



6 Bartley Chester Road, Flanders, NJ 07836
Phone 973.927.7372 Fax 973.927.7310
www.FlandersValleyCountryDaySchool.com
FlandersValleyCountryDaySchool@gmail.com

Program Guide



6 Bartley Chester Road, Flanders, NJ 07836
Phone 973 927-7372 Fax 973 927-7310
www.FlandersValleyCountryDaySchool.com



Nursery School Information	3
Age Groups and Days	3
Confidential Information	3
Staff/Child Ratios.....	3
Goals	3
Curriculum	4
Language Arts Literacy.....	4
Mathematics	5
Science	5
Social Studies/Multiculturalism.....	5
Technology	5
Visual & Performing Arts.....	6
Health, Safety and Physical Education	7
Social and Emotional Development.....	7
Other Areas	7
Conferences Bi-Annually.....	8
Conferences Special Needs.....	8
Two Year Old Curriculum	8
Four Year Old Curriculum.....	11
First Day of School	12
Field Trips	12
Drop Off and Pick up.....	12
Signing in and out	12
Routine Schedule	13
Hours.....	13



Nursery School Information

Age Groups and Days

Flanders Valley Country Day School has three different nursery school classes, one for each age group—two, three, and four year olds. You may choose to send your child 2, 3, 4, or 5 days per week. Cost varies based on the number of days that your child attends. These days are not interchangeable. If your child is signed up for Monday, Wednesday, and Friday, then only on those three days may your child come. There may be some exceptions to this rule, but it must be discussed with the Director.

Confidential Information¹

Our facility, as well as the state of New Jersey, requires that each child who is enrolled at Flanders Valley Country Day School must have confidential family and personal information on record at all times in our building. In this ever changing world we recognize how important it is that every individual's private, confidential information be kept as securely as humanly possible. All information supplied to Flanders Valley Country Day School will be kept under lock and key in the owner/director's secure office at all times. When a child is unenrolled the records are shredded.

Staff/Child Ratios

Flanders Valley follows state mandate ratios as follows.

6 weeks-18 months	1:4
18mo – 2 ½ year olds	1:6
2 ½ - 3 year olds	1:10
4 years	1:12
5 years and older	1:15

Goals²

Flanders Valley Country Day School bases its philosophy and goals on the developmental approach to early childhood education. This means that we are concerned about the whole child developing at his/her own pace. We design our classes with various learning centers (math, language, art, reading, blocks, drama, science, cooking, manipulative, and large motor) so children can choose the activities that they desire to learn from and they will learn through their play. We base our lessons on the general principle that children learn best when using their senses. So we put abstract ideas such as numbers, letters, and spelling their names into concrete activities. Such as molding a letter out of clay, doing a number puzzle, or seeing their name printed on all their work. We ensure children have adequate time for creative exploration throughout the day along with structured activities. The curriculum is scaffolded; the repetition allows the children to master skills throughout their educational experience. Research is supporting the developmental approach to early childhood education since it has been

¹ 4A02C

² 10A01, 2A01, 2D01, 4B05



proven that children learn best when they are secure and confident in their environment as opposed to pressure to do as the adult says. Children who are pressured to learn information and skills before they are ready begin to feel like failures, or, if they do succeed, but only to please the adults, they lose interest in learning once they lose interest in pleasing the adult. The experience of feeling good, while one learns at his/her own pace, is what gives the child a sense of accomplishment and self-confidence. The staff of Flanders Valley aims to teach your child a variety of lessons within the basic goal of making your child feel he/she can do it.

Two-year-olds: Develop their sense of independence by giving them more opportunities to do things for themselves and to feel successful.

Three-year-olds: Guide the children toward positive social interactions and cooperation with peers.

Four-year-olds: Prepare the children for skills needed in today's kindergarten class.

Curriculum³

Our curriculum includes activities that incorporate the following: reading readiness, math, science, language development, social studies, art, music and physical movement, dramatic play, physical education, problem solving, critical thinking, technology and organizational skills. Units that may be covered during the year include colors, self, transportation, family, numbers, seasons, animals, safety, friends, holidays, and much more. These lessons are accomplished using centers, teaching strategies, and interpersonal relationships.

