

Greenbelt Children's Center

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JANUARY 2012 NEWSLETTER



EDITED BY FLORA L. GEE, M.ED.
DIRECTOR

HAPPY NEW YEAR!

Dear Parents,

It is an exciting time for early childhood educators in Maryland and at GCC. On Friday, December 16th, Mrs. Flora Gee, director, Ms. Donna Nance-Rm 1, teacher and Ms. Jennifer Simpson, parent of Zoe-Rm 1, were invited to a White House Early Learning event where there was an announcement that Maryland was one of nine states to be awarded a share of \$500 million for the proposal of the Early Learning Challenge Fund Race To the Top Challenge Grant. Mrs. Gee had an opportunity to speak at the event and was quoted in *Education Week*. A link to the article is at: http://blogs.edweek.org/edweek/campaign-k-12/2011/12/states_win_race_to_top_early_1.html. The event was live streamed on the web and watched all over the country. Mrs. Gee served on the committee that developed a new Quality Rating and Improvement System to be implemented in Maryland starting this month and Greenbelt Children's Center is enrolled in the first cohort, as the state begins to assess the quality of all Maryland early childhood programs in child care, public school and Head Start. The system is called Maryland Excels and will rank all programs from two to five "checks" based on factors that are linked to the quality of the program and the outcomes for the children. GCC is currently a four star program, one of only a few that have made it to the highest level of quality in the existing quality rating system. More information will be sure to follow as the state begins to implement the five planned projects included in the RFP.

Have you been checking out our GCC website and Facebook page? On the website you can view a GCC calendar, Breakfast & PM Snack Menu, any newsletter or links to a past news article highlighting our Pre-kindergarten program by USA Today . Go to www.greenbeltchildrenscenter.com (or type in on your web browser: http://www.usatoday.com/newseducation/2007-12-23-preschool_N.htm for the USA Today story, which contains interviews of Ms. Maria, Pre-k teacher, Mrs. Gee, director and several past parents. This story was featured several years ago but is timeless,) Take a look at the photo gallery to see pictures of highlighted GCC events. In April, there will be forms and calendar for the Summer program for 2012. Early childhood news also appears on the website of the MD Association for the Education of the Young Child at www.mdaeyc.org. You can review several recent reports from the MD State Department of Education's Pre-school For All Business Plan and the 10 pilot programs (GCC is one) which have several pages describing our program here at Greenbelt Children's Center by going to this link: http://www.marylandpublicschools.org/MSDE/divisions/child_care/pubs. You are also encouraged to check out the new MSDE "Healthy Beginnings", www.marylandhealthybeginnings.org, link to activities, milestones and developmentally appropriate information for young children, birth to three years old. The site was developed in partnership with Johns Hopkins Center for Technology in Education. Also, the GCC Facebook page has announcements and photos, such as of our new playground climber! Thank you from the children and staff for helping us to get the new climber/slide equipment! Check it out! Friend us on Facebook!



This month marks the end of the first semester of our school year calendar. Teachers have been busy observing children at work and play, as they continue recording observations of indicators of learning and collecting samples of children's work to complete the midyear checklists and the first reports for two year olds. Our teachers have all taken training for the **Maryland Model for School Readiness (MMSR)**. Mrs. Gee completed the MMSR Training of Trainers. This participation by our faculty has benefits for children as well as parents. The teachers are skilled at observing young children and recording behaviors such as the child's *approach to learning*, one of the most important indicators of success in later school years. They collect some samples of children's work that represent actual artifacts related to what children understand and are doing in their day-to-day activities in 5 of 7 domains of learning. This helps teachers to plan individually for each child and to be objective when completing the Work Sampling System assessment checklist. The checklist form has items grouped together in each domain, which are considered "areas of importance... to learn by the time they enter school". This is an interesting slogan, as research shows that all children **are born ready to learn** and that the years zero to three are most critical. A *written summary report* of the child's checklist is shared with parents at conference time. The primary purpose of having teachers complete the checklists and summary reports is to share information with you about your child's development, according to the observations made in our program and to have a conversation to provide opportunities for families to share what they know about their child with the teachers. Research in early childhood education has shown the importance of fostering the development of the whole child and that's our approach at Greenbelt Children's Center. Parent-Teacher Conferences provide an opportunity for an exchange of information and to develop a relationship, for the benefit of the child. We hope you took the opportunity to meet with the teachers of 3-5 year olds in November and/or will do so again this month for 2's, as well as in the spring for all parents. **You are your child's first and lifelong teacher!**

