



THE RED BALLOON PRESCHOOL

SCHOOL PHILOSOPHY

The Red Balloon program is a child-centered, developmental program. Children learn to make choices, plan, try out new ideas, and experiment. A major goal of the Red Balloon is to help children develop a positive attitude toward learning. Emphasis is placed on creating a climate of trust and security in the classroom which promotes self-esteem and provides an opportunity for social, emotional, cognitive, and physical growth. Children learn through play and an integrated curriculum. Learning is a process and each child learns at his or her own pace. Every part of the school experience has the potential to be educational, constructive, and positive.

The Red Balloon Preschool is a non-profit school which does not discriminate on the basis of race, religion, cultural heritage, political belief, marital status, disability, national origin, or sexual orientation. The Red Balloon Preschool is licensed by the Massachusetts Office of Child Care Services.

COOPERATIVE FUNDAMENTALS

The staff, membership and Board of Trustees all provide for the Red Balloon preschool experience for the children.

The staff is responsible for designing and implementing a curriculum in harmony with the School Philosophy.

The membership is responsible for providing labor and financial support as required, for classroom participation as requested by the staff, and for selecting the Board of Trustees.

The Board is responsible for administrative and organizational duties as stated in the bylaws, for facilitating the processes whereby the staff and membership meet their responsibilities, and for acting in their collective capacity as conservators of the school.

STAFF INFORMATION

DIRECTOR/TEACHER

Sally Jackson is the Director of the Red Balloon Preschool and also serves as the Lead Teacher in the three-year old class. She has a Masters Degree in Education and is certified by the Office of Child Care Services. Sally has 12 years experience in the field of early childhood education, and prior to that many years in special education. She is beginning her eighth year teaching at The Red Balloon. Sally lives in Billerica with her husband, Chris and her two daughters, Sara and Jamie.

ASSISTANT TEACHER

Nancy Powers is the Assistant Teacher in the three-year old class and has an Associates Degree from Middlesex Community College. Nancy is certified as a teacher by the OCCS. She was a member of the Central Cooperative Nursery School in Chelmsford where her son was a student. Nancy is beginning her eighth year teaching at The Red Balloon. She has been instrumental in helping with the curriculum planning and providing her students with a safe and nurturing environment. Nancy lives in Chelmsford with her husband, Matthew, and her children Katie, Molly, and Matthew.

TEACHER

Janet Blanco is the Teacher in the four-year old class. She began as a parent member of The Red Balloon when her daughter Julia attended for two years. She is certified by the Office of Child Care Services and is beginning her seventh year teaching at The Red Balloon. Janet took on the added responsibility of the Teacher position in the four-year old class five years ago and has been both insightful and creative in the preparation of her students for kindergarten. Janet lives in Carlisle with her husband, Paul, and her children Bethany, Timothy, and Julia.

ASSISTANT TEACHER

Jane Brewer is the Assistant Teacher in the four-year old class. She has her Masters Degree in Early Childhood Education and is certified by the Office of Child Care Services. Jane was a member of the Cooperative Nursery School in Littleton where both her sons were students. She taught kindergarten for several years and her experience at her son's preschool included helping to plan and implement a pre-k curriculum. She is beginning her fifth year at the Red Balloon. Jane is an avid collector and seller of antiques; she lives in Carlisle with her husband, John, and has two sons Alex and Ben.

THE CURRICULUM

GOALS AND OBJECTIVES

A major goal of the Red Balloon is to help children develop a positive attitude toward learning. Emphasis is placed on creating a climate of trust and security in the classroom which promotes self-esteem and provides an opportunity for social, emotional, cognitive, and physical growth. Children learn through play and through an integrated curriculum. Every part of their school experience has the potential to be educational, constructive, and positive.

Learning is a process, and each child learns at his or her own pace. Listed below are some specific goals and objectives for the three to five year old preschool child. Children should not, however, be expected to acquire every objective listed.

THE CURRICULUM (CONT'D)

SOCIAL AND EMOTIONAL DEVELOPMENT

- Accepts separation from family
- Enjoys being with other children
- Develops social relationship with one other child
- Expands socially to include more children
- Comfortably participates in a group
- Interacts within a socially acceptable framework with peers
- Develops a positive, trusting relationship with teachers and feels comfortable with other adults in the classroom
- Shares materials and ideas
- Shows consideration towards others
- Gains an understanding of cooperation, taking turns
- Uses adults as a positive resource for help
- Uses time in school constructively, making purposeful use of equipment and participating in activities offered
- Stands up for own rights
- Takes initiative in solving problems
- Demonstrates confidence in growing abilities
- Demonstrates increasing independence

ACCEPTING RESPONSIBILITY

- Arrives independently and takes care of clothing in hall
- Knows cubby and keeps projects and belongings in it
- Follows classroom routine with cooperation during transition times
- Shows controlled behavior and follows the classroom rules for the safety of all the children
- Participates in classroom cleanup
- Displays independent bathroom routine
- Takes care of cleaning self after projects and snacks
- Gathers clothes, dresses, and lines up for outdoor play

