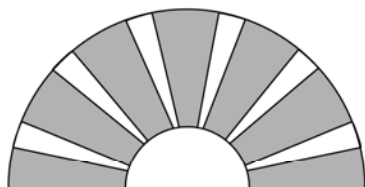


Welcome to the



Honey Bears Room  
2009-2010



# Child's Day

**Preschool · Kindergarten · Child Development Center**

2525 Wallingwood Drive # 100 • Austin, Texas 78746

Phone: (512) 327-3274 • FAX (512) 327-3281

Dear Parents,

Thank you for choosing Child's Day, where children come first! We will do our very best to make your time with us a safe, enjoyable and rewarding experience.

We believe young children learn best by doing – through play and meaningful work. They need a safe, happy, stimulating, and nurturing environment offering concrete sensory experiences, positive social encounters and age appropriate learning opportunities.

We believe children can achieve their full potential by experiencing success with activities which encourage development of a healthy self-concept and foster positive interactions with peers and adults. Children learn to feel good about themselves as people when they are treated in a positive, caring manner. Trust and emotional security result when children learn to expect positive experiences with caring, affectionate adults.

We believe each child is unique and part of a family system. Since parents are the most significant adults in a child's life and know their children better than anyone, respectful, supportive partnerships between teachers and parents are critical to meeting each child's needs. Daily communication between parents and teachers is very important.

We believe parents and teachers benefit from child development educational opportunities, enhancing their skills and improving their ability to help children become independent, self-confident, inquisitive learners.

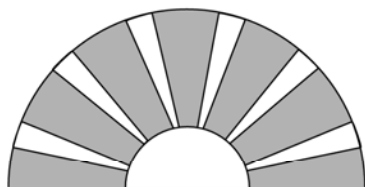
Please familiarize yourself with the Parent Handbook and other assorted documents and forms available on our web site: <http://www.childsdays.com/Library.htm>. Additional information and helpful hints about child development are also available from the staff.

We strive daily to be the best early childhood center in Austin. Your comments and suggestions are welcome and expected. As owners, we want to know whenever you have a question or concern. Misunderstanding can occur when communication is lacking, so please be sure to let one of us (Lead Teacher, Director, or Owner) know when something is on your mind. We are proud of the faith you have placed in us and will work continually to justify your trust.

We look forward to having you with us!

*Shirley Gamble & Charley Tucker*

***Child's Day***



# Child's Day

**Preschool · Kindergarten · Child Development Center**

2525 Wallingwood Drive # 100 • Austin, Texas 78746

Phone: (512) 327-3274 • FAX (512) 327-3281

Dear Parents,

## **Welcome to PAC!**

The Parents' Advisory Committee (PAC) is a volunteer group of parents whose children are enrolled at Child's Day—that's you! You are automatically a member of PAC with your child's enrollment. However, **PAC is defined by your involvement**, so as the 2009-2010 PAC President, I encourage you to join me in setting the agenda and activities of PAC.

PAC provides a wide variety of opportunities for parent participation throughout the school year and we value whatever contributions you can offer: time, creativity, hands-on participation, leadership, etc. Volunteering is a great way to stay involved with your child's experience at Child's Day, and to better enable Child's Day staff to maintain its high quality program.

Historically, PAC has run a "no-fuss" fundraiser (*i.e.*, families make a one-time donation in lieu of organized fundraising activities) to sponsor the events coordinated throughout the year. These events have included:

- scholarships for faculty and staff to enhance their teaching skills
- Family Night Out
- a staff holiday breakfast
- The Week of the Young Child (WOYC)
- Staff Appreciation Week (SAW)
- Parent Education/Child Rearing programs such as CPR and first aid

One hour meetings are held once a month from 5:30 to 6:30. By attending the meetings, you help determine how the PAC funds are spent, and can help define and execute the details of each of the events the group sponsors.

You can also volunteer to become your classroom's representative:

- communicate with fellow class parents about PAC events and relevant issues at Child's Day
- coordinate WYOC and SAW activities with or for your classroom teachers
- serve as the communication medium between your class, PAC, and the Child's Day staff.

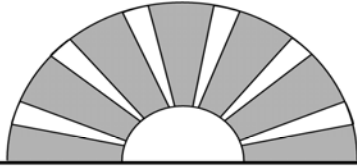
Please join me in helping PAC sponsor these educational and appreciation events for the children, staff, and parents at Child's Day. I look forward to seeing you at the first meeting on **Wednesday, September 9** at 5:30.

