

Covenant Community Preschool

on the campus of Christ Church
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Blessing Our Community...
Building God's Kingdom

HANDBOOK

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A LETTER TO OUR FAMILIES

Dear Families,

At Covenant Community School, we are passionate about providing children a developmentally appropriate experience through a high-quality, Christ-centered early childhood program. We implement the Creative Curriculum, basing our approach on theory and research using the works of Piaget, Vygotsky, and Gardner as well as current studies about how children learn and brain development. Through Christian values, we focus on the social and emotional skills children need to succeed in school and life. Spiritual guidance is a constant component of the child's school experience. It is our desire to help shape creative, diligent and responsible children through love, bible stories and teachable moments. There is no time like the present to build children for the kingdom of heaven. Our aspiration is to give children the tools to become "contributing caring citizens" first in their classroom and a lifetime in the community, learning how to work together for common goals. The academic content literacy, math, science, social studies, the arts, and technology, is presented to children through hands-on activities. A range of instructional strategies from child initiated and teacher directed learning are used to accomplish a balanced environment of learning. Our school staff partners with parents through these critical years of learning. Families enjoy frequent interactions with the teaching staff along with three planned parent conferences annually. The child's accomplishments are celebrated at the conferences.

Covenant Community Preschool is not a moneymaking venture but has its focus on community and providing a better future for our children. Covenant Community is a kingdom-building ministry to glorify God.

Peace and Grace,

Lynda Williams
Director

Jesus said, "Let the little children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these." Matthew 19:14

Christ Church welcomes you. Preschool families are invited to participate in church activities (adult and children's) family socials and are invited to worship services. Services are held each Sunday at 9:30. Christ Church offers Sunday school classes serving children ages birth through adulthood on Sunday's at 10:30 am. If you are interested in learning more, come and visit!

CCP MISSION STATEMENT

To provide a high-quality Christ-centered preschool experience ministering to children and their families.

CCP VISION STATEMENT

Our vision is that all families desiring a high-quality Christ-centered preschool experience will have access to it.

NON-DISCRIMINATION CLAUSE

We shall not participate in practices that discriminate against children by denying benefits, giving special advantages, or excluding them from programs or activities by their race, religion, sex, national origin, or the status, behavior, or beliefs of their parents.

BEST PRACTICES

To offer the most excellent care in the education of young children CCP voluntarily pledges to implement North Carolina State Childcare Licensing guidelines, NAEYC 2006 standards, and NACCP accreditation standards. Please read this handbook in its entirety. If you have any questions, please call the school office, 704-616-9253. The information in this guide is subject to change without notification.

PHILOSOPHY- GOALS

Developmentally Appropriate Program

What does “developmentally appropriate” mean?

A “developmentally appropriate” school environment is where the spiritual, physical, social, emotional, and intellectual development of each child is considered when planning the program. Developmental appropriateness is defined by two guidelines:

1. Age appropriateness—the universal, predictable sequences of growth in children (e.g. children scribble before they draw).
2. Individual appropriateness—the unique sequence of growth of each child takes into account the personality, learning style and background of each child. (one child learns to read at the age of three, while another child learns to read at the age of six.)

What is expected of a teacher in a developmentally appropriate program?

- Understanding the stages of development of children.
- Assessing the individual development of each child.
- Planning a program that is fun and exciting to each child.
- Providing appropriate space, materials and opportunity for exploration.
- Observing the children and encouraging them to extend a particularly interesting activity.
- Implementing an environment that is safe, both physically and emotionally.
- Setting and enforcing reasonable limits for children’s behavior.

What do the children do in a developmentally appropriate program?

Children will spend most of their time in a developmental program engaged in play. As we watch them, we must remember that “play” is children’s “work.” The learning environment is designed by the teacher to ensure that, as they play, they are learning vital skills. Play provides children with opportunities to explore, experiment and manipulate materials in their world. Through play, the

child is an active participant in the learning process. The goal of a developmental program is not to teach children through memory drills, but to enable them to become life-long learners.

What does a developmentally appropriate program look like?

A developmentally appropriate program is balanced. There will be loud, boisterous activities and quiet, calm activities. There will be opportunities for the children to work in large groups, small groups and individually. There will be indoor and outdoor activities. A developmental program is culturally sensitive; respectful and appreciative of the differences and similarities among individuals.

