

Development Permit Application

Application for Development Permit



Application Submission Date: Feb 26/2020 Pmt Rec'd Feb 28/2020 **LLOYDMINSTER**

PROJECT	Is the project already constructed? <input type="checkbox"/> Yes <input type="checkbox"/> No	OFFICE USE ONLY
	Municipal Address <u>[201 - 1716 50 Ave]</u>	
APPLICANT INFORMATION	Tax Roll # <u>223900860000</u> Zoning District <u>C2</u>	Permit # _____
	Legal Description: Lot <u>[Unit]</u> Block <u>[Condo]</u> Plan <u>082 7444</u>	Permit Fee <u>\$350.00 / Visa</u>
	Are you also the property owner? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Receipt # <u>563231</u>
	(If property owner is different from applicant Owner Authorization Form is required) Owner Authorization Form Attached? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	Approved by _____ Refused by _____ Valid Date _____ Expiry Date _____
DEVELOPMENT INFORMATION	Development Class: <input type="checkbox"/> Residential <input type="checkbox"/> Industrial <input type="checkbox"/> Commercial <input type="checkbox"/> Institutional <input type="checkbox"/> Multi-family - # of Units _____	
	Proposed Development: (Select all that Apply) <input type="checkbox"/> Permitted Use <input checked="" type="checkbox"/> Discretionary Use <input type="checkbox"/> Variance Application	
	<input type="checkbox"/> New Construction <input type="checkbox"/> Front Deck <input type="checkbox"/> Renovation <input type="checkbox"/> Rear Deck <input type="checkbox"/> Addition <input type="checkbox"/> Other: _____ <input type="checkbox"/> Foundation <input type="checkbox"/> Income Suite: <input type="checkbox"/> Secondary to Home <input type="checkbox"/> Garage Suite <input type="checkbox"/> Garden Suite <input type="checkbox"/> Superstructure <input checked="" type="checkbox"/> Business License Use Approval for (type of business): <u>Preschool for Fine Arts</u> <input type="checkbox"/> New Dwelling <input type="checkbox"/> Home Based Business: <input type="checkbox"/> Minor <input type="checkbox"/> Major <input type="checkbox"/> Accessory Building Description of Home Business _____ <input type="checkbox"/> Attached Garage <input type="checkbox"/> Detached Garage	
	I hereby declare <input checked="" type="checkbox"/> I am <input type="checkbox"/> I represent the owner of the property on which the work identified in this application will be conducted in accordance to the plans submitted, and upon approval will adhere to the conditions/terms of Land Use Bylaw 5-2016. I/We will notify the Development Authority of any proposed changes to the plans submitted with this application. Note: By typing your name into the signature box below (or by signing a printed version of this application), you agree that all information is true and correct. Signature of Registered Owner/Agent: _____ Date of Application: <u>Feb 15, 2020</u>	
DECISION OFFICE USE ONLY	_____	
	Development Officer	Issued Date

Collection and Use of Personal Information: The personal information being collected on this form is for the purposes of processing and acting upon this application in accordance with the Municipal Government Act, and is protected by the privacy provisions of the Freedom of Information and Protection of Privacy Act (FOIP). The City will not share your personal information for purposes outside of those stated without your permission in writing, unless there is a specific exemption stated in the Municipal Government Act.

IMPORTANT NOTICE: THIS APPLICATION DOES NOT PERMIT YOU TO COMMENCE CONSTRUCTION UNTIL SUCH TIME A DEVELOPMENT PERMIT HAS BEEN ISSUED BY THE DEVELOPMENT AUTHORITY AND ALL OTHER PERMITS (IF REQUIRED) ARE APPROVED. IF A DECISION HAS NOT BEEN ISSUED WITHIN 40 DAYS OF THE DATE THE APPLICATION IS DEEMED COMPLETE, YOU HAVE THE RIGHT TO FILE AN APPEAL TO THE SUBDIVISION AND DEVELOPMENT APPEAL BOARD. APPEALS TO THE SUBDIVISION AND DEVELOPMENT APPEAL BOARD CAN ALSO BE FILED IN REGARDS TO PERMIT REFUSALS AND/OR CONDITIONS WITHIN 21 DAYS OF A DECISION.

