



Bimonthly Notes and Chronicle - September / October 2026

Although we operate year-round, fall becomes the start of a new school year. It is a time of transitions, both comings and goings... that's when school starts!

This fall we submit information to relicensing WHE for four more years. We will make minor revisions to our parent handbook: lunch has been at noon for awhile, and we are required to "establish procedures stating the steps the program will take when the program becomes aware that a parent or guardian is unavailable to pick up a child at the conclusion of program hours, or if the child is not picked up as scheduled and is in need of an alternate plan for pickup for any reason including if a parent or guardian is detained by federal immigration authorities." *NOTE: The Office of Children and Family Services sent out a notice stating there are no changes to immunization requirements.*

In this (packed!) newsletter you'll find

- School Resources: bimonthly calendar, meeting and gathering info, curriculum info, a current class list
- Articles
 - Maria Montessori's Marvelous 3-Period Lesson
 - What Are Elementary Movements?
 - Wampum: A Symbol of Our Agreement to Peace
 - NYS Child Care Assistance Program Eligibility Rates
 - Parenting Styles
 - What Kind of Discipline Fits Your Parenting Style?
 - WHE Culture and Fun Facts

How fitting it is Simone is again helping us to be able to witness and support the metamorphosis of *many* monarchs!

Wherever this school year brings each of us, may it be great!

!!!

Ways to Get Involved!

- Help coordinate our bimonthly family gatherings...October is next
- Collect/return books from TCPL
- Refer a friend, write a testimony
- Suggest/write? an article



September & October Dates

9/4-9/7 CLOSED Labor Day 10/12 CLOSED
 9/8 Hazel starts Indigenous People's Day
 tbd Parent Support Mtg 10/?? Family Gathering

September				
M	T	W	Th	F
		1	2	3
4	5	6	7	8
9	10	11	12	13
14	15	16	17	18
19	20	21	22	23
24	25	26	27	28
29	30			

October				
M	T	W	Th	F
				1
2	3	4	5	6
7	8	9	10	11
12	13	14	15	16
17	18	19	20	21
22	23	24	25	26
27	28	29	30	



Maria Montessori's Marvelous 3-Period Lesson

"Never ask a child something you know they know the answer to."

Both Maria Montessori and Magda Gerber disliked what they considered to be quizzing children. Montessori believed it was the teacher's job to assess a child's knowledge through observation of the child at "work" and play.

In addition games are used extensively as a way to identify children's letter, number and nomenclature knowledge.

A key characteristic of the 3-period lesson is that if the child misidentifies as letter, number, shape or color, the adult simply takes note. Daily assessment guides the evolution of emergent curricula. Materials and activities are selected to meet the learning needs and interests of all children and include concepts that need strengthening in more activities, songs, or games.

First Period: Name it.

Children ask what is that first by pointing and making a sound to assure we look and respond. Then we start to hear "Dat?" and "What's that?" We name things for our kids for years!

Nomenclature, aka names of things, is building vocabulary and helps children build understanding and meaning.

Second Period: Play Games.

Even before a child is verbal.

Playing naming games accesses the child's *comprehensive* knowledge. Children show us what they know/understand, we don't have to quiz children or ask them, "what color is this?" or "How old are you?" – we have to play, and pay attention. Playing games like "I Spy," asking kids to help set the table, or having them collect the number of objects represented by a number symbol on a card are fun ways to learn what kids know. We also learn what children know when we write their name on their artwork, read and talk about books

Third Period: Ask, "What is it?"

Ideally, we only ask "What is it?" once we know the child knows and that they will be successful when put on the spot. Stating the name shows the child's expressive knowledge.

Applying the 3 period to learning basic shapes would look like:

1. Name the shapes: i.e. circle, triangle, square
2. Ask – "Can you touch the square?" (last item named), "Triangle?," "Circle?," taking note of what the child touches.
3. Ask – "What's this?"





What Are Elementary Movements?

Elementary movements are actions that are fundamental to successful, safe, respectful negotiation in the classroom and outdoor environment. Mastery of elementary movements enables children to work/play independently. A set of basic movements that underlay every aspect of daily life, including:

- Watching where you're going; going around others and things in the environment
- Carrying items safely
- Tucking in your chair when leaving the table
- Finishing the task: cleaning up after oneself, AKA putting toys away



Wampum : A Symbol of Our Agreement to Peace

Historically, wampum are white and purple beads that are made from the shells of clams and whelks. Wampum are considered sacred and powerful and when someone holds them, they are believed to be endowed with both authority and truth. Often woven into belts, strings, necklaces or other adornments, Northeastern First Nation people used them for ceremony and storytelling, and later for binding treaties and for trade.