The classroom is arranged in learning centers. While the entire classroom is designed to encourage the development of skills, concepts, and social interactions, learning centers focus on particular areas. Learning centers are frequently coordinated to reinforce a particular idea or theme with the children. General learning centers include:

Block, Dramatic Play, Worship, Sand and Water, Art, Library, Science and Discovery, Toys and Games, Music and Movement and Computer.

In a developmental program, you should see:

- Children are experimenting with a variety of art materials and constructing their creations.
- Some children working in large groups while others work in a small group or individually.
- The teacher is bending down to the child's level to talk to him or her.
- A daily schedule that is well planned, yet flexible.
- A teacher is reading to a child or a group of children.
- Children are pretending to be police officers, pizza delivery people, moms, and dads.
- Children are helping prepare for their snack times.

POSITION ON DISCIPLINE

Research indicates that positive strategies must be used to maintain discipline while punishment is ineffective in teaching new behaviors. In our classrooms, we use various techniques to guide each child to use (and be aware of) appropriate behavior. Positive encouragement and reinforcement are used to help children manage behavior. We make a conscious effort to prevent potential conflicts by:

- Providing a verbally and physically safe environment for the children.
- Respectfully addressing young children one on one, at their eye level when there is a concern.
- Providing adult modeling of appropriate behaviors and expectations. Children are not just told but shown and guided to the desired behavior.
- Utilizing redirection when necessary.
- Providing a variety of materials and choices to appeal to the wide range of needs and interests of the children.
- Maintaining a consistent daily routine.
- Establishing clear, concise rules that remind children of what they may **do** as opposed to what they may **not do**.
- Arranging the classroom to promote a good traffic flow.
- Provide areas that encourage both small group and individual play.

When conflict does occur, the teachers will intervene by helping children to understand desirable behavior through both verbal and non-verbal strategies. When possible, the appropriate actions will be demonstrated by the teachers.

Young children are naturally very egocentric and are just beginning to learn to consider another person's perspective. For this reason, both children who are involved in a confrontation, whether physical or verbal, are encouraged to express their feelings. It is every child's right to be safe, to be supported and to stand up for themselves and use words to tell the other child their feelings, "I don't like that," "You can't do that to me." With younger children, teachers will empathize and make statements like "Joe, you wanted to play with that toy, but it is not o.k. to take it away from your friend Sue. Let's ask Sue if you can have it when she is finished playing with it". "Sue, I can see that made you mad when Joe took the toy from you. Would you let him know when you are finished playing with it so that he can have it next?"

If these usual techniques are ineffective, a teacher may suggest that the child takes some time away from the group, child or activity causing the disturbance. Our teachers will use this technique for specific challenging behaviors or when a pattern of such behavior is developing. "Time Away" is used only when:

- other strategies are not effective
- it is paired with a discussion with the child, which includes helping that child find appropriate alternatives to the challenging behavior.

There is never a set "Time Out" chair in our classrooms. Children may sit at a table or in the library center to regain composure and reflection.

Communication between parents and teachers is vital, especially when there are behavior concerns. Aggressive behavior such as biting or hitting is not unusual behavior during the early development years. They can also be indicative of a significant change in a child's life, such as a new baby, or recent/impending move. When parents and teachers work together to help a child gain control and self-confidence, positive behaviors can be achieved more quickly.

It is the teacher's job to keep the children safe, and it is the children's job to help the teacher keep them safe.

General School Rules

1. We use walking feet, for the safety of all children.
2. We use gentle hands with our friends and toys.
3. We use listening ears when others are talking.
4. Show respect for all
5. Obey adult leaders
6. Clean up after yourself
7. Know that you are loved

PRESCHOOL CURRICULUM

The Covenant Community Preschool bases its learning program on the recommendations of developmentally appropriate practice (DAP) as defined by NAEYC. For young children, meaningful and long-lasting learning requires active thinking and experimenting to find out how things work. We accomplish this through purposeful play facilitated by highly intentional teaching practices. The Creative Curriculum, by Diane Trister Dodge, is based on Piagetian principles of learning through hands-on experiences that are appropriate for the young child. This approach emphasizes that all areas of development. Christian Education is integrated throughout each day and is a natural and intentional part of our curriculum.

PROGRAM SCHEDULE

PHASE IN DAYS: arrival 8:30, dismissal 12:00. (dismissal 11:45 toddler class)

The first day of class: half the class attends.