Owner Authorization Registered Owner Consent



LLOYDMINSTER

REGISTRATION DATE	Date: February 1st, 2020	Application # 20-1215
AFFECTED PROPERTY DETAILS	Municipal Address: 1716 50 Ave #201-1716 50 Ave Municipal Tax Roll #: 22310086000 (22390086000) Legal Description: Lot: Unit 1 (Unit 1) Legal Plan: CSP 7444 (082 7444)	Zoning: C2 Block: Condo #1 (Condo P1)
APPLICANT INFORMATION	Applicant: [Redacted] Address: [Redacted] Province: [Redacted] Phone: [Redacted] Email: [Redacted]	Postal Code: T0B 2P0 Cell: 780 808-1772
PROPERTY OWNER INFORMATION	Complete This Section If Owner Is Different Than Applicant Registered Owner Name(s): Alison (Miss)well Storker (managing partner) Company Name: V&A Properties Inc Address: P.O. Box 1194 Lloydminster AB T0V 3B5 Phone: 780 872-4124 Cell: 780 971-4926 Email: [Redacted]	
APPLICATION INFORMATION	Application Type(s): <input type="checkbox"/> Development Permit <input type="checkbox"/> Subdivision Application <input type="checkbox"/> Land Use Bylaw Amendment <input type="checkbox"/> Property Information [Redacted] (Specify Documents or Building Plans, Permits etc.) <input type="checkbox"/> Right of Entry (Permission to enter and/or inspect for purposes) <input type="checkbox"/> New, or Amendment to an ASP or ARP <input checked="" type="checkbox"/> Business License Use Approval for: Preschool (Type/Name of Business) <input type="checkbox"/> Other [Redacted]	
REGISTERED OWNER CONSENT	Please be advised that I/We, the registered owner(s) of the property indicated above, <input checked="" type="checkbox"/> authorize the above applicant to apply for all applications related to the above mentioned project; <input checked="" type="checkbox"/> authorize the applicant above to access property information Period of Authorization Authorization Effective Date (mm/dd/yyyy): 02/13/2020 Authorization Expiry Date (mm/dd/yyyy): 12/31/2020 [Redacted] Feb 13 2020 Date [Redacted] Feb. 15, 2020 Date	

Arts Preschool

Program Description-  Arts Preschool is founded on the value parenting philosophy. We will discover CORE values and expand children's creativity and uniqueness through the exploration of fine arts.

Age of Children- 3-5 years of age. Three years of age by Sept. 1, 2020 up to 5 years of age but not registered in a kindergarten program.

Time of operation- Tues/Thursday

9:00 drop off

9:15 classe commences

11:30 Class ends.

11:45 all students must be picked up

Pick up/drop off

9:00-9:15 drop off time

11:30-11:45 pick up time

Admissions- In order to attend the program, admission is accepted on a first come, first qualified basis. Parents must complete admissions form and provide a \$100.00 deposit.

Tuition: Tuition is due on the first of each month and will be charged automatically to your account.

A two week written notice is required for withdrawal from the program. We understand that there may be extenuating circumstances regarding the above policy (i.e., relocation, chronic illness, etc.). Please contact the director if we can be of assistance at any time.

What to bring to school

- Backpack/bag
- non- marking shoes or dance slippers
- Healthy snack and drink in a labelled lunch kit
- Weather appropriate clothing
- Comfortable clothing -Our program is based on a lot of physical movement and therefore we ask that students are in comfortable active wear clothes- leggings, sweats, dance wear (not required).

Snacks - please provide a nutritious snack and drink for your child. Please refrain from sending candy or high in sugar snacks.

Birthday treats- At [REDACTED] we celebrate and honor every student's birthday. Should you wish to provide a special birthday treat for the class, please just let the teacher know in advance.

[REDACTED] staff understand the excitement of birthdays and birthday parties, however; we are unable to hand out birthday invitations to students.

Illness and Illness Symptoms

If a child has a fever (a temperature over 38°C or 100°F), or a severe cold with cough, or other acute symptoms, the parents will be advised to keep the child at home until the child's condition improves, for the well-being of both the child and the other children in the class. This also applies to contagious skin disorders, e.g. scabies.

If any of these symptoms are observed in a child, parents/guardians will be advised to have the child picked up as soon as possible: fever, vomiting, diarrhea, severe coughing, difficult or rapid breathing, yellowish skin or eyes, pink eyes.

Parents will be advised to keep the child at home until the child's condition improves and is symptom free for at least 24 hours or parent has a physician's note that the child no longer poses a health risk to people on the program premises.

If a child becomes ill while attending preschool (as described in the first paragraph of this section)the parent (s) will be contacted and/or emergency contact to have the child picked up. Employees will ensure supervised care for the child in a space separate from other children until the child can be removed from the facility.