Thanks,

Leah Stewart

2009-2010 PAC President

512-330-9433 or lbs4t@hotmail.com



# Child's Day

## Preschool and Child Development Center

2525 Wallingwood Drive # 100 • Austin, Texas 78746  
Phone: (512) 327-3274 • FAX (512) 327-3281

### Welcome to the Honey Bear's room!

Hello! My name is Jennifer Winkler and I am excited to take on the position of Lead teacher in the Honey Bears room for the 2009-2010 year. I grew up in Ivoryton, Connecticut, got my Bachelors of Liberal Arts from Sarah Lawrence College in Bronxville, New York, and moved to Austin in May of 2001. I enjoy literature (both classic and modern), movies (my fiance Robert and I have quite a DVD collections at home), music (from almost any genre imaginable), art (in all its varied forms), and the natural world, especially zoology. I've been working at Child's Day since 2003. My first four years I worked as the Assistant in the Turtle's room; the past two, I've been the Puffin Associate teacher. I feel lucky to have had the opportunity to work with some incredibly professional and experienced teachers, and I have learned much from them.

My intention for this upcoming class of Honey Bears is to leave the classroom with certain objectives accomplished. This is a set of general goals that we strive to help the children meet throughout the course of our year together:

- To increase their independence in self-help tasks
- To verbalize their needs in a calm manner to both caregivers and peers
- To feel comfortable expressing their feelings
- To develop confidence in themselves and their abilities
- To develop secure relationships with others

Our goals for this year all revolve around creating an atmosphere of trust for both the parents and Honey Bear kiddos. We, the teachers, will strive to maintain an environment where the children can feel safe and, in turn, feel free to explore the classroom upside-down and inside-out. We, the teachers, will strive to maintain many open lines of communication between us and you, the parents. My hope is that we can work together in order to make this year a meaningful and pleasant one for your child and your entire family.

I am looking forward to getting to know both you and your children throughout the year! This is going to be an adventure, and I realize that this can be a challenging transition for both children and their parents. I assure you that we will do everything we can to make the transition as smooth as possible. I am very excited for the upcoming year! With your patience, support, and understanding, I know this will be a wonderful learning experience for us all.

Sincerely,

Jennifer Winkler



My name is Jeanne O'Neill and I have been with Child's Day for one year. I was the Honey Bear's float-assistant for the 2008-2009 school year. I love working with toddlers; it's a very fulfilling and rewarding job! I have my Medical Assistant Certification and I am currently studying at Austin Community College to become a nurse. I look forward to getting to know and build relationships with the new Honey Bears and families!

Sincerely,  
Jeanne O'Neill

Hello! My name is Ashley Spillman and this will be my second year at Child's Day. I am from Natchitoches, Louisiana and graduated with an Associates of Sciences in Early Childhood Education. Prior to the 2009-2010 year, I will have seven years experiences with toddlers. I enjoy the outdoors, sports (especially LSU) and exploring Austin. I look forward to meeting you all and to a fun and great year!

Sincerely,  
Ashley Spillman

# HONEY BEARS DAILY SCHEDULE

This schedule is flexible and varies to meet the needs of the children.

7:00	Arrival in Activity Room
7:30	Arrival and greeting in Honey Bears Room/ Free Exploration/Daily Health Check
8:00	Diaper Check / Table Toys and Free Exploration
8:30	Playground Time
9:30	Handwashing / Snack
9:45	Diaper Change / Free Exploration
10:40	Stories / Fingerplays
10:55	Lunch / Diaper Check
11:30	Nap
1:00	Waking-up/ Diapers / Table Toys
1:30	Playground Time
2:30	Handwashing / Snack
3:00	Diapers / Free Exploration
4:00	Art / Teacher Directed Activities/ Free Exploration
4:30	Free Exploration / Child Directed Activities
5:00	Handwashing / Late Snack
5:15	Diaper Check / Finger Plays / Special Toys
6:00	Departure

**Please** bring your child into the classroom no later than **9:00 a.m.** Taking part in morning activities will give your child a better feeling throughout the day. This morning routine is an important time when the children exchange greetings with teachers and classmates. After 9:00, the teachers and children become involved in the daily routine and it can be difficult to pull away and properly greet a latecomer. Avoid dropping children off between the hours of **11:30 to 1:30**. During this time the children will be preparing for and taking their naps. If you know you will be late, please let us know or give us a call so we can be prepared. Thank you

## Classroom Goals & Expectations

You and your child are about to embark on the exciting journey into toddlerhood via the Honey Bear Classroom! Several exciting and very important developmental stages will take place over this school year. Your child will alternate between dependence and strong independence, as he/she works on "person creating." Mood swings may be sudden and sometimes severe. Expressive language abilities will explode and self-help skills will become much more sophisticated. As these developmental milestones emerge and develop, the Honey Bears teaching staff will provide you with professional articles and newsletters to inform you about Child's Day's approach along with suggestions for you to use at home.