The second day of class: the other half of the class attends.

Then our regular schedule then begins

Regular Schedule: Arrival 8:30, Dismissal 12:00 (dismissal 11:45 toddler class)

Daily Schedule: The daily activities will consist of small group work, snack time, outdoor play, games, dramatic play, group discussions, faith development, songs, story time, sharing, group activities, reading, writing and math, rhythms, etc.

TEACHER: CHILD RATIO

Toddler 1:4

Two-year-old program 1:7

Three-year-old program 1:9

Four-year-old program 1:10

STAFF

The staff of Covenant Community Preschool is expected to follow the Code of Ethics of the National Association for the Education of Young Children when dealing with children, families, and other staff members.

Statement of Commitment

As an individual who works with young children, I commit myself to furthering the values of early childhood education as they are reflected in the ideals and principles of NAEYC Code of Ethical Conduct. To the best of my ability, I will

- Never harm children
- Ensure that programs for young children are based on current knowledge and research of child development and early childhood education.
- Respect and support families in their task of nurturing children.
- Respect colleagues in early childhood care and education and support them in maintaining NAEYC Code of Ethical Conduct.
- Serve as an advocate for children, their families, and their teachers in community and society.
- Stay informed of and maintain high standards of professional conduct.
- Engage in an ongoing process of self-reflection, realizing that personal characteristics, biases, and beliefs have an impact on children and families.
- Be open to new ideas and be willing to learn from the suggestions of others.
- Continue to learn, grow, and contribute as a professional.
- Honor the ideals and principals of the NAEYC Code of Ethical Conduct

Professional Development- Great classrooms and programs begin with a well-trained staff that is enthusiastic about teaching. To build a quality program, it is crucial to offer learning opportunities for the staff. CCP schedules professional development throughout the school year and sets one full day each school year for staff learning.

A minimum of 12 continuing education hours is required annually.

Why does professional development matter? Higher quality, more satisfied teachers, improved outcomes for children and meaningful learning.

Teacher workdays are strategically placed on the calendar to accommodate critical needs of the staff throughout the year. Teacher workdays are scheduled to provide time for the team and individual planning, review of student success data, to document instructional needs, goal setting, and orientation to new procedures. Workdays are necessary to compile and assess ongoing student observations and required paperwork for Parent Teacher conferences. Students do not attend school on these days.

GRIEVANCE PROCEDURE

If any parent has a grievance concerning school policy or actions of a staff member:

First, the parent will talk to the staff member involved. If a resolution cannot be made, the director is consulted. The director will mediate and will make a final decision.

School board members and church leaders will not under any circumstance, accommodate questions or grievances if the above channels are not followed.

This policy is based upon the principles of Matthew 18. All individuals are cautioned to work out all problems at the first step—"If your brother sins against you, go and show him his fault, just between the two of you" so that the additional steps are not needed, and we can walk in unity and love.

PARENT ACCESS

During school hours all school/church doors are locked for the safety of the children, families, and staff served. The church front door may be used to enter the school if necessary. Parents are permitted access to the school at any time their child is in attendance. When coming to campus after 8:45 am or before 11:45 am, ring the doorbell or call Lynda Williams' cell 704-616-9253.

We ask that parents bring one can of food for needy families in our community for each late arrival (after 8:45am). Crises Assistance Ministry distributes the food donations.

PARENT / TEACHER PARTNERSHIP

Studies show that the more parents are involved with their child's school, the better the child does in school. When parents are involved, it shows their children that what they do is important and increases self-esteem. Staff members recognize the importance of effective parent-teacher partnerships. Effective partnerships include honest and ongoing communication with families and respect for individual differences. The more open, honest, and frequent the communication, the more effective the partnership will be between parent and teacher.

Parents will gain valuable information by regularly reading parent bulletin boards.

Parents are provided with many options to be involved! We encourage parent involvement, and we also feel that parents should feel free to choose for themselves the type of participation that is meaningful and that fits into their busy schedules.

Each family is required to volunteer a minimum of 5 hours each school year. A parent volunteer coordinator will record each family's hours.

The volunteering activities might include:

- Helping to organize class events, snack and play dough volunteers.
- Being a guest reader.
- Prepare classroom materials at home, such as cutting, coloring and gluing.
- Working at fundraisers- Consignment Sales- Fundraising Dinners, Book fairs- and the Community Foundation Run - etc.