Employees will complete the Illness Record form and submit it to the Preschool Teacher.

At least one employee who has certification in emergency first-aid and CPR will always be present at the site.

Adequate first-aid supplies must be readily available at the site.

Administration of Medication

While it is not the mandate of the [REDACTED], staff may be requested to administer medication for special circumstances.

The primary responsibility for training staff shall rest with the parents of the student with the medical conditions.

Administering medications should be limited to that which can be provided when the resources are available at the site. These include the employees who have received explicit instructions from the attending physician and/or the parents of

the child with the medical condition. Only medications ordered by a physician will be administered.

The [REDACTED] reserves the right to reject requests for the administration of medication/treatment to students if they feel the staff does not feel confident.

PROCEDURE:

- Medication will only be administered if written authorization form has been completed by the parents/caregivers.
- Medication will only be administered according to the labeled directions.
- The medication must be given directly to the ECD Teacher by a parent/guardian.
- Medication must be in its original container.
- Medication will be stored in an area that is locked and inaccessible to children.
- The Medicine administration form must be filled out and initiated by the administrator.
- If the administration of the medication involves a specific health procedure, staff must be given training by a qualified healthcare professional.

Preschool Prevention and cleaning

[REDACTED] strongly believes that prevention is the best way to control the spread of germs and bacteria. In order to aid in prevention the following must be adhered to:

Hand washing

- employees will wash their hands with soap and water before preparing or serving food, and before and after assisting children with toileting or nose wiping.
- children and employees will wash their hands after toileting and before meals.

Facility washing

- Snack tables must be wiped before eating.
- Surface areas to be wiped with low level disinfectant regularly.
- Facility cleaned on a regular basis as per CORE Dynamics cleaning schedule.
- toys are to be washed regularly with disinfectant in accordance with the licensing policy.

Head Lice

Policy

Although lice are a nuisance, they do not pose a health risk to those in contact. However, if lice are discovered on a child the parents will be contacted in the most respectful manner. Lice can easily be spread and the [REDACTED] staff will maintain respect and privacy of the infected student.

Procedure

- The parent will be contacted to have the child picked up, so a treatment can be administered as soon as possible.
- Information from Alberta Health services will be provided by our staff.
- All students will be checked and a letter will be sent home or emailed indicating that lice has been discovered and please follow the link

provided by Alberta Health Services.

<https://www.albertahealthservices.ca/assets/info/school/if-sch-sh-head-lice-and-how-to-treat-them.pdf>

- Assist and answer any questions regarding lice and the treatment/control of it.
- Students may return once an effective treatment has been administered.
- Disinfect surfaces, toys, handles etc.
- Wash all dress up clothing etc.
- Anything that can not be washed, put in a sealed bag for 2 weeks.
- Place combs etc. in boiling water for 10 minutes.

To ensure the spread of Lice does not occur

- Personal cubbies will be provided for children's belongings
- Long hair can be tied back in a low ponytail or in a bun.
- No sharing of hats, toques, or coats.

Reference:

<https://www.albertahealthservices.ca/assets/info/school/if-sch-sh-head-lice-and-how-to-treat-them.pdf>

Incident Occurrence and Reporting

Policy

If a serious incident or illness occurs during the program, [REDACTED]'s utmost concern is the health and safety of the child. The [REDACTED] staff will be familiar with the incident procedures.

Procedure

If an accident or onset of serious illness should occur, employees will:

- a. immediately initiate appropriate first-aid treatment, and where it is deemed necessary, call an ambulance.
- b. phone the parent(s)/guardian. If the parent(s)/guardian can not be contacted, an emergency contact person will be called.
- c. if a [REDACTED] employee is leaving the site with a child, or if an ambulance is called, report to the Program Director or the [REDACTED] President. .
- d. The [REDACTED] employee must accompany the child to the nearest medical centre or hospital. Staff must have a current record of emergency information in their portable records. Staff must notify the medical staff that he/she is not a legal parent or guardian, therefore; does not have medical consent.
- e. [REDACTED] staff must remain with students until parent/guardian arrives.
- f. [REDACTED] staff must complete incident reports including: incident, steps involved, outcome, date, time.