Language Arts Literacy

There are 4 New Jersey preschool standards for language arts literacy development:

1. Children listen and respond to environmental sounds, directions, and conversations.
2. Children converse effectively with different audiences in their native language for a variety of purposes related to their experiences.
3. Children demonstrate emergent reading skills.
4. Children demonstrate emergent writing skills.

Children love being read to, which is part of this area, but they also love telling stories, acting out stories, and recreating stories with flannel pieces, magnetic characters, puppets, props, and drawing pictures. Research states that children learn to read by finding meaning and reality in the written word and that they learn to read by recognizing words first and then learning phonics (letter sounds). We feel our most important role in this area is to enrich real experiences of reading by incorporating the above mentioned activities, going on field trips, having visitors to our classes, and choosing stories that reflect our learning units. In all of the rooms, the teacher's will use a language experience approach. The children will create their own stories to make oral language and writing an associated process. Parents:

³ 2A01, 2A02, 2A03, 2A05, 4B05



please make a fuss over these accomplishments- you'll be doing more for your child's future as a reader than teaching him his ABC's.

Mathematics

Using numbers in everyday life is math. Identifying shapes, sorting, classifying, associating objects, counting, and graphing are all parts of the math experience. The teacher plans activities and provides materials that allow the child to explore the principles mentioned above. These concepts take time to develop and varying the experiences helps to form generalizations. When you think about it, we use all of these principles daily and repeatedly. So will your child in our program.

Science

The science area is where children can make self-discoveries about principles you and I take for granted. When a child touches, feels, and plays with the planned unit of discovery, he/she learns the principles. The adult's role is to guide those discoveries by verbalizing what the child is observing as well as asking questions to extend the child's learning. Science provides a perfect medium for children to have fun while developing critical problem solving and inquiry skills.

Social Studies/Multiculturalism

We are a NAEYC accredited center, therefore we have the responsibility to help children understand and appreciate their world. This includes a variety of topics ranging from lifestyles, races, religions, ages and/or handicaps. One way we do this, is with a program known as Global Movement. Our teachers introduce our children to the language, customs, music, stories, and foods of a particular cultural group. We stress the value of individuality without depriving others of their rights to have the same. When we spend time learning about our own families, we are learning about our world. This area is something that is going on with the other planned activities. It's life with others! The opportunities for learning are strengthened as connections across home; school and community are acknowledged and respected. Sensitivity to and support for diversity in culture, ethnicity, and learning are embedded into the daily activities. Students are encouraged to become aware of and appreciate the difference and similarities among people.

Technology

To be successful in the Information Age, students need a strong foundation in technology. Technology is exposure to many varied Medias throughout the classrooms, such as: calculators, cell phones, keyboards, cash registers, cd players, and tape recorders. During the preschool years, each student will begin to view these as powerful resources. By integrating technology into the classroom curriculum, each student will recognize that technology is a powerful tool that can be used to solve real-world problems.



Each child will have access to varying forms of technology during their everyday centers in their classroom. The curriculum has been designed as a spiral that introduces the student to various topics that will build upon each other during the year and from one year to the next.

Visual & Performing Arts

There are 4 preschool standards for visual and performing arts development:

1. Children express themselves through and develop an appreciation of creative movement and dance.
2. Children express themselves through and develop an appreciation of music.
3. Children express themselves through and develop an appreciation of dramatic play and storytelling.
4. Children express themselves through and develop an appreciation of the visual arts (painting, sculpting, and drawing).

Open-ended art allows a child to think, see, design, feel, smell, find balance, experiment, and create!! We do this by offering many different materials such as paints, crayons and other medias which allows the child to express their own feelings and ideas. It helps develop insight into the world of colors and textures to heighten the children's senses. No two products are alike. We believe it is the process of creating that is most important to the child, along with the feelings of pride that come from knowing "I did it on my own." Ask your child about what has been created, or respond to what was put on the creation. This area of the classroom also develops fine motor skills and the social skills of sharing, taking turns, and having fun with peers. He/she begins to develop their self-esteem.