All families are invited to volunteer as the Play dough and Snack Parents through the school year.

Suggestions -The staff is available for comments and questions every day. We benefit from your ideas and concerns and consider it a privilege to listen. You may call or stop the director in the hallway anytime. CCP also offers the tuition drop box as a suggestion box. We ask that you share contact information with your comments/suggestions so that we can discuss or clarify your concern.

Orientation Opportunities- CCP offers several opportunities to learn about the school, the Parent Teacher Visit before school begins and the evening Parent Orientation includes meeting with you child's teacher in the classroom setting. During the various orientation opportunities, our staff shares the program philosophy, goals, procedures, and policies along with the first steps of building relationships with the children and their families.

CHILD ASSESSMENT

The purpose of assessment is to guide curriculum planning and instruction. Teachers find out where a child is along the learning path and then provides appropriate activities to help a child progress. Assessments include observations and work samples, examples of children's writing, artwork and photographs collected as part of everyday experiences over the course of the school year. This data, along with input from families, help teachers evaluate children's progress during the school year.

PARENT CONFERENCES

Daily casual conversations between teachers and parents are important. However, parent-teacher conferences offer additional opportunities for parents and teachers to work together as partners. A parent conference is a time for parents and teachers to exchange thoughts and ideas, as well as a child progress report. Parents can ask the teachers about child development in or out of the school and share any information that would be helpful to the teachers. CCP schedules three conference days for our families: in the fall, winter and spring of the year. Please make arrangements for childcare during your conference. Parents may request additional conference times as needed.

ARRIVAL PROCEDURES

PLEASE MAKE EVERY EFFORT TO HAVE YOUR CHILD ARRIVE TO SCHOOL ON TIME.

Families enter through the Children's building entrance (the door beside the playground). Doors open at 8:30 and locked at 8:45.

Adults must take care that children are safely by your side while walking through the parking lot and in the school hallways. An adult is required to sign children in and out at the classroom door.

Please do not leave children unattended in your vehicle.

Please note- the child who consistently arrives late has a more difficult time adjusting to school. If you arrive after 8:45 we ask that you bring a donation of one "can food" item each time you are late. The collected cans are donated to Crises Assistance Ministry

No admittance to school after 9 am unless arrangements are made with the director the day before for planned a doctor, dentist, etc. appointments that will delay arrival after 9 am.

SEPARATION ANXIETY

We realize that sometimes children have difficulty separating from their parents. They may cry or cling, or behave differently than you are used to. Be assured that this is a typical response and that these behaviors will slowly stop as children (and the parents) become more comfortable. An adjustment period of up to two weeks may be needed for your child. Some suggestions for dealing with separation anxiety are:

- Recognize that this is normal behavior for children. Accept and respect your child's temporary unhappiness. Say things like "I know you are sad when I leave, but you will have a good time, and soon won't be sad."
- Reassure the child that he is in a safe, fun place and that you will be back to get him.
- Avoid the temptation to pressure your child not to cry. Learning to cope with sadness is essential learning for your child.
- Remind your child of the predictability of your pick-up arrangements.
- Make your goodbye prompt, affectionate, and confident. Don't be tempted to sneak away while your child is occupied. After you have said your goodbye, leave your child with the teachers. You may stay at the school until you are comfortable. To ease any anxiety, feel free to call and check on your child anytime

Here are some tips that'll help reduce that back-to-school stress:

Set the stage for school's beginning

A week before school starts; start shifting bedtimes and summer schedules to get ready for school.

Visit the new (or even the old) school.

Physically visiting the building and classroom is a huge help for most kids, as it reduces the fear of the unknown. Visit the playground on campus.

Do not rush the first day of school

Plan for everything to take twice as long the first day and get up early. Your anxiety may help you get things done, but it won't help your child, so try to relax. Listen to what your children are telling you about their worries. Don't quiet them with premature reassurance, because you may be off the mark. Children need to know that you believe in them and their success in school.

PICK UP PROCEDURES

Enter the school through the Children's wing entrance for preschool program classes. Doors open at 11:40.

Children are picked at their child's classroom at 12:00 and at 11:45 for the toddler class.

Parents should wait outside of the classroom door for the children to be released one child at a time. An adult must sign their child out.

Please do not allow children to reenter classrooms after they have been signed out. PLEASE do not permit your child to run ahead to the exit doors. Always walk with your child in the parking lot.