Critical Incident

- Injury of child on site in need of first aid or medical treatment
- Injury of child off-site
- Medical emergency involving a child - both off and on-site- (allergic reactions, sudden onset of medical condition)
- Child abduction

- Child left alone, not picked up, or runs away
- Child injured by another child requiring first aid
- Child self-inflicting harm on him/herself
- Disclosure of abuse, neglect, family violence
- Parents disclosing incidents of family violence, assault, abuse or neglect.
- Adult threatening [REDACTED] staff or volunteers
- Adult threatening to hurt him/herself.
- Vandalism, theft, or other associated property damage
- [REDACTED] staff or volunteers hurt on and offsite. Worker's Compensation Board forms may need to be completed.
- [REDACTED] employee feels unsafe or threatened
- [REDACTED] staff or students have been exposed to health and safety risk
- [REDACTED] staff, parents, or volunteers witnessing unprofessional conduct towards a child, parent, volunteer, or another [REDACTED] staff.
- Any incident that may require additional police and child welfare.

Discipline

Positive Behavior is encouraged by [REDACTED] staff at all times while in attendance. The staff will practice the following behavior policies:

- Praise, reward, and reinforce positive behavior
- Acknowledge the feelings of students and respect their needs.
- Redirect negative behavior and provide alternatives for inappropriate behavior.
- Should redirection does not work, the child will be asked to take a break away from the activity.

At NO TIME is any staff or volunteer allowed to:

- use corporal punishment- spanking, hitting, forceful guidance
- subject a child to emotional abuse such as name calling, threatening, humiliation, or frightening the child.
- punishment for lack of toileting. If a child has an "accident" he or she can not be punished for it.
- Punish by not allowing snack time; not receiving medical attention, clothing or warmth.
- physically restrain a child except in the event he/she may harm him/herself or others.

Should there be ongoing discipline concerns or issues the [REDACTED] staff and director will meet with parent(s) to develop a plan to assist the student in becoming more successful and make better choices. The developed plan will be implemented as per agreed upon by [REDACTED] and the parents (s). A discipline plan is the most effective when all parties involved work for the benefit of the child. If the student continues not to show progress and/or there is limited/no parental support, the [REDACTED] director reserves the right to dismiss the student from the program.

EMERGENCY EVACUATION POLICY

POLICY

The staff of [REDACTED] Art Preschool utmost concern in an emergency situation is the well being of the children and their family. In the event that an alarm is sounded or an emergency evacuation of the building is required, the [REDACTED] staff are required to follow safety procedures in the most timely manner possible to ensure the safety of the students.

PROCEDURE

██████████ playschool employees will be familiar with all fire, lock-down and other emergency plans in place at the school. Employees will follow all the instructions and participate in all school training and drills.

- A copy of ██████████ Emergency procedures must be kept in the classroom, kitchen and offices.
- Emergency exits are lit and an exit map is in place.
- Procedures will be practiced on a regular basis with the students and all staff.- fire drill etc.
- A critical incident report must be completed for any emergency situation that occurs at a site that is not a drill. Report forms are located in the form binder in the office.
- The following telephone numbers are posted and are readily accessible: i) emergency medical service, ii) ambulance service, iii) fire dept. iv) police service, v) poison control centre vi) nearest hospital vii) child abuse

Smoking

██████████ Arts Preschool is a smoke-free environment and does not allow smoking of cigarettes or cannabis on-site or within 30 m of our entrance. Please respect the health and welfare of our patrons.

Student Records

All registrants must be up-to-date and kept on file. Each student will have a file that includes:

1. copy of the registration form which includes the child's full name, date of birth and home address.
2. parents /guardians address and contact information
3. Emergency contact information
4. copy of birth certificate if requested
5. medical condition or allergies along with procedure as per medicine administration guidelines.
6. written consent forms- the particulars of any health care provided to the child, including the written consent of the child's parent required.
7. A copy of any medical, discipline, incident forms that have been completed for the student.
8. Any other pertinent information deemed necessary by the parents or staff.

Records will be up-dated per semester, however; parents are requested to inform the [REDACTED] staff if any changes are made during the intern.

Administrative Records POLICY

[REDACTED] Arts Preschool retains on the program premises, up-to-date administrative records .

PROCEDURE

The following administrative records will be kept on program premises:

- a) daily attendance of each child, including the arrival and departure times and initials of the caregiver dropping off and picking up
- b) child care certification for each staff member
- c) current first aid certificate for each staff member, where applicable

d) a current criminal record check for each staff member and volunteer, other than a parent volunteer. Criminal record checks held on file are updated every 3 years.

e) A new staff member must provide the criminal record check within 8 weeks of commencement with the program, and must not have unsupervised access to children until the criminal record check has been provided.