They begin to develop an awareness and appreciation of pleasant sensory experiences – which is the beginning of aesthetic development. For young children, the project does not focus on the end result. Working with art materials offers children the opportunity to experiment with color, shape, design and texture. Art can incorporate math and science concepts as well as allow children to express themselves and how they see the world. Different art projects will also let them refine small muscles while cutting paper, holding crayons and pencils, or tearing paper for a collage.

The child can pretend to be anywhere doing anything. When a child pretends he/she acts out fantasies, or recreates reality so he/she can better understand all that he/she is learning about. The amount of new information coming into a child's mind can be exciting yet frightening, hence the housekeeping corner allows for the release of these anxieties and discoveries. The teacher plans this corner with added props so the child can explore new roles and places we read about.

The child uses his/her body and learns to express themselves. They also learn language and new vocabulary through music. He/she learns to distinguish sounds. They learn to listen carefully for patterns. The child can also share in fun with friends. Young children are very much at home with movement. Body movement is also a good opportunity for children to solve problems. Movement can challenge children in different ways.



The block area of the classroom is an area in which all of the areas mentioned come together. A child learns math, science, creativity, imagination, large motor skills, cooperation, self-confidence, and of course, they have fun!! The teacher, at times, challenges the children to try new things as well as adds props to extend learning and play.

Health, Safety and Physical Education

There are 4 preschool standards for health, safety and physical education development:

1. Children develop self-help and personal hygiene skills
2. Children begin to develop the knowledge and skills necessary to make nutritious food choices.
3. Children begin to develop an awareness of potential hazards in their environment.
4. Children develop competence and confidence in activities that require gross- and fine-motor skills.

Movement activities using the child's entire body increases agility and balance, strengthens muscles, and enhances self-esteem. Balance is a very important ingredient necessary for reading. Our intention is to refine these readiness skills and encourage physical fitness for the children.

Social and Emotional Development

There are 5 preschool standards for social/emotional development:

1. Children demonstrate self-confidence.
2. Children demonstrate self-direction.
3. Children identify and express feelings.
4. Children exhibit positive interactions with other children and adults.
5. Children exhibit pro-social behaviors.

Other Areas

There are other activities that are planned for the classroom but they fall under one or two of the above-mentioned areas. These are cooking, water and sand table play, manipulation, riding area and games.

A more detailed curriculum follows for each age group Two's, Three's and Four's.



Conferences Bi-Annually⁴

Each winter and spring, parents are given a progress report. Classroom teachers use varied assessment tools to gather information about each child's developmental progress. The information is gathered in a confidential and non-biased format. One purpose for assessment is to help teachers determine appropriate classroom activities. Each child is treated as an individual learner and is tracked from one classroom into the next. Previous work is found in each child's individual portfolio and moves with the child into each new classroom. Our teacher's conduct conferences upon request; either the parent or teacher may request a conference to discuss their child's overall developmental progress.

Conferences Special Needs⁵

Throughout a child's development, there may be times when concerns arise. When the teacher is working with the child and assessing the progression, the teacher will ask to have a conference with the parents. We wish to have a strong working relationship with the parents in both setting goals for children and guiding/supporting parents. If there is a "serious" concern you will be notified immediately since communication is constant throughout the year. When necessary we will work with you to secure special services and support you to the best of our ability. We will identify the individual child's needs, link instruction to the curriculum, provide support and program modifications, and evaluate the child's progress.