Late Pick Up If you are later than 12:15 for pick up there is \$5.00 late charge for each ten-minute increment you are overdue. For example, if your arrival is 12:16 there is a \$5.00 charge- If your arrival is 12:26 there will be a \$10.00 charge and so on.

Please pay your child's teacher or the director at the time you are late.

If you are unable to pay at the time you are late, pay this fee within two days of the incident, after this period, the fee is added to your account.

The atomic clock hung at the school entrance is the guide in determining the time. Please take note of it, and you may like to adjust your watch to match the time.

There are no exceptions. If you are late for any reason (flat tire, miscommunication regarding who was picking up the child, etc.), a late charge will be issued. A "no exceptions" policy makes it less complicated to apply the late policy consistently and justly. We must not give special treatment unless all parents receive the same special treatments - Everyone is treated equally.

The object of our late pickup policy is not to collect money, but to discourage late pick-ups. An adult must pick up children promptly at the time of dismissal. It is stressful to the child when their ride is late.

No child will be released to persons other than a parent or authorized adult. We require a picture ID when the teaching staff does not know the person who is picking up your child.

TUITION PAYMENTS

Tuition checks should be made payable to CCP (Covenant Community Preschool).

Covenant Community Preschool

3415 Union Road

Gastonia, NC 28056

We ask that you not hand tuition checks to the teachers or leave checks in your child's bag. Checks may be mailed, dropped in the tuition box or given to the Director. **Most parents pay tuition with online bill pay through their personal bank.**

Tuition is an annual fee broken down into nine payments (September through May). Each payment is due the 1st of each month.

The registration fee and the advance last month payment is due at the time the child is registered. The remaining eight payments are due September 1, October 1 and so on.... the last payment is due April 1.

IF THE TUITION IS NOT PAID BY THE FIFTEENTH OF THE MONTH DUE THERE IS A \$20.00 LATE FEE (UNLESS THE FAMILY HAS MADE OTHER ARRANGEMENTS WITH THE DIRECTOR).

THERE IS A RETURN CHECK FEE OF \$25.00.

You may pay your tuition in advance.

If a family becomes two months behind in payment (and they have not made an arrangement with the Director), the student may not return to the school until tuition is paid. When a family has an outstanding debt from the previous year, the child may not attend until the debt has been paid or other financial arrangements are made.

WITHDRAWALS

The registration fee and advance May tuition are non-refundable.

If your child withdraws during the school year, CCP requires at least a 3-week written notice.

Withdrawal notice must be given in writing to the Director. The family is responsible for paying tuition through the 3-week notice.

FUNDRAISING

We depend on fundraising to keep our school a great learning environment. All families are requested to volunteer at fundraisers.

PARENTS' RESPONSIBILITIES

Parents can be a great assistance to the child and the teacher by:

- Make sure your child is well rested before coming to school.
- Helping the child look forward to school as a place where he will find new and happy experiences.
- Having the child arrive on time between 8:30 and 8:45 and picked up promptly.
- Providing a rich background of experiences by:

Taking trips to playgrounds, parks, fire station, zoo, etc.

Encouraging make-believe play

Reading and telling stories

Asking and answering questions

Choosing constructive toys

Including the child in family planning and conversations

Encouraging independence by permitting child to:

- Make decisions at his level
- Accept responsibility at home
- Do simple chores, such as putting away toys, hanging up clothes, etc.

Encouraging good, clear speech by:

- Speaking clearly when talking with the child
- Listening courteously to what your child has to say
- Allowing your child to express ideas

ATTENDANCE

Regular attendance is essential. Every effort should be made to have your child at school every day he or she is in good health.

Please contact the classroom teacher each day your child is absent.

HOLIDAYS AND INCLEMENT WEATHER

Holidays such as Thanksgiving, Christmas, and Easter are published in the school calendar.

When bad weather warrants the closing of our school, CCP will follow the same schedule as the public schools for a day's closing.

- Public school one-hour delay - CCP will open at 9:30
- Public school two-hour delay - CCP will be closed for the school day

CCP does not make up inclement weather days.

NOTIFY THE TEACHERS

- Any time a child is going home or riding home with anyone other than his normal ride.
- When a child is going to the hospital or is having special medical treatment.
- Has new fears.
- When your child is going to be out of town for several days.