Administrative records will be:

a) available for inspection by the director at all times,

b) available for inspection by the child's parents at reasonable times; and

c) retained on program premises for a minimum period of 2 years.

Portable Records and Off-site activities

POLICY

██████████ Arts Preschool retains on the program premises, up-to-date portable records that are complete and to retrieve information easily. Prior to any off-site activities, parents will be notified via newsletter, email, or phone call. Consent forms will be required to be completed and signed when ██████████ programs require.

PROCEDURE

The following emergency information is maintained within the portable record and to be with the ██████████ staff off-site:

- a) the child's name, date of birth and home address;
- b) the parent's name, home address and telephone number;
- c) the name, address and telephone number of a person who can be contacted in case of an emergency;
- d) notifications of any special arrangements including pick-ups, drop offs etc.
- e) any other relevant health information about the child provided by the child's parent, including the child's immunizations and allergies, if any

The portable record will also include the phone numbers for:

- **Medical Service**
- **Ambulance Service**
- **Fire Department**
- **Police Service**
- **Poison Control Centre**
- **Nearest Hospital**
- **Child Abuse Hotline**

Supervision Policy and Practices

POLICY

██████████ Arts school staff will provide supervision to our students to ensure development and growth is consistent to our program philosophy and values.

PROCEDURE

a) Staff will ensure that, at all times, the minimum staff member to child ratio will be met as follows:

b) Staff will ensure that the program layout is conducive to effective supervision of children.

c) Staff will ensure that furnishings, play equipment and materials are safe and maintained in good repair and are developmentally appropriate.

d) Play areas are to be inspected for hazards daily before the children are allowed to play and play areas are left clean and tidy after use.

e) [REDACTED] will ensure that all outdoor play structures they use will comply with the appropriate standards.

f) Staff will prepare children for outings by explaining where they are going, what will happen, whom they will see and who they need to listen to. In addition, the rules and expectations that apply.

g) Staff will ensure that the parent/guardian/caregiver signs the child into the program when the child arrives and signs the child out of the program when the child is picked up from the program.

- If someone other than the parent/caregiver is picking up the child, staff should be notified by parents/caregivers of who the person is and the relationship to the child. Staff will put this in the program communication book. If staff are unsure of the identity of the person [REDACTED] staff have the right to ask for 2 pieces of identification. If [REDACTED] staff have reason to question, they have the right to call the parents for confirmation.

h) Once the child has been signed out of the program by the parent, guardian or caregiver, the child is now in the care and responsibility of that person and no longer the care and responsibility of the program.

i) If the program commences or concludes off-site, student attendance will be taken. In the event that a student (s) does not meet at the off-site location, the office will be immediately notified and the parents will be called. If the parent/guardian fails to pick up a student at an off-site location, the office will be immediately notified and the parents will be phoned. If the parents and alternative contact can not be contacted, the student will come back to the program with [REDACTED] staff.

j) If [REDACTED] staff suspect that individuals dropping off or picking up students appear to be under the influence of drugs or alcohol, for the safety and welfare of the student, staff are required to contact the RCMP.

Staff will complete an attendance, or head count:

1. at the start of the program,
2. when moving program locations, i.e. inside to outside, outside to inside,
3. at the end of the program and prior to releasing child to parent/guardian
4. when a child has been removed from classroom
5. when a child is returned to the classroom

Observation and monitoring

Staff will ensure that children's play will be observed both indoors and outdoors by:

i) directing and closely monitoring children when carrying out activities that may involve some risk, such as playing near water, near doorways, or during transition times when

ii) observing play and anticipating what may happen next in order to provide program staff with the opportunity to assist children and intervene in the event of potential danger.

- iii) listening closely to children, even those who are not in the program staff's direct line of sight (such as those in outdoor play spaces)
- iv) positioning program staff to allow for the supervision of the entire group of children'
- v) monitoring children's health to identify early signs of fever, illness, or unusual behaviour; and
- vi) watching and participating in children's play to expand the play, model appropriate language and opportunity to demonstrate skills learned. Staff interaction and close supervision helps to ensure that children are playing in a safe, healthy and respectful manner that is conducive to promoting a safe and bully free environment.

Joy School teaches what has been proven through research, experience, and parental feedback to be the very most important concepts and principles that can be taught to children in a preschool or co-op setting, the concepts and principles of being secure, feeling loved and capable, being open and excited about learning, and finding joy and happiness in life's wonders. Furthermore, and perhaps even more impactfully, Joy School helps parents be more aware of their roles in helping children develop the emotional, social and intellectual tools they need to become competent and joyful children and adults.