⁵ 4A02, 4A03



Two Year Old Curriculum

Language Arts Literacy

Follow directions
Listen to stories
Begin phonics work
Finger plays
Introduce first names in print
Introduce nursery rhymes
Listen to poetry
Songs/music
Story telling
Theme stories

Mathematics

Big and little
Introduce sorting by color, or size, or shape
Directional words
Quantitative concepts:
 Begin to understand some, all; heavy, light;
 full, empty, less, more
Introduce/Recognize /name shapes:
 Circle, square, heart and star
Introduce Rote counting to 10

Science

Cooking
How/Why things work
Introduce primary/secondary colors
Learn about animals
Introduce basic body parts
Introduce five senses
Introduce seasonal changes

Social Studies/Multiculturalism

Community helpers
Cooperative and social skills
Dental health
Families

Holiday themes
Keeping ourselves safe
Neighborhoods
Share/Listen to others

Health, Safety and Physical Education

Personal

Healthy habits – hygiene – hand washing,
 wiping your nose
Going to the bathroom
Feeding yourself
Self-help skills – dress/undress
Manners – thank you, please, excuse me

Fine Motor Skills

Hold: crayons, markers, chalk, scissors,
 paintbrushes, glue
Laces using lace cards with assistance
Manipulate and shape play dough
Put together simple puzzles
Scribble; draw straight lines, circles
String beads
Work with large manipulatives

Gross Motor Skills

Catch a rolled ball
Clap to music
Games
Jump
March to music
Walk on tip toe/heels
Walk up/down stairs
Begins to throw
Painting
Climbing
Running
Dance



Three Year Old Curriculum

Language Arts Literacy

Follow directions
Listen to stories – proper etiquette
Begin phonics
Begins to print upper case letters
Finger plays
Identify first/last name
Introduce upper case letters
Nursery rhymes
Poetry
Begins to print upper/lower case letters in first name
Begin to print upper case letters
Songs/Music
Story telling
Theme stories
Recognizes some environmental print
Introduction to Spanish

Mathematics

Create patterns by 2 colors
Create patterns by 2 shapes
Grouping
Directional words
Introduce geometric shapes: circle, square, triangle, rectangle, oval
Identify numbers 1 – 10
Introduction to computers
Matching
More/less
Rote counting 1 to 20
Simple graphing
Simple problem solving

Science

Cooking
Hypothesize - predictions
Identify changes that occur with water
Identify primary/introduce secondary colors
Introduce weather
Learn about animals
Learn about our five senses
Introduce life cycles
Pets, habitats, animals

Recognize some seasonal changes

Social Studies/Multiculturalism

Calendar
Holiday themes
Families
Neighborhoods
Community helpers
Dental health
Keeping ourselves safe
Share/Listen to others
Respect the rights of others
Role-play
Take turns
Co-operative social skills
Phone number
Address
Birthday

Health, Safety and Physical Education

Personal:

Identifies/Explains use of household items
Develops sense of right and wrong
Healthy habits – hygiene/self-help skills
Nutritional skills, healthy food choices, physical activities
Recognizes range of feelings
Safety practices – bike helmets, emergency drills, car seats, seat belts

Fine Motor Skills:

Bead
Lace
Puzzles
Play dough
Introduction to button/snap/zip
Color
Introduction to cutting

Gross Motor Skills:

Hop, jump, climb, running
Dance & movement sequences
Games
Ball bouncing



6 Bartley Chester Road, Flanders, NJ 07836
Phone 973 927 7372 Fax 973 927 7310
www.FlandersValleyCountryDaySchool.Com

Four Year Old Curriculum

Language Arts Literacy

Follow directions that involve several actions
Listen to stories – proper etiquette and engaged in activity
Alliteration
Finger play
Identify many uppercase/lowercase letters
Letter sounds/vowel phonics
Opposites
Poems
Print first/last names
Print uppercase/lowercase letters
Rhyming
Sight words
Songs/Music
Stories recall
Sequencing
Introduction to Spanish

Mathematics

Begin adding
Create complex patterns by color/number
Directional work
First/Last
Graph
Group/Sort
Identify geometric shapes
Identify numbers 1 – 20
Introduction to computers
Introduction to time
Matching
More/Less
Problem solve
Rote counting to 50

Science

Cooking
Environment/recycling
Five Senses
How/Why things work
Hypothesize predictions
Identify colors (primary & secondary)
Identify weather
Learn about habitat animals/hibernation/life
Cycle/Metamorphosis
Pets
Plants
Seasonal changes