SAFETY INFORMATION

The director or other designated person completes routine safety inspections of our facility. CCP staff practice monthly fire or bad weather drills with each group of children. Emergency evacuation procedures are posted in each classroom. The director and teachers maintain current certification in both Adult / Pediatric First Aid and CPR training along with biannual fire extinguisher, blood borne pathogen and child abuse awareness training. Staff monthly inspects our outside play areas. If we must evacuate the Children's Education Building, all classes will walk to the Scout Building on the opposite side of the parking lot. Families will be notified by phone to pick up their children. All emergency contact numbers are kept with the class group at all times. Please ensure that the school has your most current contact information.

CHILD ABUSE AND NEGLECT

All staff members are required by state law to report if they know or have a reason for concern that a child has been neglected or harmed. Reports are made to Gaston County Social Services in compliance with state Child Abuse and Neglect Reporting laws. Speak to your child's teachers if your

child has scrapes or bruises to erase any concerns. Parents wanting more information about the state law and our policy on this matter are encouraged to talk with our director.

HEALTH INFORMATION

A healthy environment is essential at school. Children are happier and are more open to learning when they feel well rested and healthy. Much of the success of the health of preschool children depends on parents' cooperation in not sending a child to school who shows signs of illness or who has been exposed to an infectious disease.

We request that parents keep a child home any day when:

- Shows symptoms of a fresh cold- including discharge from nose or eyes being green or yellow
- Has an unidentified rash
- Has not been fever free for 24 hours - child must be fever free for 24 hours without medication
- Has thrown up or had diarrhea within the last 24 hours
- Has sore or discharging eyes or ears
- Is in the incubation period of a contagious disease
- Has head lice or nits. **CCP has a no nit policy.**
- Shows deviation from the usual behavior or appetite
- Is unable to participate in the school day's schedule including outside play
- Only first-aid treatment of a minor nature is administered at school. Parents will be informed of treatment.

Please report to the teachers immediately when your child has contracted a communicable disease such as measles, chicken pox, conjunctivitis, infectious diarrhea, impetigo, strep throat, pinworms, head lice, etc. in order that other parents may be informed of their child's exposure through written notification (confidential –no names) will be given). Through such cooperation, we hope to protect the other children in the school and younger siblings. Children with communicable diseases will be excluded from participation in the program until they meet the requirements for readmission or have their doctor's written permission to return. Children who become ill at school will be comforted in the office, and their families will promptly be called for pick up.

For special situations, consult your child's teacher and or director.

ALL CHILDREN ARE REQUIRED TO TURN IN A HEALTH CERTIFICATE COMPLETED BY THE CHILD'S DOCTOR.

Health forms are due before the first day of school.

Children who register later in the school year, the health form is due within the first four weeks of school attendance.

MEDICATION

Our teachers are not permitted to administer any drug, including non-prescription medicines, to a child unless the medication is required in an emergency. An Authorization to Administer Medication Form signed by the child's parent/guardian is required along with a Health Care Plan. The written instructions include the medication name, the dosage, what symptoms are shown before medication

is to be administered. It may be necessary for your health care provider to give proper training to our staff who will be responsible for the administration of medications. Any emergency medication sent to school must be in its original dated container (no expired medications), labeled with the child's name, the name of the medication, dosage instructions and physician's name. The instructions in the health plan must compare with the label instructions.

Parents need to administer necessary medications or desired products such as sunscreen and mosquito repellent before the child is brought to school each day.

INJURED CHILDREN AND MEDICAL EMERGENCIES

Minor injuries, such as bumps, scrapes or small cuts are taken care of by the teachers. They will wash the area with soap and water, bandage if necessary, and help the child hold a cold pack to the area. Staff will reassure and comfort children when hurt or ill. Parents will be informed, and documentation of the injury or illness is shared with the parents at the time of pick-up. Sick or injured children are removed from the classroom group. If a child is injured or ill during the day and medical attention is required, a staff member will remain with the injured or ill child while the other contacts help to take responsibility for the rest of the class. If the injury or illness is not "severe", a staff member will first contact the child's parents. If the parents cannot be reached, the "emergency contact" persons listed on the child's enrollment form will be contacted. If the injury is severe, a staff member will immediately telephone 911 for a rescue squad and will accompany the child to Gaston Memorial Hospital. A staff member will contact the child's parent or other emergency contact person as soon as possible after the emergency has happened and will be asked to meet the staff member and the child at the hospital emergency room. It is vital for parents to keep the emergency information up-to-date and inform staff of temporary or permanent changes of address, phone numbers, emergency contact people. We keep a record of injuries on an Accident Report. The report includes the time, date and description of the injury, how it happened, and what treatment was given.

