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WELCOME, FAMILIES

A quick guide to what you'll find in the CCP Family Handbook.

01 **Welcome & Our Mission**
02 **Our Philosophy, Goals & Curriculum**
03 **Guiding Children's Behavior**
04 **School Schedule & Staffing**
05 **Family Partnership & Communication**
06 **Arrival, Dismissal & Attendance**
07 **Tuition, Withdrawals & Family Responsibilities**
08 **Health, Safety & Emergencies**
09 **School Policies & Family Information**
10 **Snacks, Birthdays, Clothing & What to Bring**
11 **Playdough Recipe, Rhymes, Bible Verses & Monthly Concepts**

Please keep this handbook handy throughout the school year. It is designed to answer common questions and help families and teachers work together with clarity, care, and consistency.

A LETTER TO OUR FAMILIES

Dear Families,

At Covenant Community School, we are passionate about providing children with 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, and current studies about children's learning 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. We 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. We aspire 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 are presented to children through hands-on activities. A range of instructional strategies, from child-initiated to teacher-directed learning, creates a balanced learning environment. Our school staff gladly partners with parents through these critical years of learning. Families enjoy frequent interactions with the teaching staff and three planned parent conferences annually. The child's accomplishments are celebrated at the conferences.

Covenant Community Preschool is not a moneymaking venture but focuses on community and providing a better future for our children. It 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) and family socials and to worship services. If you want to learn more, contact us or the pastor.

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 the highest standards in the field. To learn more, please read this handbook in its entirety. If you have any questions, please call the school office at 704-616-9253.

PHILOSOPHY & GOALS

Developmentally Appropriate Program

What does "developmentally appropriate" mean?

A "developmentally appropriate" school environment considers each child's spiritual, physical, social, emotional, and intellectual development. Two guidelines define developmental appropriateness:

1. Age appropriateness- the universal, predictable sequences of growth in children (e.g., children scribble before they draw).

2. Individual appropriateness—each child's unique sequence of growth takes into account the child's personality, learning style, and background. (One child learns to read at three, while another learns to read at 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 for each child.
- Providing appropriate space, materials, and opportunities for exploration.
- Observe the children and encourage them to extend an 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 teacher designs the learning environment to ensure that, as they play, they are learning vital skills. Play allows children 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 lifelong 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. In addition, learning centers are frequently coordinated to reinforce a specific 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 various art materials and constructing their creations.
- Some children work in large groups while others work in small groups or individually.
- The teacher is bending down to the child's level to talk to them.
- A daily schedule that is well planned yet flexible.
- A teacher is reading to a child or a group of children.
- Children pretend 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. In addition, 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.
- Various materials and choices appeal to the children's wide range of needs and interests.

- Maintaining a consistent daily routine.
- Establish clear, concise rules that remind children of what they may **do** instead of 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 occurs, the teachers intervene by helping children understand desirable behavior through verbal and nonverbal strategies. When possible, the teachers demonstrate the appropriate actions.

Young children are naturally very egocentric and are just beginning to learn to consider another person's perspective. For this reason, both children involved in a physical or verbal confrontation are encouraged to express their feelings. Every child's right is to be safe, supported, and 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 tell him when you are finished playing with it so he can have it next?"

If these techniques are ineffective, a teacher may suggest that the child take 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-Away" chair in our classrooms. Instead, children may sit at a table or in the library center to regain composure and reflection.

Communication between parents and teachers is vital, especially concerning behavior. Aggressive behavior, such as biting or hitting, is not unusual during early development. However, they can also indicate a significant change in a child's life, such as a new baby or a 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 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 determine 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 learning principles through hands-on experiences appropriate for the young child. This approach emphasizes all areas of development. Christian Education is integrated daily and is a natural and intentional part of our curriculum.

PROGRAM SCHEDULE

PHASE IN DAYS: arrival 8:30, dismissal 12:00. (dismissal -11:45 one-year-old class)

Half of the class attends on the first day of class.

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

Then our regular schedule begins.

Regular Schedule: Arrival 8:30, Dismissal 12:00 (dismissal -11:45 one-year-old class)

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

TEACHER: CHILD RATIO

One-year-old 1:4

Two-year-old program 1:7

Three-year-old program 1:8

Four-year-old program 1:

STAFF

Covenant Community Preschool staff 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 the 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 on 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 the NAEYC Code of Ethical Conduct.
- Serve as an advocate for children, their families, and their teachers in the 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 impact 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 principles of the NAEYC Code of Ethical Conduct

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

A minimum of 10 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 the critical needs of the staff throughout the year. Teacher workdays are scheduled to provide team and individual planning time, review student success data, document instructional needs, goal setting, and orientation to new procedures. In addition, workdays are necessary to compile and assess ongoing student observations and required paperwork for Parent-Teacher conferences. Students do not attend school 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 circumstances, accommodate questions or grievances if the above channels are not followed.

This policy is based on 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. Use the church's front door to enter the school during school hours. Parents are permitted access to the school whenever 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 at 704-616-9253.

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 between parent and teacher will be.

Parents have many options for involvement! We encourage parent involvement and feel that parents should be free to choose the type of participation that is meaningful and fits into their busy schedules.

Each family is required to volunteer a minimum of 5 hours each school year.

The volunteering activities might include:

- Fundraisers
- assist during school photos
- Help to organize and set up school events.
- Prepare classroom materials at home, such as cutting, coloring, and gluing.
- Replenish play sand and pea gravel on the playground

All families are invited to volunteer as the Playdough and Snack Parents throughout the school year.