Your child will encounter many changes during this year. To accommodate these necessary changes, please anticipate periodic alterations to the environment, the schedule, and classroom operations. We will make every effort to notify you of changes in advance. It is critical that we establish an open communication network from the beginning, so please bring any questions or concerns you may have to any Honey Bear staff member so we may address them promptly and effectively.

We are confident that our experience and enthusiasm will provide a fun and challenging environment for your child. Our goals are to make the room a warm and safe place for the children to grow and develop on an individual basis, to creatively problem solve, and to interact with others.

## Classroom Philosophy

Over the years, we have studied various philosophies of child development including Piaget, Erikson, Vygotsky, and others. Each of these philosophies has unique merits, which we admire. The philosophy we have chosen to incorporate into our classroom comes from Magda Gerber's Ten Principles of Caregiving. We believe that the greatest gift we can give a child is a classroom atmosphere that honors and accepts a child's unique individuality while fostering the love of learning. We believe this can best be accomplished by following the guidelines set forth in the Ten Principles of Caregiving. In the Honey Bears Room, children will be encouraged to explore and experiment freely without interruption. They will be given the opportunity to become active problem solvers through the use of open-ended materials and questions. By learning to respect one's self, respect others, and respect the environment in which we live, they will also learn how to function as part of a community. Children learn best by doing and by the example we adults set.

As teaching professionals, we feel it is our duty to create a classroom environment that is nurturing, safe, and stimulating without being overwhelming. We strive to honor a child for who they are - facilitating each child's optimal development to the best of our ability. The following is an outline of how we utilize the Ten Principles of Caregiving in the classroom in order to achieve the classroom goals for the upcoming year.

# Principles of Care giving by Magda Gerber

## **Principle 1: Involve infants/toddlers/preschoolers in things that concern them.**

- For example, ask if a child wants a hug, is finished with certain toys, etc.
- Give advanced warning that you are about to help them.
- Assist, as capable, in self-care tasks.
- Give opportunities to make age appropriate choices.

## **Principle 2: Invest in quality time**

- Get on child's level to view room.
- Engage in child directed activities *with* children (play with them).
- Respect when children want to interact or want to play alone.
- Offer comfort when appropriate.
- Create time to be with children, i.e. care giving times.

## **Principle 3: Learn child's unique ways of communicating and teach yours.**

- Speak normally to children (no baby talk).
- Verbally express what we see the child is doing (expanding vocabulary).
- Provide or model words which pertain to and/or will help them work through situations.

## **Principle 4: Invest time and energy to build a total person.**

- Learn each child's individual way of learning
- Provide time for uninterrupted play and freedom to explore and interact with other children.
- Offer activities to foster a well-balanced development.

## **Principle 5: Respect children as individuals.**

- Acknowledge/label feelings
- Allow children to move at their own pace whenever possible.
- Acknowledge the unique characteristics of each child.

## **Principle 6: Be honest about your feelings.**

- Let children and co-teachers know how you feel about any given situation.
- Honor the children's feelings and your own as well.
- It's okay and important to model appropriate expressions of emotions.

## **Principle 7: Model the behavior you want to teach.**

- Modeling is a very important teaching tool. Children learn by watching important figures in their lives.
- Children exhibit the behaviors that are modeled for them: for example, teachers will model washing hands before eating, talking about problems calmly, cleaning up spills, taking turns with toys, etc.

**Principle 8: Let children solve their own problems.**

- Children learn best by doing.
- Our goal is to encourage the children to be independent, self-confident, inquisitive learners.
- When children are learning a new skill, teachers will set up the situation to aid successes. For example, when learning to put on his/her own shirt, a teacher might lay shirt flat on a surface and verbally direct child to grab shirt from bottom and pull over his/her head.
- When children encounter a problem, teachers will first ask open-ended questions to help the children solve their own problem rather than solving it for them. Likewise, when children want to gain more information about something, teachers will ask open-ended questions to facilitate independent thoughts before offering information.

**Principle 9: Build security by teaching trust.**

- Respond to children promptly
- Provide clear and consistent guidelines/limits.
- Verbally let them know we are there if they need help.
- Provide a safe environment both physically and emotionally.

