

April Newsletter

ChildRoots 2011



Summer Camps

Each summer, our preschool atelier program gets a little bit looser. Each day from 3:30-4:15 we offer a "summer camp" style activity. This year we'd love to invite members of the community, parents, other teachers in the center, to lead some of these workshops.

Goodbye Cory

Cory will be leaving ChildRoots and Portland at the end of May. We will begin the search for a new director this month, as Cory and her family are making plans to relocate to Washington DC in June. Please see Cory's resignation letter attached, to find out more about where they are headed.

The opening will be advertised immediately, in the hopes of finding our perfect candidate by the end of April. The whole administrative team (Cory, Christina, and the specialists) will be part of the interviewing and vetting process.

The new director will then train with Cory throughout the remainder of April and May, preparing for and executing the fall enrollment process.

We are very sad to see Cory and Mae go, but wish them luck on their next adventure.

Classroom Meeting Time!

It's time again for our bi-annual classroom meetings. This is a great time for parents to ask questions about classroom procedures and get tips on how to take the CR philosophy home. All meetings start at 6:30pm here's the schedule:

Rm7	...	April 12th
Rm5	...	April 13th
EAST	...	April 14th
SOUTH	...	April 19th
Rm2	...	April 20th
Rm1	...	April 21st
Rm3	...	May 10th
WEST	...	May 11th
Rm4	...	May 12th
Rm6	...	May 17th

Kindergarten Readiness

As more of our older toddlers start to turn three, parents may start hearing growing excitement and curiosity about Preschool, at home.

For a toddlers last year downstairs, the toddler specialist works with teachers to set goals in each room, focused on building certain skill sets in children so that they will be better equipped to navigate the larger ratio, classroom size and changing expectations in the preschool classrooms.

Here are some of the skill sets we work towards:

*Children are able to self sooth/ask for help when they need it, confidently separate from parents/teacher.

*Children build their emotional vocabulary and awareness—they become more able to express emotions such as anger and sadness with words.

*Children are bathroom independent and have a foundational grasp on personal care—face and hand washing, dressing, wiping.

*Children are able to play constructively both alone and in groups.

*Children learn respect for materials—cleaning up after using materials and toys.



The Life of a Specialist...

Now that Beverly, Robert and Jessica have finally settled into their new office, we wanted to give you a little in site into the complexity of their positions.

There are three key elements to the specialist position: 1) Provide Teacher support 2) Ensure consistency and continuity in care 3) Act as extensions of the director.

But what does it all mean? Well, each day specialists give lunch breaks, answer parent emails, and meet with their teachers to discuss current room developments. Specialists can also be found jumping into classrooms to provide additional support, tracking down needed supplies, and giving teachers extra little bathroom breaks.

They get to know you and your children. They are there to support the parent/teacher partnership and have a wealth of knowledge and experience working with the age group that they support.

Beyond their work in the classroom and with families, specialists meet with Christina and the Director regularly to report progress, discuss best practices, evaluate and reevaluate management and teaching strategies.

Welcome Teachers: Erin to rm2, Laura Lyons to rm4, Daniel to SOUTH, Substitutes Athea and Laura Larson