Ultimately, this information will be shared with your child's next teacher and eventually with the elementary school that the child transitions to, in a format that will allow the next teacher to individualize *their* program to fit your child's learning style and approach to learning. The process helps prepare you and your child for success in school. Parents are prepared because you will be accustomed to attending conferences as a skilled partner and participant in your child's education. Teachers may have your child for one or several years, but **you are the major and consistent influence for your child's entire life.** *It is very important for all parents to see themselves as their child's first and most important, lifelong teacher.*

The Four Areas of Child Development

Fostering **emotional** development means encouraging children to recognize and handle their feelings in appropriate ways as well as supporting child's efforts to become more independent as they mature. This area also reflects the child's feelings of self worth and self concept; that is, who they are, what kind of person they see themselves as being and the development of self-discipline and the willingness to display age appropriate behaviors and responsibilities. Developing impulse control/self control is very important, as well as learning to wait for teacher's time and attention.

In fostering **social** development, the emphasis is on appropriate cooperation with peers and teachers, individually or in large or small group interactions. Social skills, based on the level of maturation, experiences, and understandings of the child, are an important element. This area also includes understanding and acceptance of diverse cultures and populations in our world, and developing tolerance for others who are different from us. Also included is taking the perspective of others, learning about the neighborhood and the world, community helpers, manners and customs.

Physical development is divided into two areas, gross motor (large muscles) and fine motor (small muscles). Both areas are important, not just for healthy growth, but also for later academic success. The child's understanding of his body in relation to other things is a very important link to the cognitive (intellectual) areas as the child begins to grasp the understanding of those same relationships in terms of object to object (spatial

relationships). In later schooling, this becomes relative to reading and writing and, much later, will form an important foundation for skills needed to understand abstract concepts of geometry, physics, and other areas of mathematics and science. For now, fine motor skills are important to develop the strength and coordination to grasp a writing utensil correctly and to make successful marks when formal handwriting is introduced. Fine motor also relates to lip and tongue movements necessary for articulation and verbal skills, and learning the phonetic approaches to decode symbols (letters) for reading, as well as ocular (eye) movements necessary for reading.

The **cognitive** area is divided into several overlapping categories. The first is concept development. A concept is similar to a "pattern of weaving", in that once the understanding of the concept occurs, it can be used in many different "tapestries". The understandings form the basic foundations, regardless of the size or the color of the "yarn" that can be applied and used in many different ways. Concepts may be relative to more than one area of cognitive development. For example, the concept big, bigger, and biggest can be used to describe pictures in a story or to compare objects in a science project or math activity. Other areas of cognitive development will depend on the developmental level of your child. This is because our center adopts the standards of "appropriate practice" as recommended by the National Association for the Education of Young Children (NAEYC). This means that activities or skills appropriate for five year olds, such as formal writing, would not appear on the assessments for two or three year olds. In general, other cognitive areas include oral and/or written language, language & literacy, mathematical thinking, scientific thinking, and the arts (music, movement, and art). Remember that in each classroom at GCC, the teachers have posters of the goals in each domain for 3-5 year olds hanging up for your reference.

Teachers will note their observations of your child for each item on the assessment. "Proficient" basically means that your child exhibits a certain skill or understanding *each time presented* with the circumstance or opportunity. A child, who *sometimes* exhibits the same, is considered to be "in process" of obtaining that skill or understanding. Children apply and experiment with constructing knowledge based on prior experiences and perceptions. It is important to remember that young children are very perception bound in their thinking, and our role, as educators, is to provide many varied activities to help them to make personal discoveries that are necessary for learning or internalizing information. As professionals, we know the rule that "telling isn't teaching, necessarily." Teaching young children means setting the environment with props and tools, facilitating, guiding, asking questions, observing, and letting children make discoveries on their own through problem-solving and experimentation. These are appropriate practices of a high quality educational program, and we aspire to always incorporate them into our daily program at Greenbelt Children's Center.

Having shared these hows and whys, we encourage you to enjoy your conference times with teachers. Children are such interesting, complex, ever-changing phenomena, and we learn so much by watching them, listening to their expressed thoughts, and observing the world through their eyes. Use this opportunity for the sharing of information from your child's teachers to discover the "pieces of the puzzle" as they relate to your child in the Greenbelt Children's Center program. Also understand that sometimes the "puzzle pieces" may look different. It is only through the sharing of information between parents and teachers that we can see the "whole puzzle" together. Remember also that weekly lesson plans are posted on the Parent Information Bulletin Board in your child's classroom to keep you in touch with all the daily activities planned for your child. Remember to have your child here by 9:00 a.m., each day so your child is included in all the planned activities.