AVAILABLE COMMUNITY SUPPORT

We believe that developmentally appropriate programs are members of a larger society of early childhood professionals with the shared goal of supporting children and their families. Below is a list of organizations with whom we currently work.

Gaston College Early Childhood Education Department
704-922-6533

Partnership for Children
704-922-0900

Gaston County Department of Social Services
704-866-6124

Gaston County Schools
704-866-6175

Gaston County Schools
Dept. of Exceptional Children
704-866-6160

Gaston County Health Department
704-853-5000

Gaston County Public Library
704-868-2164

PHOTOGRAPHS

Children may be video/audio taped, and photographed for educational and promotional purposes (e.g. publications, newspaper articles, posters, presentations). Anonymity will be maintained - no identifying information (such as child's name) will be presented. CCP provides learning experiences for college and high school students as a research facility.

CONFIDENTIALITY

As professionals, early childhood educators we keep all children and their families' information confidential. This includes children's behavior, illnesses, and any information about them. Please, respect this by not asking the staff about another enrolled child. All records concerning individual children (enrollment forms, health records, assessments and conference reports) are confidential.

TOILET POLICY

Children entering the three and four-year-old program must be potty trained.

SNACK TIME

Snack time is a learning experience, emphasizing good manners, prayer, proper nutrition, and social conversations by observing appropriate models and having opportunities to practice. Drinking water (a much-needed health habit) is stressed. We encourage drinking water by allowing the children to pour their water into cups at snack time. Occasionally the children make their snacks at the free choice time.

CCP is a nut free school. Please do not send food products containing nuts.

Food that comes from home for sharing among the children must be either whole fruits or vegetables or commercially prepared packaged foods in factory-sealed (unopened) containers with a label of ingredients (food fact label) included on the box/bag.

The staff do not offer children younger than four years these foods: hot dogs, whole or sliced into rounds; whole grapes; nuts; popcorn; raw peas and hard pretzels; or chunks of raw carrots or meat larger than can be swallowed whole. (NAEYC Criteria)

Children with food allergies are provided an acceptable snack from school or parents are asked to provide acceptable snacks for their children.

The school keeps various crackers; saltine, club, Ritz and vanilla wafers, and graham crackers on hand every day. Parents normally provide perishable items during their assigned snack weeks. Parents may also prepare snacks at school with the classroom children or without classroom participation- please contact teachers to work out mutual times. Snacks should consist of two food groups.

A few suggested snacks for parents to bring during their assigned weeks-

Fresh fruit and melons

Yogurt cups

Milk

Cheese

Cereal

Fruit snacks

Fruit cups

Vegetables

Fruit pop icicles

Raisins and dried fruit

Snacks can be purchased inexpensively at the Sam's, Audi, etc.

Daily Snack Menus are posted on each classroom bulletin board. Menus are offered to share the food items children have eaten for the snack and to aid to the snack volunteers. The menus will help ensure a variety of snack items will be shared-

BIRTHDAY CELEBRATIONS

Your child's teacher will contact you before your child's birthday as to when you would like to celebrate your child's special day. It is important for all birthday parties at school to be simple and similar. No homemade treats are allowed; only factory sealed food items may be served.

- No special gift bags, please.
- Children in the 3 /4 year old and 4 /5 year-old programs: Parents are asked to attend the birthday recognition.
- Children in the toddler and 2/3 year-old programs: Parents are asked not to attend the recognition. Parents are asked to bring the treat to class with the child in the morning. (Seeing the birthday mommy frequently makes many children in the 2/3 year-old programs want their mommies too.)
- If children are invited to parties outside the school, please do not bring invitations to be distributed at school unless ALL CHILDREN IN THE CLASS ARE INCLUDED.
- Birthday snacks... suggestions mini donuts, mini cupcakes or a cookie are an appropriately sized treat. Please, no large iced cupcakes.

(No homemade snacks – only snacks in factory seal packages with food fact label attached may be served. No fruits or vegetables cut up at home. Send only whole fruits or vegetables or the prepackaged variety.)

