers for classroom parties (Valentines, Thanksgiving, Christmas, etc.) and events, and they serve as liaisons between parents and teachers. We will provide you with a list of upcoming events and classroom needs and our hope is that you will serve as an "Ambassador," communicating needs, organizing events, and recruiting parents to make these events a success.

- **Cultural Fridays:** We are all citizens of the world and we would love for you to come and share with us the wonders of your heritage or your special talents (i.e., guitar playing, pottery or gardening).
- **Library Volunteer:** We need a volunteer to help us enrich our library based on our weekly themes. Books are needed by Mondays and they will be return to you by Friday.
- **LBM Parent Teacher Organization (PTO)** an Arizona Nonprofit Organization
  - Scholastics Book Fair Committee
  - Special Gala Event Committee
  - Community Events Committee (Unity Day, Valley Youth Theater, etc.)

For the health and safety of all children, volunteers must follow Preschool guidelines. All Parent volunteers must sign-in in the Little Big Minds office prior to entering the classrooms.

## WAYS TO SUPPORT THE CHILD'S LEARNING

Parents can support their child's success in school in the following ways:

1. Bring your child to school **on time** each day.
2. Be sure your child has a good night's sleep.
3. Be sure your child is healthy.
4. Dress your child so he or she is free to play and explore.
5. Pick up your child on time each day.

Remember, as parents, you are your child's first and most important teachers and model for appreciation of other languages and cultures. Read to your child every night in English or Spanish. Take him or her to the library. Let your child participate in decisions and have responsibilities at home. Spend time each day listening to your child. The teachers and staff may be able to help you with ideas or resources based on your child's individual interests, skills and needs.

## CLASSROOM MANAGEMENT & DISCIPLINE POLICY

### CONSCIOUS DISCIPLINE®

Little Big Minds Preschool uses Conscious Discipline® techniques as the basis for classroom management and discipline. Created by Dr. Becky Bailey, an internationally renowned expert in child developmental psychology, Conscious Discipline® is built on the premise of developing discipline within children rather than applying discipline to them. We have found that this program provides simple and practical tools to help foster an atmosphere of mutual respect while giving children the opportunity to learn from their mistakes. Conscious Discipline® is the only program that integrates classroom management with social-emotional learning, uses everyday events as part of a school's curriculum, and addresses the adult as well as the child. This is not

a punishment-based approach. Rather, this approach teaches children to think about their decisions and learn from natural consequences.

Conscious Discipline helps:

- Students own and solve their own problems
- Build strong connections between home and school
- Manage disruptive students
- Make teaching and learning more fun and productive
- Get and keep students' attention
- Set and achieve goals together... despite obstacles
- Manage emotions instead of acting out
- Set personal boundaries to encourage mutual respect
- Resolve conflict in a way that creates closer relationships

It works because it:

- Provides adults with the seven discipline skills needed to effectively transform any problem into a life lesson.
- Creates a positive school climate by eliminating reward and punishment in favor of the safety, connection and problem-solving of a School Family.
- Allows perceptual shift that empowers us to see discipline encounters as an opportunity to teach new skills.
- Addresses a child's internal state first, using a neuro-developmental brain model, so adults and children may learn to self-regulate effectively.
- Promotes self-control.

We believe Conscious Discipline® can be a powerful approach both in and out of the classroom. As a community, it is our goal to provide a consistent and positive approach to raising responsible children.

If you would like to learn more about Conscious Discipline® and how you can implement these techniques at home please visit: <http://www.consciousdiscipline.com/>

## LOCATIONS AND HOURS OF OPERATION

Uptown  
1973 E Maryland Av Phoenix, AZ 85016  
602-900-0404

Kennedy  
2702 E Osborn Rd. Phoenix, AZ 85016  
602-900-0401

Monterey  
Monterey Park School  
2301 N 3rd St  
Phoenix, Arizona 85004  
602-900-0402

Scottsdale  
6315 E Thunderbird Rd, Scottsdale AZ 85254  
602-900-0403

Heatherbrook  
2716 N. Dobson Rd.  
Chandler, AZ 85224  
602-854-3132

Hours of operation for all campuses: 7:00 am to 5:30 pm.

## MISCELLANEOUS

Little Big Minds schools are regulated by the Arizona Department of Health Services.

Pesticide Procedures: Notice of application of pesticides will be posted on school premises forty-eight hours prior to application. Notice will also be sent to families and guardians forty-eight hours prior to application.

Insurance statement is available for review on school premises.

Inspection reports are available for review on school premises.

Parents and guardians of students in our care have access to their child's school at all times during our hours of operation.