JANUARY THEMES

All classrooms will be involved in units about the season of winter. Please remember to dress your child warmly so that they can be comfortable in exploration of the winter season and play outdoors. Room 2 will also incorporate units on Feelings and Emotions, while Rooms 1 & 3 will introduce the Planets in Our Solar System, Space Exploration, and Dinosaurs. Children will also be introduced to the important accomplishments of Dr.



Martin Luther King, Jr. whose birthday will be observed this month.



TAX TIME

Don't forget to claim child care expenses on your income tax! You will need to use the Center's **Federal Identification Number: 52-1689271**. Keep this number handy so you will have it to complete your federal and state tax forms. You will soon be receiving a summary of all charges & credits for the 2011 tax year in your child's art folder. For families with an adjusted gross income of about \$25,000.00 or less AND especially those with more than one child, be sure to look at the **EARNED INCOME CREDIT (EIC) form** to see if you qualify for this tax credit. It has been described as the best real tax break for working families and you may be due a refund of several thousand dollars - even if you paid little or no taxes this past year. More information will be available about EIC this month, as the Maryland Family Network has asked that child care centers help spread the word to working families and assist them in taking advantage of this. Locally, there will be places such as the public libraries that will have VITA volunteers who can help you file taxes for free. As soon as we find information about this we will post it on the front door.



QUALITY TIME

Are you looking for ways to spend quality time with your child and avoid the winter doldrums on bad weather days? Below are some suggestions from the Complete Early Childhood Curriculum Resource Book by Mary A. Sobut and Bonnie Neuman Bogen, p. 155, Parent-Child Activities:

Practice hopping and standing on one foot.

Read some stories.

Make hot chocolate, add marshmallows. Watch what happens.

Match family gloves or mittens.

Cut a holiday card into pieces to make a puzzle.

Look through a magazine or catalog for winter clothing.

Sing winter songs.

Finger paint with white shaving cream - no paper needed - right on the table!

Make angels in the snow.

Play a game or put a puzzle together.

Visit the library. Get a library card.

Make a tiny snowman. Bring inside to watch what happens.

Feed the birds. Count them in your yard.

Fold napkins into rectangles and triangles.

Pick up white cotton balls with tweezers or clothes pins to count them.

Make snowman with marshmallows.

Play in the tub. What sinks and what floats!

Sort the silverware!



MANY SINCERE THANKS TO EVERYONE FOR ALL THE GOODIES, GIFTS, AND SURPRISES LAST MONTH!!!

Special thanks to some folks who helped to make last month very special for GCC children and teachers:

- Thank you to all the moms and dads and grandparents who joined us for the December Book Club Event and Holiday Party and for all the goodies you sent in! The children loved the books that they selected to take home and build their home library. We thank the PG County Public School System for the Judith P. Hoyer Grant that provides the funding for them and for the additional book, Miss Mary Mack, and the

homework packs that were sent home for families to do with their child over the holidays!

- Thank you for being generous to the teachers at holiday time! Teachers really appreciate your acknowledgements! Special thanks to Nissa Copeman, Daniel –Rm3 for the donations of extra clothing, toys and books; Jennifer Simpson, Zoe-Rm 1, for coming in to do a Ginger Bread Decorating activity with the class, sending in pizza for staff for lunch and dropping her plans and going with Mrs. Gee to the White House Early Learning Event on such short notice; and to Khari Gzifa, Shani-Rm1, for bringing in wonderful artifacts and handouts for a presentation on the celebration of Kwanzaa for both Rooms 1 & 3. Children and staff learned a lot! Parents, you are the first teachers of your children and you have talents to share and we invite you to do so here at GCC! We provide opportunities for you to grow as the first teacher for your child. Opportunities include: Parent-Teacher trainings, Family Learning Parties, Parent Tips sent home to read, Newsletters, Parent-Teacher conferences, Family Night Potluck (summer) and Parent Advisory Board. Additionally, we provide community service activities such as collecting food for the local food pantry, annual coat drive and annual toy drive.

Parent Involvement is Important!

Please don't hesitate to volunteer in our Center. Whenever you have the time, we have the place! Our staff will welcome you with open arms! We are asking that each family send in a family picture for their child's extra clothes classroom cubby box. It makes for an inclusive classroom and helps for each child to feel like they belong.