CLOTHING

Please dress children in washable play clothes for school. Children use fun and sometimes-messy materials, like clay, paint, water and sand. It is advisable that they are dressed comfortably in clothes that do not call for "being careful." Easy on - Easy off clothing is necessary for successful toileting and diaper changes.

When girls wear dresses, consider having them wear modesty shorts under the dress.

In cold weather it is advisable for children to wear long pants. We will enjoy outdoor play every day except in very cold or rainy weather.

PLEASE label all coats, sweaters, raincoats and gloves with your child's name.

If spare clothes go home, return a set of extra clothes the next school day.

Laces or Velcro tennis shoes with rubber soles are required at all times. Shoes must have a closed toe.

Slick soled shoes; clogs (crocs), cowboy boots and sandals are dangerous for children in active play. Please do not send children to school wearing clogs (crocs), cowboy boots or sandals.

WHAT TO BRING TO SCHOOL

All children should have a CHANGE OF CLOTHES kept at school. The extra clothes should include pants/shorts, shirt, underpants, and socks. As seasons change, please send appropriate clothing. Please place clothing in a zip lock bag and label with the child's name. When extra clothing is used, bring replacement clothing the very next school day.

WHAT NOT TO BRING TO SCHOOL

- Money - unless requested for a particular purpose.
- Candy, chewing gum, etc.
- Toys- unless used for a special day in class.
- Jewelry- necklaces, bracelets, or rings - they are easily lost.
- Replicas of weapons - no guns, swords, etc.

PLAY DOUGH RECIPE

Mix 3 teaspoons cream of tartar, 2 cups flour, 1-cup salt. Add to pan 2 cups boiling water, 2 tablespoons oil, food coloring. Stir until mixture comes away from the pan. Remove from heat and knead. Add more flour if necessary. Store in a covered container.

NURSERY RHYMES

September – Jack Be Nimble

October- Itsy Bitsy Spider

November- Old King Cole

December- Twinkle, Twinkle, Little Star

January- Three Little Kittens Have Lost Their Mittens

February- Here We Go Round the Mulberry Bush

March- Little Boy Blue

April- Little Bo Peep

May- Hey Diddle, Diddle Cat, and a Fiddle

BIBLE VERSES

September

LOVE ONE ANOTHER. JOHN 13:34

“Did You Ever See a Lassie?”

Love one another, one another, one another, Love one another, John 13:34.

October

TRUST IN THE LORD AND DO GOOD - PSALMS 37:30

“Here We Go Round the Mulberry Bush”

Trust in the Lord and do good, do good, do good. Trust in the Lord and do good, Psalms 37:30

November

GIVE THANKS TO HIM, BLESS HIS NAME. Psalm 100:4

“Frere Jacques”

Give thanks, Give thanks, to Him, to Him, Bless His Name, Bless His Name, Psalm 100:4, Psalm 100:4

December

GOD LOVED US AND SENT HIS SON. I JOHN 4:10

“London Bridge”

God loved us and sent His Son, sent His Son, sent His Son. God loved us and sent His Son.

I John 4:10

January

YOU ARE JESUS' FRIEND. JOHN 15:14

“Farmer in the Dell”

You are Jesus' friend; You are Jesus' friend, John 15:14 You are Jesus' friend.

February

A FRIEND LOVES AT ALL TIMES. PROVERBS 17:17

“Skip to My Lou”

A friend loves at all times; A friend loves at all times, A friend loves at all time, Proverbs 17:17

March

TRUST IN THE LORD WITH ALL YOUR HEART. PROVERBS 3:5

“Mulberry Bush”

Trust in the Lord with all your heart, with all your heart, with all your heart. Trust in the Lord with all your heart, Proverbs 3:5

April

I AM WITH YOU ALWAYS – MATTHEW 28:20

“London Bridge”

I am with you always, always, always, I am with you always, Matthew 28:20

May

GOD CARES FOR YOU. I PETER 5:7

“Farmer in the Dell”

God cares for you, God cares for you, I Peter 5:7 God cares for you.

MONTHLY CONCEPTS

September Concepts: big/little, day/night

October Concepts: in/out, over/under

November Concepts: rough/smooth, hot/cold, hard/soft

December Concepts: top/bottom, asleep/awake, happy/sad

January Concepts: stop/go, up/down, around/through

February Concepts: noisy/quiet, inside/outside

March Concepts: one/many, empty/full

April Concepts: open/closed, push/pull, sit/stand

May Concepts: above/below, alike /different