**Principle 10: Be concerned about the quality of development in each stage.**

- Make frequent observations of the children and document developmental growth “Anecdotal.”
- Make *Individual Development Plans* (IDPs) for each child.
- Allow the children to develop at their own rate but at the same time provide challenges to encourage further development.

## How Children Develop in the Classroom

We provide a developmentally appropriate classroom and curriculum. We begin by setting up the environment in interest centers that offer challenging and interesting age-appropriate activities. We also use small group activities to foster important social skills like cooperation, turn-taking, empathy towards others, and problem solving. The following are just a sampling of different ways we prepare the children for the future:

- **Math skills**- One to one correspondence (asking a “helper” to distribute one puppet per child), sorting the toys into containers, counting objects and peers, organizing objects from small to large, recognizing and labeling shapes, experimenting with spatial relationships and matching objects all help develop pre-math skills.
- **Reading/Writing**- Reading aloud, labeling familiar objects, transcribing words voiced by the children and asking pertinent questions helps children learn the connection between written and spoken words, a critical step in learning to read. Opportunities to use writing tools, puzzles and manipulatives develops important muscles used in writing.
- **Science**- Exploring cause and effect relationships, asking open-ended questions, and manipulating objects fosters children’s natural curiosity. Exploring real objects and animals (whenever possible) helps develop children’s observation skills. Transcribing their comments and asking open-ended questions helps them hypothesize.
- **Social studies**- Bringing our different family cultures into the classroom, along with exploring physical differences and similarities gives children a sense of self and promotes a healthy self-esteem. Contributing to the classroom as both a group member and as an individual gives children an awareness of how actions affect others. Bringing what happens in their lives into the classroom fosters a sense of self and community.

## **Emergent Curriculum**

### **What Does it Mean?**

Emergent curriculum is the expansion of knowledge based on the interests of the children. Ideally, a teacher can create interesting challenging learning experiences that respect the current development and curiosities of the children in their class. In an emergent classroom, this is accomplished by utilizing the children's expressed interests, the teacher's observations, and knowledge of developmental stages.

One of the reasons we use emergent curriculum instead of a thematic approach, is to capitalize on the "teachable moment." Children, like adults, reach a higher level of learning if the subject is one of interest to them. We do not know what the children will be interested in learning in a few weeks or months. By following their lead, we can bring a variety of learning experiences to the subject that sparks their curiosity right now.

By using the children's ideas to plan curriculum, we allow the possibility of studying more than one subject at a time. This often means that more children are being reached in an area of interest on a daily basis. Some of the ways we pick up on the children's interests are: watching what they play with and how they play, building on family events or vacation experiences, and listening to what they talk about.

When something piques their curiosity, it is more likely that the children will want to seek out more information on that subject. When the children come up with questions we can't answer, it becomes a perfect opportunity for us to learn together.

## Communication Between Home & School

**WEBSITE** One of our primary objectives is keeping lines of communication open with all the Honey Bear parents. As we move forwards technologically, often our primary modes of communication change. With that in mind, the Honey Bears will provide not only written daily notes and daily review sheets to keep you up to date on what your kiddos did, ate, and said, but we will also utilize the Child's Day website to provide pertinent articles and links to resources we find especially valuable.

**PHONE** Throughout the first month and periodically thereafter, Jen will "check-in" via phone to all the families. Please feel free to share your suggestions, questions, or concerns so we can address them promptly.

**DAILY SHEET** Your child's daily sheet will give you information on how your child ate at lunch, their disposition throughout the day, the length of time they napped, reminders to bring things home/to school, and a short anecdote of something they enjoyed that day.

**DAILY REVIEW** Posted outside the Honey Bear door will be a daily review sheet giving a brief summary of our day and any special events that happened

**REMINDERS** Whenever we have a special event on the horizon, be it a family gathering, class party, special lunch, or the like, we will post reminders on the door as well as on the website.

**CONFERENCES** Conferences will be held three times during the year to discuss your child's development and individual goals. Please request an additional conference anytime you wish to discuss a concern or question in depth.

**Whenever you have information of any kind for us – questions, concerns, comments or recommendations please let us know! We are anxious to work together as a team and we welcome your input!**

## **Parent Involvement Opportunities**

### **Family Culture Month**

One month this year will be designated as Family Culture Month. At some time during that month, we ask you to visit our room and spend time with the children. We would like your sharing time to be something that you and your child feel make your family special. From favorite songs to decorating cookies, everything you do as a family is part of your family culture. More information will be made available as that date draws nearer.