Also, we need help from our village! We have children with severe nut allergies and we are requesting that all families refrain from sending in peanut butter or other food items that contain nuts. Please help us to keep our children safe! Thank you so much for your cooperation with this request.

Also, everyone, check your child's extra clothes box today! Take out those shorts!!! It's COLD out!

Parent Advisory Board Meeting

Parent and staff volunteers are needed! A meeting is scheduled for Thursday, January 26, 2012 at 5:30 pm, right before the scheduled Parent-Teacher training that will begin at 6 pm. There will be three Advisory Board Meetings per year. The meetings will be held on the last Thursday in the months of January, April and October. The meetings will be held from 5:30-6 pm in Rm 1 at GCC. The program offers staff and families opportunities to assist in making decisions to improve the program. Collaborative and shared decision making is used with all participants to build trust and enthusiasm for making program changes. Staff and families meet at least annually to consult on program planning and ongoing program operations. Agenda for this meeting: making improvements identified on the annual family survey and continued fundraising to complete playground renovations.

Parent-Teacher Training January 26, 2012 6– 8 pm: Dr. Debbie Woods presents “I Had It First!”. Look for a classroom sign up sheet, soon. Please mark your calendar and plan to attend this parent learning and networking opportunity that we have planned for you.

Family Survey Forms were completed at the end of November by 67% of GCC families and the results are attached to this newsletter. This is an annual event. Special thanks to parent, Ms. Lovell, Aiden-Rm 3, for volunteering to handout and collect the surveys anonymously and to teacher, Mary Edwards- Rm 2 & 3, for analyzing the raw data for Mrs. Gee to present. There will need to be another Family Survey taken in March 2012, as GCC begins the re-accreditation process. We thank you in advance because we MUST have a high rate of return on the survey and are aiming to have 100% of families complete the forms. We are counting on your help. We will again need parent volunteers to conduct the surveys.

Disaster Planning: New MD regulations require each child care program to have staff trained in Disaster

Planning. All GCC staff have completed this and we continually update our Disaster plans and post them on classroom bulletin boards so that parents can become familiar with them as well. We have always practiced fire evacuation drills monthly and have added severe storm drills to our annual agenda twice per year. New requirements will have us practicing other types of drills with the children for various forms of disaster such as sheltering in place or what we would do if a truck drove through our front wall, etc. So, we may need to have the children practice walking to the closest condominium buildings where we would seek safe harbor during an event that would require us to be out of the building, and providing a space out of the elements, for a prolonged period of time, such as during a bomb scare, while officials search the building. Another scenario would require us to practice walking to Eleanor Roosevelt High School where we have arrangements made for safe harbor if we can not return to our building and from where we would be calling parents to come and pick up their child or another type of disaster that would require us to pile all the children into all the available staff vehicles present at the center on the day the drill is practiced, requiring us to load up all children, emergency supplies, etc, but we would not actually leave the premises. We want to inform all parents in advance, so that if your child reports participating in these activities, you will not be alarmed and will know that all child care providers in Maryland are required by regulation to do so. So be prepared to discuss these events with your child and practice disaster planning at home too. We are required to document and provide proof of these activities to our licensing inspector. All licensing inspections will now be “unannounced” in this state, by passage of recent legislation.

Buckle up. Every Trip. Every Time.

The University of Maryland Police Department is the only permanent Child Seat Fitting Station in Prince Georges County, one of the largest counties in the state. Trained officers check nearly 20 seats a week, every week. To contact the fitting station to have your car seat checked for safety, call 301-405-3555.

Wolf Trap Artist in Residency Program

Coming in January, the children have the opportunity to participate in a program with Wolf Trap Early Learning for the Performing Arts. The program involves carefully chosen multi-cultural books that are age appropriate and this year again, the focus will be on Science, Technology, Engineering and Math (STEM). Greenbelt Children’s Center was selected to participate in this brand new program and our teachers have attended a full day training to support them in maintaining the Wolf Trap Program after the artist completes all visits. All GCC students will participate in activities such as acting out songs, dances or the story of the books presented during each session as the professional teaching artist leads students in exploring and dramatizing the book. The program encourages reading, language, thinking skills, creativity, teamwork and self-esteem. We have participated in the Wolf Trap program for over ten years and have been quite impressed with the way the children have responded to the activities. In a prior year, Wolf Trap honored GCC teacher, Ms. Donna at a special dinner and program for her spirited commitment to the program and for the ways she incorporated what was learned from the teaching artist, into the every day activities with the children. This program is funded by the Judith P. Hoyer Grant from the Maryland State Department of Education, through our partnership with Prince George’s County Public Schools, with additional funds from the Maryland State Arts Council.