LANGUAGE

- Transferring thoughts into words
- Labeling - feelings, pictures, objects
 - * Combining words - speaking in sentences, correct tense
 - * Describing
 - * Songs, poems, dramatic arts
- Learning about self
 - * Body parts, name, age, address, phone number
- Stimulating the five senses
- Visual discrimination
 - * Patterning
 - * Alphabet - letters in name
 - * Sequencing

THE CURRICULUM (CONT'D)

- Listening and auditory memory
 - * Directions - both listening and following
 - * Stories - listening, comprehension, and retention
 - * Recalling information and retelling
- Sound discrimination
 - * Identifying common sounds
 - * Matching like sounds
 - * Distinguishing loud and soft sounds
 - * Rhyming words
- Refining logical thinking
 - * Story and picture comprehension
 - * Developing personal stories
 - * Relationships - same and different, cause and effect
 - * Predicting - what next, what if, alternate ways

MATH

- Colors
- Shapes - recognizing
- Counting
 - * 1-10
 - * One-to-one correspondence with 10 objects
 - * Recognizes the numerals 1-10
- Size differences
 - * Identifying sizes (big, small)
 - * Ordering and sequencing (shortest to tallest)
- Quantitative concepts
 - * Some, all, full, empty, measuring (cooking)
- Classifying
 - * Learning how to classify according to attributes

PHYSICAL GROWTH

- Development of large muscle skills
 - * Catching and throwing
 - * Bouncing
 - * Targeting
- Body coordination and movements
 - * Balancing
 - * Walking
 - * Jumping
 - * Kicking
 - * Hopping
 - * Skipping
 - * Climbing
 - * Pumping on swings
- Rhythmic movement - responding to rhythm with body movement
- Development and refinement of small muscle skills, eye-hand coordination
 - * Pouring
 - * Stringing
 - * Puzzles and small manipulative toys
 - * Correctly holding pencil and developing control

THE CURRICULUM (CONT'D)

PHYSICAL GROWTH

- * Representational drawing - person
- * Printing name
- * Controlling brush and paint
- * Using scissors with control, cutting on line
- * Finger strength and dexterity
- * Manipulating open-ended materials such as clay, sand, water
- * Woodworking
- * Pasting
- * Folding

SOCIAL STUDIES

- Citizenship
 - * The worth of each person, how we are alike yet different
- Feelings
 - * Understanding own feelings
 - * Respecting others' feelings
- Family
 - * Basic family unit
 - * Unbiased sex roles
- Community workers - jobs
- Holidays
- Geography - where we live
- Transportation - cars, trucks, trains, planes, boats
- Conservation - in use of classroom materials
- Economics - grocery store
- Environmental education - respect for our natural resources
- Safety

CREATIVE ARTS

Art: For preschool children, it is the process of creating that is important and not the product. Through art children learn to make choices, plan, try out new ideas, and experiment. They also learn to become familiar and comfortable with art materials.

As children develop they go through specific stages from scribbling to controlled representational drawing. Each child will progress through the stages at an individual pace.

Some of the art activities include drawing, painting, pasting, cutting, tearing, printing, modeling, and weaving.

Music and creative movement: A very basic part of the program used in all aspects of the curriculum to develop the following:

- Appreciation for music
- Creative expression
- Listening skills
- Memory skills
- Auditory discrimination
- Singing - range and flexibility of voice

THE CURRICULUM (CONT'D)

Music and creative movement:

- Rhythmic response
- Development of gross motor skills
- Awareness of body movement and body parts
- Playing instruments

SCIENCE

Using the skills of exploration, discovery, observation and experimentation, the children will develop an appreciation of their environment:

- Observing seasonal changes
- Weather
- Living things
 - * Animals - categories, characteristics, habitat, babies
 - * Plants - seeds, growing things, uses
- Human body
 - * Body parts
 - * Senses
 - * Health and nutrition

RESPONSIBILITIES OF MEMBERSHIP

- I. **Preparing classroom for opening day in September**
 - General clean-up including washing toys and arranging play equipment.
 - Any necessary painting.
 - Small repairs.
- II. **Parent helping—arrive promptly at 8:45 a.m.**
 - 3-day class: Each family usually helps 6 times per year.
 - 4-day class: Each family usually helps 6 times per year.
- III. **Parent jobs—1 job per family (see Jobs Listing)**
- IV. **Attendance at September orientation meeting and April annual meeting**
- V. **Tuition and fees**
 - A. Registration fee: \$500
 - Due upon acceptance; reserves child's space.
 - Non-refundable
 - One-half credited toward each semester's tuition
 - B. Tuition
 - Billed in two equal installments-May 1st and October 1st .
 - Non-refundable, except for unforeseen family relocation, illness or inappropriate placement of the child. These circumstances are considered on an individual basis and monies are refunded pro-rata, based on Board review.
 - C. Families are encouraged to provide refreshments for Red Balloon evening functions, (coffees and special events) at least once a year.