### **Family Gatherings**

We will be having community gatherings several times during the year, both on and off “campus.” This is a time when parents, teachers and children get together to socialize. It is a wonderful opportunity to really get to know each other outside the classroom atmosphere.

### **Birthdays & Holidays**

When celebrating birthdays please remember candles and balloons are not permitted at school. If you wish to provide treats, we encourage you to bring something healthy (fruit, cheese, etc.) In addition to your family culture day, we sincerely hope you will take some time to share your family’s individual holiday traditions with the entire class. Please discuss your plans for birthday and holiday celebrations with a team member in advance. We have hosted many celebrations and are happy to share our “tips for success”.

### **Book Orders**

Every time someone orders books from the Scholastic book order we collect bonus points that can be used to obtain free books, as well as toys and puzzles for the classroom. We encourage your participation in this program. We will post a list of books that we recommend for this age and those that are children’s favorites. You will find a link to Scholastic’s page on the Honey Bear’s website to order conveniently online.

### **Reading in Class**

We love visitors! If you have 10 or more free minutes please consider spending them reading to the children. Each child delights in seeing new faces and hearing new voices. Your own child will enjoy your new connection with their classroom environment.

# Honey Bears Helpful Hints

## Items Your Child Will Need

- Bring at least two complete sets of clothing, labeled, including socks and shoes, for those inevitable accidents due to exploratory water and art play or lunch spills. **Go through you child's cubby a couple of times a week** to keep it well stocked.
- We encourage you to dress the children in comfortable play clothes that are allowed to get dirty or messy. We encourage the children to take their clothes off or wear smocks for messy activities; however accidents happen and **we cannot guarantee all paint colors will come out**. Also, the children will begin to want to dress/undress themselves. Loose fitting socks and clothing with few buttons, snaps, or zippers can help to encourage this new independence.
- Other important items are Tylenol or the like (check label for age appropriateness), teething gel, skin ointment (i.e. Destin), or any other products we should use to protect your child's skin, as well as any other medications. Please accompany a measuring utensil to administer the medication. (Droppers or syringes work well with this age). Some medications may require a doctor's note with appropriate dosages.
- Please **LABEL EVERYTHING brought to school!** Label lunch boxes, food containers and lids, clothing, shoes, socks, jackets, sweaters, gloves, etc. (you get the idea).
- Bring your child in **closed** toe shoes.

## Arrival Time

- Please have your child here no later than 9:00 am. Taking part in the morning activities will give your child a better feeling throughout the day and will enable your child to transition into class with minimal difficulty. Unless prearranged with the Lead teacher in advance, children may not be dropped off during naptime. Exceptions: Teachers can be expected to be supportive and flexible when circumstances occasionally necessitate a naptime drop off (such as, when a child is picked up for a 10:30 am Dr. appointment). When a situation like this arises, parents should be reminded when nap begins. Parents can also be asked to feed the child lunch before returning, if that would reduce disruption. It is very important not to disrupt the sleep patterns of the children, plus the dark room could cause your child to become apprehensive about your leaving.

## Drop-off Routine/Pick-up

- When dropping your child off, let him/her know who will be back to pick him/her up later. Toddlers have a remarkable level of "receptive speech", and we want them to be reassured that you will return.
- Please be prepared to spend a few minutes with your child at drop off time. Establishing a Drop-off Routine, is important for Toddlers so they learn what to expect and count on. If you would like help designing a drop off routine, please see Sarah.
- Lunch boxes go in the refrigerator in the room and place any items you would like us to warm up on the labeled "warm up tray" in the fridge. *Be sure everything is labeled!* We feel that proper nutrition is very important for your child. We encourage you to provide your child with a well-balanced lunch. Please include a drink.
- Check outside cubbies daily for take-home items.
- **Be sure to SIGN IN and SIGN OUT each day. This sheet is used when we have a fire drill or other evacuation practices. It also allows us to comply with state regulations.**

## **What to Bring**

Here is a list of things to bring the first day of school to help make the transition a smooth one:

- Two changes of clothes, socks and one pair of shoes, all **labeled** with your child's name.
- A special "cuddle" or toy (if your child uses one) for nap.
- A medium-sized bag of diapers labeled with your child's name.
- Two or three family photos, include pets please (if applicable).
- A water cup with a straw.