Thought for the month:

“If there is right in the soul, there will be beauty in the person. If there is beauty in the person, there will be harmony in the home. If there is harmony in the home, there will be peace in the world.” Chinese Proverb

Advocates Needed!

We are grateful for the grant that subsidizes the Pre-k tuition by 40% for each income eligible family. What a big help this is during these difficult economic times. We are concerned about the new year’s budget woes for our state and county as well as at the federal level. Parents, we may be calling on you to take an active role in advocating for the future of early childhood

funding at the federal and local level with your legislators as we enter the new legislative year in Annapolis and on Capital Hill. Be prepared to make phone calls!

Also, parents, your referral is the best testimonial to the quality of the GCC program and we thank you in advance for your continued support of the program as we begin to enroll for the 2012 summer program and school year. *Pre-k parents, please remember that we have an excellent alternative kindergarten experience for children who turn five years old by September 1, 2012, here at Greenbelt Children's Center. A class size smaller than the public school, competent, caring teachers, Ms. Johnson, Ms. Jill, Ms. Mary & Ms. Mina, and an excellent curriculum. We hope that our pre-k children will continue with GCC for the summer & kindergarten year.*

Remember to read at least 10 books per month from the GCC lending library so that your child's classroom will receive a special incentive, each month that all families meet or exceed the 10 book minimum!

**HAPPY
NEW
YEAR**



Family Survey Results November 2011

(Note: DK stands for “don’t know/not applicable answers)

Relationships

1. I feel that I have regular contact and communication with my child’s teacher and that we value and use each other’s input about the care of my child. 97% yes 3% no
2. My child’s teacher talks to me regularly about the interests and needs of my child both at home and at school. 92% yes 5% no
3. I know the rules and expectations for my child’s classroom. 97% yes 0% no 3% DK
4. My child’s teacher asks me about my family background and my beliefs. 51% yes 49% no
5. The program staff help me and my child move smoothly between home and school. 90% yes 5% no 5% DK
6. For families with children with special needs only:
The program staff works with me to develop plans to support my child’s full inclusion. 13% yes 5% no 82% DK

Comments: *GCC is “a very good place for kids”; “No complaints whatsoever!”; “The teachers are very helpful”; “I need to provide more sickle cell details”; “I love it here! The staff is the best!! It feels like family here. My daughter and I are happy!”*

Curriculum

1. The program staff use information about my family background and beliefs to make my child’s learning experiences more meaningful. 41% yes 28% no 31% DK
2. The program takes into account my child’s home language when working on literacy and provides my child opportunities to learn in a language they are comfortable with. 81% yes 8% no 12% DK

Comments: *“She’s learning so fast”; “I really like GCC-the staff are very professional.”; “Love all teachers.”; “I’m not sure how they apply my family background and beliefs when developing the curriculum.”*

Teaching

1. I regularly have the opportunity to participate in classroom activities and events. 92% yes 8% no
2. When I disagree with how a teacher works with my child, I feel that I can have a good conversation

with him or her and develop mutually satisfying decisions. 85% yes 0 no 15% DK

Comments: *“Never had an issue”; “Good place”; “So far no disagreement...suspect teachers would be receptive to input.”*

Assessment

1. The program staff told me about the assessment process they use. I know about and understand the following

- the instruments they use 69% yes 23% no 8% DK
- the procedures 74% yes 18% no 8% DK
- the use of the results 67% yes 26% no 8% DK
- how they keep my child’s progress confidential 77% yes 15% no 8% DK

2. Program staff communicate with me about my child’s assessments in language I understand and in a manner that is respectful to my cultural identity. 64% yes 10% no 26% DK

3. I was or will be included in developing the assessment plan for my child. 54% yes 13% no 26% DK

4. My child’s teacher talks with me regularly about how my child is doing at home and at school. 87% yes 10% no 3% DK

5. I receive written reports about my child at least twice a year. 33% yes 26% no 23% DK

Comments: *“Good place”; “I understand goals and objectives...but not instruments and/or standardized tool”; “Rm 1 staff is great and knowledgeable of their students”.*