At WHE, each fall, we each make one strand of wampum that is tied together with the strings made by everyone in our class. We keep them in our peace corner and children can "visit" and hold them. At the end of the year, each child (blindly) chooses a string to take home, and remember (they may not get their own).

A traditional wampum of the Haudenosaunee Flag (lower) represents the great law of peace established in the early 15th century among the five nations: *The Seneca, Cayuga, Onondaga, Oneida and Mohawk*

The Two-row wampum (smaller, above) represents the Two Row Wampum Treaty Tawagonishi Agreement of 1613. This agreement was a commitment between first nation people and colonists to not interfere with each other's way of life: "In one row is a ship with our White Brothers' ways; in the other a canoe with our ways. Each will travel down the river of life side by side. Neither will attempt to steer the other's vessel." The Haudenosaunee and the Dutch agreed on three principles to make this treaty last. The first was **friendship**; the Haudenosaunee and their white brothers will live in friendship. The second principle is **peace**; there will be peace between their two people. The final principle is **forever**; that this agreement will last forever." ([citation](#))



WHE Culture and Fun Facts

Pet Therapist

Coco

Mascot

Chicken

Insect

Stink bug

Cecropian caterpillar

Rituals

- Daily circle: opportunity to build community and problem solve together
- Blessing song before breakfast & lunch
- Peace Pass on Fridays
- Practicing silence
- Annual wampum peace agreement
- Birthday walk around the sun



Things we say

- We have adopted and adapted a Lynch family saying to help settle some minor upsets: "You get what you get and you're grateful for it."
(They say, "You get what you get and you don't throw a fit!")

Things we ask

- At arrival, please be sure to greet us and check-in before leaving. Be sure to say good-bye and get a response. Short good-byes are often easiest.
- We wear socks or slippers inside.
- *When you are here, your child looks to you.* Once you have arrived, please take them in with you (if outside to their cubbie) to collect their things, and be sure to check-in before you leave.
- If they don't know yet, consider helping your child learn to blow their nose before any fall or winter colds! [Here are some tips!](#)



NYS Child Care Assistance Program Eligibility Rates increase

Child care tuition payment assistance eligibility limits increased in June. *Unfortunately, there is currently a waitlist for funding.* Funds have been distributed to states, locally we're awaiting their distribution.

Assistance may be available to working families who earn up to 85% of the NYS Median income for their household size. A family of 4 can earn up to \$116,492.50, a family of 3 can earn up to \$97,853.70, a family of 2—\$79,214.90.

The Dept. of Social Services pays the bulk of your child's tuition and there is a family fee that varies depending on your income. The family fee is paid to WHE directly. WHE parents are also responsible for any difference in our fees and the maximum reimbursement from DSS, which is currently approximately \$1,200/mo.

Info: <https://ocfs.ny.gov/programs/childcare/ccap/help.php#CCAP-eligibility>

Parenting Styles

The way we parent not only influences our child's sense of self, it influences our relationship with our child(ren) and builds a foundation for how they relate to others and the world around them.

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When imagining parenthood, many people look forward to sharing the fun parts of their own childhood with their own children... may be repeating rituals or experiences we enjoyed as a child – or not. We also might think about *how* we were related to as a child and growing person. A range of emotions likely come up – wanting to “be like our parents” – and NOT! My mother used to say, “If you want to know now, the answer is NO!” For better or worse, our own upbringing creeps into our parenting.

In her article, [What is your parenting style, and why does it matter?](#) Lauren Pardee notes parenting styles “can affect everything from your child's self-esteem to their academic success” and that “the way you interact with your child—and how you discipline them—will influence them for the rest of their life.” Parenting styles are typically referred to as **permissive**, **authoritative**, or **authoritarian**. She refers to them as *jellyfish*, *backbone* and *brickwall*, and also adds *neglectful* to her list.

An example of parenting styles coming into play is when we set boundaries. Even though we know consistent boundaries are important, it can be hard to *be consistent with boundaries*! After learning about how our interactions impact our child's sense of self worth, we might become more interested in finding our *backbone*.

We must find our limits. Believe it or not, authoritarian parenting makes children feel more valued than permissive parenting—and certainly more valued than when in a family with uninvolved or regularly distracted parent(s).