Many groups of young children are concerned about introducing an academic program prior to kindergarten. Even though the Joy School program eschews focusing on academics prior to establishing solid foundations of well-being and security, the program most definitely stimulates their intellectual development. For example, Joy School has also always used a variety of methods to teach **basics of literacy**, such as the rhyming words and syntax taught through music and poetry, making logical inferences, and understanding complex texts and abstract ideas. The discussions, activities, and stories teach important Kindergarten and Grades 1-2 **literacy and language skills**, such as learning to verbally respond to texts, using expanded vocabulary to engage in conversation, actively using question words and responding to them, understanding the nuances of word usage and demonstrating them through conversation, and using context clues to discover word meanings. Joy School also covers in-depth principles of speaking and listening in a way that most preschools, kindergartens, and beyond cannot even touch, partially thanks to the intimacy the co-op small group. **Joy School does an excellent job of teaching language skills**, of course beyond its primary purpose in providing a gateway for more secure and joyful children.

As far as **math and science**, the curriculum also provides a fantastic foundational approach to mathematical and scientific reasoning. For example, there are a number of spacial awareness play activities, color recognition and

usage activities, shape-based activities, measurement explorations through cooking, natural world exploration, and, of course, there is an entire unit dedicated to asking questions (Joy of Curiosity) which leads well into the foundations of scientific reasoning.

Joy School also helps children work on their fine and gross motor skills, cooperation, social problem solving, and group interaction, which were the benchmarks of kindergarten before Common Core took precedence.

To help parents who would like to introduce some of the rote learning that will be seen in school the following year (such as colors, letters, and numbers) and would like to have a longer Joy School day, the **Kindergarten Readiness** program introduces shapes, colors, letters, numbers in a more straightforward academic approach. (Most parents include Kindergarten Readiness as an additional “chunk” of their Joy School day.) And the **Joy School 2.0 Curriculum**, as mentioned above, very ably teaches language, comprehension, and foundational math skills. The combination of these two programs definitely covers the gamut of kindergarten readiness.

source:<https://valuesparenting.com/joy-school/faq/>

INTRODUCTION
For PARENTS

The Joy of Joy School

Welcome to Joy School! We hope this begins a lifelong focus on JOY with your children! Joy School is a truly remarkable preschool movement that has been around for more than thirty years and been used by at least a quarter million moms, families, and preschoolers. This brand new and updated edition is called Joy School 2.0, and preserves the timeless principles of Joy School while improving the methods, the format, and the delivery. To become more familiar with the whole Joy School movement, you may want to take the time to read the "Brief History of Joy School" that appears in the introductory manual.

These first two lessons and their accompanying activities have been prepared with the purpose of introducing the children to the routines and traditions of Joy School (both the worldwide traditions and routines and your own group's new routines and traditions), allowing the children an eased entry into the home-based/cooperative preschool model, and teaching some of the songs that will be used throughout the year.

Concept

Teach these lessons with a feeling of relaxed calmness. After all, the whole point of joy school is fun. The children will likely be nervous, especially if they have never attended a preschool or Joy School before. Your calmness will calm them.

Unlike the rest of the lesson plans, these lessons are meant to be done entirely and in order. Future lesson plans are set up so that you have choices and options, but these two should be followed exactly since many of the concepts, songs, and activities will be referred to in upcoming lessons.

It is recommended that the other parent-teachers attend one of the lessons. You may as a group decide to divide the attendees up, so some parents come to Lesson 0.1 and some come to 0.2, or have them all come to the Lesson 0.1. This really aids with continuity and consistency from house to house. It also helps ease the other parents' apprehensions about their turn to teach future lessons.

Don't be afraid to act silly, sing along, and "ham it up"! The children will love it, and you will find JOY in their delight and excitement about all you will be learning together! Have joy!