JOBS LISTING

BOARD OF TRUSTEES (all are elected)	
President:	Vice President & Advertising/Publicity:
Secretary:	Treasurer:
Members-at-Large:	
3-day class (3-year olds)	2 Positions
4-day class (4-year olds)	2 Positions
TEACHING STAFF	
4-year olds	Teacher: Janet Blanco
	Assistant Teacher: Jane Brewer
3-year olds	Director/Teacher: Sally Jackson
	Assistant Teacher: Nancy Powers
SUPPORT POSITIONS	
Membership &Tours:	
Events Team:	Multiple Positions
Work Crew/Cleaning Chief & Supplies	
Work Crew:	Multiple Positions
Job Coordinator/Handbook Editor:	
Red Balloon Website Developer:	
PHONE BOOK JOBS	
Chairperson (Editor):	
Sales Manager:	
Sales Team:	Multiple Positions
Renewals Manager:	
Renewals Team:	Multiple Positions
Computer Operations Manager:	
Artwork Coordinator:	
Blue Pages & Pink Pages Editor:	
Shipping Manager:	
White Pages Researcher:	

Parent Helping

PARENT-HELP DUTIES: 3-YEAR OLD CLASS

The underlying goal of parent help day is for you to share school with your child and to be his/her shadow for the morning. The timetable outlined below is a *guideline only*. Please remember to bring snack and juice for the entire class and “show and tell” for your child.

8:45	<p>Arrive and Set Up Go over the day's plans with the teacher. Review parent-help duties. Arrive earlier if walk needs shoveling.</p>
8:55-9:05	<p>Students Arrive Children arrive. Mingle in the classroom as they arrive. (After 9:05, parents must escort their own children into the classroom.)</p>
9:05-9:35	<p>Free Play/Choices Children have free play and structured choices.</p>
9:35-9:50	<p>Meeting Time Please join us on the mats. Remind your child to bring a “Show and Tell” Item.</p>
9:50-10:30	<p>Project Time You may get involved in a small group (reading, playing a game, etc.), but at the same time keep an eye out for any child who needs assistance or any situation that requires adult supervision or intervention. Watch out for children who need help and let the teacher know if a child needs to go to the bathroom. You may only take your own child to the bathroom. Clean art supplies (brushes, paint pots, etc), easels and tables after project time. (See “clean up” section for further information and location of supplies.)</p>
10:30-10:45	<p>Clean Up and Bathroom Time Encourage each child to help clean up. Take your own child to the bathroom. You and your child may begin to set up snack. Wash tabletops. Put napkins and cups on the table. Pour juice after children are seated. The other children will go to the bathroom and wash hands with the teachers.</p>
10:45-11:00	<p>Snack Help monitor snack time. Clean snack area (tables, chairs, floor, counters, etc.) after snack time. Help children get dressed for outside when winter clothes are needed.</p>
11:00-11:30	<p>Outside to Playground (children) Clean Up: Parent Helper (while children are outside) Vacuum or sweep floors. Clean bathroom: Wipe down sink and toilet with disinfectants. Fill soap dispensers, toilet paper and paper towel holders when necessary. Empty wastebaskets and replace them with clean bags. Take trash home with you at the end of the school day.</p>
11:30-12:00	<p>Story, Music, Listening Games, etc. Please join us on the rug.</p>

Have fun and enjoy. Thanks for the help!

Parent Helping

PARENT-HELP DUTIES: 4-YEAR OLD CLASS

The underlying goal of parent help day is for you to share school with your child and to be his/her shadow for the morning. The timetable outlined below is a *guideline only*. Please remember to bring snack and juice for the entire class and “show and tell” for your child.

8:45	Arrive and Set Up Go over the day's plans with the teacher. Review parent-help duties. Arrive earlier if walk needs shoveling.
8:55-9:05	Children Arrive Children arrive and go directly to their cubbies and classroom. After 9:05, parents must escort their own children into the classroom.
9:05-9:35	Free Play Children have free play and structured choices.
9:35-9:45	Meeting Time Please join us on the mats.
9:45-10:30	Indoor Play Time and Projects You may get involved with a small group (reading, playing a game, etc.), but at the same time keep an eye out for any child who needs assistance or any situation that requires adult supervision or intervention. Watch for children who need help with a project or easel painting and let the teacher know if a child needs to go to the bathroom. Read the safety rules posted at each play area.
10:30	Clean Up Encourage each child to help. Clean art supplies (brushes, paint pots, etc), easels and tables after project time.
10:45	Bathroom Time and Washing Hands You and your child may begin to set up snack. Wash table tops. Put napkins and cups on the table. Pour juice after children are seated.
10:50-11:15	Snack and Quiet Time Clean snack area (tables, chairs, floor, counters, etc.) after snack time.
11:15-11:30	Story, Music, Listening Games, etc. Please join us on the rug.
11:30-12:00	Outdoor Play (children) Help children get dressed if necessary.
11:30-12:00	Clean Up: Parent Helper (while children are outside) Vacuum or sweep floors. Clean bathroom: Wipe down sink and toilet with disinfectants. Fill soap dispensers, toilet paper and paper towel holders when necessary. Empty wastebaskets and replace them with clean bags. Take trash home with you at the end of the school day.

Have fun and enjoy. Thanks for the help!