Whether your parenting style is permissive, authoritarian, authoritative, uninvolved or distracted, (or at different times, some of each depending which parent comes through you!), the role of attention proves vitally important.

Children who receive attention feel loved.



Source: Information in this grid comes from *Kids are Worth It*, Barbara Coloroso. Colored Images credit: Joshua Seong.

	JELLYFISH	BACKBONE	BRICKWALL
What are the rules like?	-No recognizable structure, rules, or guidelines	-Clear -Simple	Rigid Strict Unyielding
What types of discipline or punishments are used?	-Bribing -Doing nothing -Pleading -Threatening -Waiting -Yielding	-Asserting messages -Conflict Resolution -Consequences -Family meetings -Negotiation -Requesting	Bribing Ordering Punishing Rewarding Threatening Yelling
What are the effects on the child?	-Becomes self-centered -Develops little self-control -Easily led by peers	-Develops self-discipline -Is able to focus on the needs of the group	Develops little self-control Learns to obey out of fear Often out of control in absence of parents
Does the parent demand a lot from the child?	-No. They are lenient and do not require mature behavior.	-Yes. They require their children to be responsible and self-regulated.	Yes. They require and expect obedience.
Is the parent responsive to the child?	-Yes. They show parental warmth and interest in their children.	-Yes. They show parental warmth and interest in their children.	No. They are not attuned to their children's special needs and interests.
What is the role of the parent?	-Bystander	Leader, guide	The “boss”

Uninvolved parenting

Uninvolved

Provide little guidance, nurturing, or attention



Distracted Parenting

More Impactful than Screen Time

In her article, [The Dangers of Distracted Parenting](#), Erika Christakis warns that parents should worry less about kids' screen time and more about their own, claiming parents are less attuned and that parent:child engagement is low-quality, in part due to distracted attention.

Permissive

Don't enforce rules, 'kids will be kids'



Authoritarian

Focus on obedience, punishment over discipline



Authoritative

Create positive relationship, enforce rules



What Kind of Discipline Fits Your Parenting Style?

What is Discipline?

The word discipline as based in Latin means *disciple*, meaning *student*. When there is a student, there is also a guide—that's our role. The source of discipline is internal. It is not something others do to us. Discipline is a choice. My choice, yours, your child's choice. Discipline is learning to apply standards to achieve meaningful objectives, like getting along with others, or getting something we want.

As adults we continue to rely on self-discipline to achieve personal goals, to get what we want, and to get by in society. *Self-discipline is what we want to foster in children.*

Supporting the Development of Self-discipline

In her article, [Discipline is Learning and Nurturing Combined](#), Magda Gerber comments that "parents often think of (discipline) as punishments and rewards." She continues, "I see **discipline as being a social contract** in which (community) or family members agree to accept and obey a particular set of rules." Try to "connect before you correct" and [consider the impulse behind the behavior](#). What is driving that need and how can you help get that need met?

Rules are easiest to abide by and reinforce when they are:

1. **Stated positively**
"Keep your feet on the floor!"
Maybe reiterate and inform with rule:
"It's not safe to climb on the table."
 2. **Understandable**
Magda uses the word respect,
I find kind, gentle safe more understandable
 3. **Generalizable**
You will have opportunity to use those family rules out and about!
1. **Consistently reinforced.** The hardest part – and oh, so important.
You want your child to believe you and that you mean what you say.
Children are observing all the time, and they will test to see if we are consistent; if we have the same rules as others, the same rules day to day, the same rules as each other and with each other, when we have company and when we're out in the world! It can be hard to give in, in order to stop the whining. *But rather than reinforce the behavior*, consider your bottom line, matter of factly [offer a choice](#) of two ways that get you there, and stick with them. Be careful not to say you'll leave the restaurant unless they stay at the table unless you will really leave when they get up and run around. Otherwise, the next time you set a limit, they might not think you mean it. *And you don't want that.*

WHE Classroom Rules

- ♥ be kind
- ♥ be gentle
- ♥ be safe
- ♥ be yourself

We like these rules because they are simple, generalizable and definitive of what it means to be respectful. It is easy to tie behaviors back to rules to offer compliments and remind of expectations.



Curriculum

Each fall we start again with the basics. By revisiting core concepts and themes, children encounter what become familiar topics at greater depths. Over time they integrate new information, build on prior knowledge, and move from concrete physical exploration of materials to abstract symbolism and intellectual mastery.