Tips and Reminders

1. The lessons for this week are designed to help the children get acquainted with each other, learn each other's names, begin to know the joy of a preschool experience, and learn what is expected of them in terms of behavior.
2. Some children may be "leaving mother" for the first time and will be apprehensive about it. Some may need mother to stay a few minutes or (in extreme situations) to even stay the whole period. But usually it is best for the mother to tell the child goodbye and assure him that he will be doing lots of fun things and she will be back as soon as joy school is over. Children will usually stop crying as soon as mother is out of sight.
3. If your Joy School group has already been functioning for several months, or if this is your second or third year of Joy School, you will already have used the lesson plans in this manual, but it is wise to start each new school year with this introductory week for several reasons: Children love repetition. There may be some new children and mothers in your group who will need this orientation. The concepts taught in the Joy School lessons are not learned in "one easy lesson" but need to be reinforced over and over, not only in the Joy School group but in the home.
4. If this is to be the first preschool experience for the children in your group, we suggest that the mothers and children get together for an hour or so before the first school day and at the home of the mother who is to be the first teacher. Children are much less apprehensive about a new experience if they know a little about where it will be and who will be there. Show the children where they will play, where they will sit for stories, where the bathroom is, etc.
5. Be sure you have read completely the INTRODUCTORY MANUAL. It will be referred to often in this week's lessons.

Lesson Overviews

The Joy of this unit should really be denoted as "The Joy of Joy School." Have fun with these two short, fun, and important lessons.

0.1 The Joy of Joy School, Part One

This lesson introduces the routine for Welcome Time (decided on by your group, see Introductory Manual), introduces some of the "theme songs" for the year, such as "Oh Boy! I've Got Joy" and the "Rule Song". You will also spend time helping the children to get to know each other.

0.2 The Joy of Joy School, Part Two

This lesson builds on the songs and routines taught in the last lesson, as well as has some games and activities to prepare the children for the upcoming Joy School days at other homes.

By the End of This Unit...

Do not expect the children to be masters of long attention spans, to be without tantrums, drama, or arguments, or to sing and learn with the greatest of ease. But do not worry... those milestones will be reached. By the end of THIS unit, remember the purpose and premise of your efforts: to teach yourself and the children that JOY is our purpose and is available to us if we learn to appreciate it.

By the end of this unit, the children should know a few of the songs and should be familiar with the routines. Routines are incredibly important for children at this age: contrary to some popular philosophies, routine can actually FREE children, not restrict them. Especially for preschool children, routine gives them security. When children feel safe, they are able to think creatively and deeply, and they are able to expand their understanding. Routine is especially important for a cooperative home-based program like Joy School because the children will be learning at a new house every week. With an understanding of what will happen when they get there, regardless of the home or teacher, their fears will be calmed and they will be able to listen, learn, and expand. If you have a difficult child with a short attention span or other issues, remember that the kids will change and mature each month. You will usually see a marked improvement each month as they become comfortable with the routine.

APP#20-1215

Fall Semester

Date	Host House/Teacher	Lesson	Title
Week of August 26, 2019		Parents' Meeting	Start-up Manual
			Initial Meeting
			Unit 0: Introductory Unit
			Unit 1: The Joy of the Body
Tuesday, September 3, 2019		0.1	The Joy of Joy School, Part 1
Thursday, September 5, 2019		0.2	The Joy of Joy School, Part 2
Tuesday, September 10, 2019		1.1	Body Parts
Thursday, September 12, 2019		1.2	The Wonder of Our Body
Tuesday, September 17, 2019		1.3	The Five Senses
Thursday, September 19, 2019		1.4	Our Senses Help Us
Tuesday, September 24, 2019		1.5	Taking Care of Our Bodies
Thursday, September 26, 2019		1.6	We Are Grateful for Our Bodies
Monday, September 30, 2019		Parents' Meeting	Unit 2: The Joy of the Earth
Tuesday, October 1, 2019		2.1	Experiencing the Earth
Thursday, October 3, 2019		2.2	Nature Walk Field Trip
Tuesday, October 8, 2019		2.3	Seasons of the Earth
Thursday, October 10, 2019		2.4	Super Seeds
Tuesday, October 15, 2019		2.5	Amazing Animals
Thursday, October 17, 2019		2.6	Care of Our Earth
Monday, October 21, 2019		Parents' Meeting	Unit 3: The Joy of Honesty and Communication
Tuesday, October 22, 2019		3.1	Emotions
Thursday, October 24, 2019		3.2	Expressing Feelings
Tuesday, October 29, 2019		3.3	Honesty
Thursday, October 31, 2019		3.01	Optional: Halloween
Tuesday, November 5, 2019			No Joy School - National Election Day
Thursday, November 7, 2019		3.4	Friends and Kindness