## **Things to Keep at Home**

- Bottles
- Pacifiers
- Toys

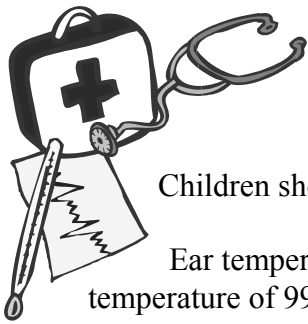
## **REMINDER**

**Please label everything brought to school, from the contents of the lunch box (even plastic bags), down to your child's socks!**

Here are a few websites with good sticker labels if you are interested:

[www.stuckonyou.biz](http://www.stuckonyou.biz) (great for cups and containers)

[www.mabel.ca/mabel.php](http://www.mabel.ca/mabel.php) (great for clothing)



# Illness Exclusion Policy

Children should remain at home (or will be sent home) with:

Ear temperature of 100.4 or higher. Oral temperature of 100.4 or higher, or underarm temperature of 99.4 or higher, in the past 24 hours.

**Conjunctivitis** “Pink eye”, redness of the eye and/or lids, usually with secretion of yellowish discharge and crusting.

**Bronchitis**, which usually begins with hoarseness, cough, and a slight elevation in temperature. The cough may be dry and painful but gradually becomes productive.

A **rash** you cannot identify which has not been diagnosed.

**Impetigo**; red pimples which become small vesicles surrounded by a reddened area. When blisters break, the surface is raw and weeping. Look for signs in neck creases, groin, underarms, face, hands, or edge of diaper.

**Diarrhea** two or more times within 24 hours (watery BM’s that look different and are more frequent than usual.)

**Vomiting** within 24 hours (more than usual “spitting up”).

**Head Lice**; live contagious insects or their nits (egg sacs) that infest hair. Children will not be readmitted without being free of live lice and nits, or must have a written note from a physician, local health authority, advance practice nurse, or physician’s assistant stating that they are no longer contagious and may return to school.

Some **unknown illness** without obvious symptoms other than unusual paleness, irritability, tiredness, or lack of interest.

Any **contagious disease**, including Measles, Chick Pox, Mumps, Roseola, Strep Throat infection, Head Lice, until the child has been diagnosed by a physician and the established Center readmission criteria for individual illnesses has been met.

Children may be brought into the Center if they have a mild cold or allergy, an allergic rash, diaper rash, prickly heat, a loose bowel movement, dietary or medication diarrhea, and can cope successfully with the program. Staff should be alerted to anything out of the ordinary.

Children’s exclusion and readmission to the program is subject to review by their receiving classroom staff and / or a Director.

If your child has a chronic illness or disability, please discuss a plan for reasonable admission/exclusion criteria with a Director.

By helping us to observe good health standards, you will be protecting your child and the others in the Center.

## Child's Day Parent Volunteer Opportunities

Research shows that children are more successful when their parents are involved in their classroom experience. Volunteering in your child's class or at the PAC school-wide level is one way to help meet this goal. Please take the time to read through the opportunities listed below and determine where you would like to help this year. Your time and efforts will be well spent while enriching the children's learning experience. We encourage both parents to sign up and volunteer.

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Volunteer's Name	Email Address	Phone #
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Volunteer's Name	Email Address	Phone #
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Child's Name	Classroom	Teacher's Name
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### \* Volunteer Opportunities \*

Please indicate areas of interest by checking below:

- Parent Advisory Committee (PAC) Classroom Representative: PAC meets on the second Wednesday of each month for one hour to discuss how to create the richest possible environment that promotes the learning, health and well-being of all of the children at Child's Day.
- PAC Classroom Alternate: Attends PAC meetings when the regular PAC representative cannot.
- PAC Special Events Volunteer: Assist with one-time, special PAC events such as the Staff Holiday Breakfast
- PAC Family Night Out (FNO) Volunteer: Assist with the annual FNO event by either helping to plan, setup, coordinate food, welcome table, t-shirt, or clean-up
- PAC Staff Appreciation Week (SAW) Classroom Representative: Coordinate classroom recognition activities during SAW
- Room Parent: Supports teacher and classroom and helps organize classroom events such as family social events.
- Story-time Reader: \_\_\_\_ Once a month; \_\_\_\_ every other month; \_\_\_\_ on occasion
- Material Preparation: Helps the teacher to make, color, cut or collect materials to be used in the classroom
- Talent Search: Share your interests, hobbies, work/job experiences with the children, PAC, and the school.  
Specify: \_\_\_\_\_
- Miscellaneous:
 

____ Computer Work	____ Special Projects Helper
____ Field Trip Driver	____ Photo Helper

Please return this form to the office. Thanks!