Health

1. Program staff let me know when there are contagious diseases in the program. 77% yes 3% no 21% DK

2. For families who send food to school only: I am aware of the nutritional requirements for sending food along with my child to school. 87% yes 0% no 13% DK

3.N/A

4. For families with children with allergies or special nutritional needs only: Program staff is aware of my child’s special health needs and carefully provides for them. 41% yes 0% no 59% DK

Comments: *“Never had an issue”; “I really like it, it’s a very organized place, and good for kids to learn”.*

Families

1. I am provided with information about the following:

- the program philosophy and goals 100% yes
 - program rules and expectations 100% yes
 - program events 100% yes
 - community activities 92% yes 3% no 5% DK
 - available community support 87% yes 5% no 8% DK
 - child assessment plans 79% yes 13% no 8% DK
2. I am provided written materials (including this survey) in a language I understand. 97% yes 3% no
 3. The program has the resources and ability to help me obtain the services I need for my child and family. 72% yes 0% no 18% DK
 4. Information that I provide about my child's skills, interests, and needs is incorporated into classroom interactions and activities. 72% yes 3% no 15% DK
 5. The program gives me opportunities to work with other families. 61% yes 13% no 26% DK
 6. I have the opportunity to help plan program events. 64% yes 13% no 23% DK
 7. Program staff and I informally share information about my child on at least a weekly basis. 67% yes 13% no 20% DK
 8. The program staff helps me know about and use community resources. 64% yes 13% no 23% DK
 9. I believe I have a good relationship with the staff at my child's program. 97% yes 0% no 3% DK
 10. I am aware of many opportunities to volunteer at my child's program. 92% yes 5% no 3% DK
 11. The program asks me for my input about the program in many different ways, both verbally and written. 62% yes 23% no 15% DK
 12. I am encouraged by the program staff to take on leadership roles in the program. 67% yes 21% no 12% DK
 13. The program provides a translator when needed. 15% yes 3% no 72% DK
 14. When program staff have had a concern about my child and his or her development, they have communicated this concern to me with sensitivity and respect and in private. I have received this information in writing, with thorough explanations and suggestions about how to proceed. 64% yes 3% no 33% DK
 15. If problems arise in my interactions with teaching staff, they are good about working to solve these problems and do so in language I understand. 44% yes 0% no 56% DK

Comments: *"I would like to have access to more community resources and know other parents*

and families.”; “Excellent”.

Community Relationships

1. Program staff have been able to provide me with special services for my child’s special needs. 30% yes 0% no 69% DK
2. Staff are good about informing me about special events in the community that may be of interest to my family. 82% yes 10% no 8% DK
3. I work with program staff members on community projects. 10% yes 69% no 15% DK

Comments: *“Excellent!”; “I would like to know more about this”.*

Leadership and Management

1. The program administrator seems to keep up to date in the field and provides competitive, high quality services. 95% yes 0% no 5% DK
2. I generally feel respected by the program staff and that my contributions are valued. 97% yes 0% no 3% DK
3. I am familiar with the program’s procedures for dropping off and picking up my child. Program staff and I use this time to communicate about my child. 100% yes
4. I have been or will be included in a yearly program evaluation. 54% yes 10% no 36% DK
5. When a program evaluation is completed, I am given a final report of the findings. 46% yes 8% no 44% DK
6. I feel like I have a voice in planning for program improvement. 64% yes 8% no 28% DK

Comments: *“I really like the place for my kids. Excellent”; Mrs. Gee is fab. I hear good things about her in the community”. “I love the staff and I feel VERY comfortable giving them input, my opinions, and voicing my feelings to them. I can’t say enough good things about GCC! I’m in love!”; “Like extra care days”; “bringing lunch is expensive”.*

Parents: please feel free to send any written feedback about the survey or suggestions to make improvements, to Mrs. Gee at flora@greenbeltchildrenscenter.com. This report will be discussed at the Parent Advisory Board Meeting on January 26, 2012 at 5:30 pm.

FYI: WARNING Regarding the Parking Lot

We have just been informed that the Greenbriar Condominium Community Association parking enforcement tow company does a “sweep” of the parking lot here at GCC each night and that cars left in this parking lot are subject to being towed away unless they display a parking pass. The GCC office was given two parking passes to be loaned to staff or families of children enrolled at GCC to be used if there might be some reason to leave your vehicle in this parking lot overnight. If you need to use a parking pass, please come to the office to sign one out to use temporarily for 24 hours and then return to the GCC office.