This is known as *the spiral curriculum*. Learn more [here](#).

Primary Themes

- **FALL!**
- Back to School
Building classroom community
- Farms
- Domesticated animals
- Class Rules, wampum, peace agreement
- Elementary Movements
- Primary colors: red, yellow, blue
- Basic plane shapes and geometric forms
- City/Country, continent globe, maps, NWSE
- Holidays:
Halloween, Dia de los muertos,

Songs

- This is My School
- Little Blue Ball
- This Pretty Planet
- This Little Light of Mine
- Sunflower
- Las hojitas/Leaves are Falling
- *Fall, fall away*
- *Autumn is Here*
- *Stirring the Brew*
- *Five Little Pumpkins*



Books

- Butterflies
- metamorphosis! caterpillar to...
A FLIPBOOK
- Amelia's Road
- The United States of America:
A State by State Guide
- Not Just the Driver
- National Geographic:
City and Country
- Carlos & the Squash Plant
- Pumpkin Circle
- Let it Grow
- Pumpkin Soup
- Five Little Pumpkins
- The Little Old Lady
Who Wasn't Afraid of Anything
- The Koala Who Could
- Gruff the Grump !



Activities

- Primary colors:
red/blue/yellow
(September)
Secondary colors:
orange, green,
purple (October)
- Leaf raking,
rubbing, seriating
colors
- Garden:
harvesting,
cooking!
Preparing for
winter
- Metal Insets:
curvilinear
shapes
- Pushpinning
- Scissor cutting
activities
- Printmaking and
collage;
basic shapes,
pumpkins,
witches
- Pumpkin painting
and hammering
nails into
pumpkins
- Cutting practice:
leaves and trees
- Counting practice
with pumpkin
seeds
- Sewing/beading
- I Spy and initial
sound games
- Counting games
- Learning to blow
the nose!

Contact Information

West Hill Educare

Cell Phone: **831.465.4518**, texting ok

Please use this number to contact us as soon as you know if your child will be absent, as child absences may affect staffing needs.



westhilleducare@gmail.com

310 Richard Place, Ithaca, NY 14850

In case of emergency, KC can be reached at 831.331.6929

Class List

(09/01/2026)

Child's Name	D.O.B.	Parents	Address	Phone	E-mail
Ansel Gottlieb	07/27/2022	Rose Gottlieb & Colin Brumsted	422 S. Geneva St. Ithaca, NY 14850	607-592-8182 607-351-9320	rosegottlieb@gmail.com cbrumsted@gmail.com
Ansel Karim-Smith	12/19/2021	Sabrina Karim & Josh Smith	217 Wood St. Ithaca, NY 14850	970-310-4793 470-585-5818	smk349@cornell.edu jes546@cornell.edu
Austin Gaige	12/7/2021	Maria & Brandon Gaige	3726 County Rte 6 (Macintyre Road) Alpine, NY 14805	917-331-2240 607-483-9815	mvf629@gmail.com
Hazel Barbasch	02/	Sophie Barbasch & Reed Mizener	323 Warren Pl. Ithaca, NY 14850	607-339-9689 607-882-3244	sophiebee99@gmail.com reedmizener@gmail.com
Norie Balog-Way	09/12/2021	Simone & Dominic Balog-Way	14 Cedar Lane Ithaca, NY 14850	303-579-3550 202-855-4202	s.balogway@gmail.com
Sammy Coughlin	08/13/2025	Allie & Brendan Coughlin	567 Elm St., Ext. Ithaca, NY 14850	607-351-4462 918-510-5095	airish44@gmail.com brendan.s.coughlin@gmail.com
Shiloh Evans	07/10/2022	Caitlin Eger & Tom Evans	214 Cliff Park Dr. Ithaca, NY 14850	303-550-1745	cait.eger@gmail.com
Viviana Loomis	08/03/2023	Clarissa & Christopher Loomis		607-269-8094 607-220-3499	
Veda Greig Ramanujan	12/18/2021	Krishna Ramanujan	1171 Ellis Hollow Road Ithaca, NY 14850	607-339-9229	krishnaramanujan@gmail.com
Zeffie McCasey	01/15/2022	Lauretta Dolch & Indi McCasey	500 Elm St. Ithaca, NY 14850	607-342-1213 510-779-4237	ljd62@cornell.edu indiflyer@gmail.com