Tuesday, November 12, 2019		3.5	Kindness and Manners
Thursday, November 14, 2019		3.6	Talking and Listening
<i>Monday, November 18, 2019</i>	Parents' Meeting		Unit 4: The Joy of Sharing and Service
Tuesday, November 19, 2019		4.1	Gratitude
Thursday, November 21, 2019		4.2	Acts of Service
Tuesday, November 26, 2019		4.01	Thanksgiving
Thursday, November 28, 2019			No Joy School - Thanksgiving
Tuesday, December 3, 2019		4.3	Giving of Ourselves
Thursday, December 5, 2019		4.4	Christmas Teaches About Sharing
Tuesday, December 10, 2019		4.5	Straw in the Manger
Thursday, December 12, 2019		4.6	Preparing for Family Party
Tuesday, December 17, 2019		4.03	Optional: Rest Home Visit
Thursday, December 19, 2019		4.02	Family Party: Christmas Program Outline
Thursday, January 2, 2020		5.01	OPTIONAL Getting Reacquainted
<i>Monday, January 6, 2020</i>	Parents' Meeting		Unit 5: The Joy of Goals and Order
Tuesday, January 7, 2020		5.1	What is a Goal
Thursday, January 9, 2020		5.2	The Joy of Goal Setting
Tuesday, January 14, 2020		5.3	Practice and Patience
Thursday, January 16, 2020		5.4	The Joy of Order
Tuesday, January 21, 2020		5.5	Everyday Order
Thursday, January 23, 2020		5.6	The Joy of Achievement

Spring Semester

Date	Host House/Teacher	Lesson	Title
<i>Monday, January 27, 2020</i>		Parents' Meeting	Unit 6: The Joy of Confidence
Tuesday, January 28, 2020		6.1	Rules Keep Us Safe
Thursday, January 30, 2020		6.2	Decisions
Tuesday, February 4, 2020		6.3	Choices and Feelings
Thursday, February 6, 2020		6.4	Rules and Decisions
Tuesday, February 11, 2020		6.5	It's Fun to Try
Thursday, February 13, 2020		6.6	It's Fun to Trust (and optional Valentine's Day lesson)
Tuesday, February 18, 2020		6.7	Trying Gives Me Confidence
Thursday, February 20, 2020		6.8	I Have Confidence
<i>Monday, February 24, 2020</i>		Parents' Meeting	Unit 7: The Joy of Wonder
Tuesday, February 25, 2020		7.1	Fun With Noticing
Thursday, February 27, 2020		7.2	The Power of Questions
Tuesday, March 3, 2020		7.3	Library Visit and Asking Questions
Thursday, March 5, 2020		7.4	So Many Things Make Me Curious
Tuesday, March 10, 2020		7.5	Spontaneous Delight
Thursday, March 12, 2020		7.6	More Spontaneous Delight
<i>Monday, March 16, 2020</i>		Parents' Meeting	Unit 8: The Joy of Imagination and Creativity
Tuesday, March 17, 2020		8.1	Your Imagination is a Wonderful Thing
Thursday, March 19, 2020		8.2	It's Fun to Pretend
Tuesday, March 24, 2020		8.3	You Are Creative
Thursday, March 26, 2020		8.4	Creative Creations
Tuesday, March 31, 2020		8.5	Imagining Leads to Creativity
Thursday, April 2, 2020		8.6	Creative Storytelling
<i>Monday, April 6, 2020</i>		Parents' Meeting	Unit 9: The Joy of Family
Tuesday, April 7, 2020		9.1	I Am an Important Part of My Family
Thursday, April 9, 2020		9.2	I Am Wanted, I Am Loved

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Tuesday, April 14, 2020		9.3	A Family Means Security
Thursday, April 16, 2020		9.4	Family Traditions
Tuesday, April 21, 2020		9.5	My Family Tree
Thursday, April 23, 2020		9.6	Joy of Belonging
<i>Monday, April 27, 2020</i>	Parents' Meeting		Unit 10: The Joy of Uniqueness
Tuesday, April 28, 2020		10.1	I Am Unique
Thursday, April 30, 2020		10.2	Our Names Are Unique
Tuesday, May 5, 2020		10.3	Things About Me
Thursday, May 7, 2020		10.4	There is Only One Me (and optional Mother's Day lesson)
Tuesday, May 12, 2020		10.5	I Like Being Me
Thursday, May 14, 2020		10.6	We Are All Special
Tuesday, May 19, 2020		10.7	I Am a Unique Part of My Family
Thursday, May 21, 2020		10.8	All About Me
<i>Week Prior</i>	Parents' Meeting		End of Year Recap and Graduation Party Planning
Tuesday, May 26, 2020		0.5	End of Year Recap and Graduation Preparation
Thursday, May 28, 2020		0.6	Joy School Graduation