Water changes (Ice)

Social Studies/Multiculturalism

Calendar
Holiday themes
Families & role in them
Neighborhood
Community helpers
Dental health
Fire safety
Sharing & listening
Cultures
Cooperative & social skills
Rules & respect
Role-playing
Phone number
Address
Birthday

Health, Safety and Physical Education

Personal:

Warning symbols and meanings
Daily Hygiene/Nutritional Skills
Understand false beliefs
See others point of view – empathy
Transitions easily from one activity to the next
Describes a range of feelings
Channels impulses and negative feelings – self – control
Express needs verbally to teacher and peers
Safety practices – bike helmets, emergency drills, car seats, seat belts

Gross Motor:

Climb, dance, gallop, hop, jump, run, skip
Sequence of movements
Games
Coordination skills - ball bouncing, catching, and throwing
Use objects and props to develop spatial skills

Fine Motor Skills

Beading
Coloring, drawing,
Lace, button/unbutton, zipper
Play dough
Puzzles
Scissors
Tracing



6 Bartley Chester Road, Flanders, NJ 07836
Phone 973 927 7372 Fax 973 927 7310
www.FlandersValleyCountryDaySchool.com

First Day of School

Some children, on the first day, will have no problem saying good-bye and adapting to the classroom routine. Others have trouble making this first major separation from home to school. Flanders Valley staff will help your child feel secure and we ask you to be supportive. This support can be expressed in many forms. Your child's teacher is available to assist you in deciding what transition process will work best for your child. The most effective thing you can do is to prepare your child for the upcoming event of starting school. Visit the school during the summer, get books out of the library about school, play school at home, or just tell him/her about your own school days. Assure your child that you will return. Parents may wish to call and check in during the day with their child's teacher. Within a few days, most children have no trouble with the transition from home to school.

Field Trips

Nursery school children will occasionally go on field trips. When they do, we only use yellow school buses as required by the state of New Jersey. We will, however, need assistance from parents on occasion to assist in supervision of the children. All parents will be notified about each trip in writing. Your permission must be in writing before we can take your child off of the premises.

Drop Off and Pick up

Nursery school children, when being dropped off, are to be walked into the building and into the classroom by the parent or appropriate adult. When picking up at 12:00, after our morning nursery school is over, a parent or adult must come in to the classroom to pick up the child. No child will be allowed to leave a class without an adult.

If someone other than yourself will be picking up your child, we must be notified in writing or you may verbally tell the Director. No other childcare worker or teacher may receive verbal consent. This is for your child's safety. If you form a carpool with other parents, please give us a list of members and who have permission to drive your child home so we may keep it in our records.

Signing in and out

Attendance sign in/out sheets are located by front door. It is imperative that this sheet is completed for your child once upon entering the building and then again when leaving. You will be required to post times along with your initials.



6 Bartley Chester Road, Flanders, NJ 07836
Phone 973 927 7372 Fax 973 927 7310
www.FlandersValleyCountryDaySchool.com

Routine Schedule

Each classroom has posted its daily routine schedule. If you are interested, check the appropriate room for the schedule.

Hours

As a fully licensed program, the **Flanders Valley Country Day School** is required to have all parents who arrive after 6:30 p.m. to sign our Late Book. We do enjoy working with your little ones very much, but we also work long hours and have families waiting for us at home. Please pickup your children promptly at 6:30 p.m. Beginning at 6:30 p.m., a late fee will be assessed as follows \$5.00 for the first fifteen minutes and an additional \$10.00 for any additional fifteen minute increment.

6:30-6:45 \$5.00

6:45-7:00 \$10.00 (total \$15.00)

If you are going to be later than 6:30 p.m., please notify Flanders Valley so your child and the caretaker are aware of the delay. The childcare worker will not leave Flanders Valley until a parent arrives to pick up the child. If you do not call by 6:50 p.m., the childcare worker has been instructed to locate you and or your emergency contact by phone. If by 7:15 p.m., you still have not been located, the police will be notified that your child has been abandoned and they will take your child to the police station. This is in accordance with state law.