SUGGESTIONS

The staff is available for comments and questions every day. We benefit from your ideas and concerns, and consider listening a privilege. 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 your 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 include meeting with your child's teacher in the classroom setting. During the various orientation opportunities, our staff shares the program philosophy, goals, procedures, policies, and 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 provide appropriate activities to help a child progress. Assessments include observations and work samples, examples of children's writing, artwork, and photographs collected during everyday experiences over the school year.

PARENT CONFERENCES

Daily casual conversations between teachers and parents are essential. However, parent-teacher conferences offer additional opportunities for parents and teachers to collaborate as partners. The parent conference is a time for parents and teachers to exchange thoughts, ideas, and the child's progress report. In addition, parents can ask the teachers about the child's 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: fall, winter, and spring. 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 on time.

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

Adults must ensure that children are safe by their side while walking through the parking lot and in the school hallways. In addition, 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 that the child who consistently arrives late has difficulty adjusting to school.

There is no admission to school after 9 a.m. unless arrangements are made with the Director the day before for scheduled appointments that will delay arrival after 9 a.m.

SEPARATION ANXIETY

We realize that sometimes children have difficulty separating from their parents. They may cry or cling or behave differently than you are accustomed 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, "I know you are sad when I leave, but you will have a good time."
- Reassure the child that he is in a safe, fun place and that you will return 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 pickup arrangements.
- Make your goodbye prompt, affectionate, and confident. Don't be tempted to sneak away while your child is occupied. After you have said 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 the school's beginning

A week before school starts, shift bedtimes and summer schedules to prepare 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. Also, visit the playground on campus.

Do not rush the first day of school.

Plan for everything to take twice as long on 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 up at their child's classroom at 12:00 and 11:45 for the one-year-old class.

Parents should wait outside the classroom door for the children to be released, one child at a time. Then, 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 arrive after 12:10, you will be charged $5.00 for each ten-minute increment you are overdue. For example, if your arrival is 12:11, you will be charged $5.00. If your arrival is 12:21, you will be charged $10.00, and so on.

The late charge will be automatically added to your account. There are no exceptions. If you are late for any reason, 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 treatment—everyone is treated equally.

The goal of our late pickup policy is not to collect money but to discourage late pickups. It is stressful for children 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 who is picking up your child.

TUITION PAYMENTS

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

Covenant Community Preschool

3415 Union Road

Gastonia, NC 28056

We accept cash, money orders, or personal checks.

Please do not hand tuition payments to teachers or leave checks in your child's bag. Payments can be mailed, dropped in the tuition box, or given to the Director.

Tuition boxes are located at the front of the church, on the backside of the column nearest the front door and beside the exterior door entering the main building from the playground area.

Most parents pay tuition using their bank's online bill pay. It should be easy to set up with a personal bank account. The needed information is usually the school name and address, and the parent's last name as the account number. Set up recurring monthly payments. The bank mails the payments directly to our school.

Tuition is an annual fee divided into nine payments (September through May), each due on the 1st of each month.

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

If the tuition is not paid by the tenth of the month it's due, a $20.00 late fee will be charged (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 arranged 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.

CCP requires a minimum of a 3-week written notice if your child withdraws during the school year. The withdrawal notice must be submitted in writing to the Director. The family is responsible for paying tuition throughout the 3-week notice period.

PARENT RESPONSIBILITIES

Parents can greatly support both the child and the teacher by:

• Ensure your child is well rested before coming to school.

• Helping the child look forward to school as a place where he will experience new and joyful activities.

• Ensure the child arrives on time between 8:30 and 8:45 and is picked up promptly.

• Provide a rich background of experiences by:

Taking trips to playgrounds, parks, fire stations, zoos, and more.

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 the child to:

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

Participate in school functions and fundraisers.

- Your children will benefit from your participation!

Provide current contact information!

- We need to be able to communicate with you, so please notify us when your telephone number or address changes.

Read our handbook!

ATTENDANCE

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

Please get in touch with the classroom teacher each day your child is absent.

HOLIDAYS AND INCLEMENT WEATHER

Holidays such as Thanksgiving, Christmas, and Easter will be included in the school calendar each year. When bad weather requires our school to close, CCP will follow the same schedule as public schools for a day of closure.

- Public school is delayed by one hour - CCP will open at 9:30.
- Public school is delayed by two hours - CCP will be closed for the entire school day

CCP does not schedule make-up days for bad weather.

NOTIFY THE TEACHERS

- Any time a child goes home or rides home with anyone other than their usual driver.
- When a child visits the hospital or receives special medical treatment.
- Develops new fears.
- When your child will 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 certification in Adult / Pediatric First Aid and CPR training, annual fire extinguishers, blood-borne pathogens, and child abuse awareness training. Staff inspects our outdoor play areas monthly.

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

State law requires all staff members 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. If your child has scrapes or bruises, speak to your child's teachers to address any concerns. Parents who want more information about state law and our policy are encouraged to talk with our director.

HEALTH INFORMATION

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

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

- **Fever** of 101 or greater, until 24 hours symptom-free without fever-reducing medication Shows symptoms of a fresh cold- including
- Green or yellow discharge from the nose or eyes
- Signs/symptoms of severe illness, including lethargy, uncontrolled coughing, inexplicable irritability or persistent crying, difficulty breathing, and wheezing
- **Diarrhea**: until diarrhea stops for 24 hours. Blood in stools is not explainable by dietary change, medication, or hard stools.
- **Vomiting:** the child can return after vomiting has been resolved for 24 hours
- Persistent abdominal pain or intermittent pain associated with fever or other signs/symptoms of illness
- Mouth sores with drooling
- **Rash** until a physician determines that these symptoms do not indicate an infectious disease. No unidentified rashes are allowed at school.
- **Pink eye** (conjunctivitis) until after treatment has been initiated for 24 hours
- **Head lice** or nits. CCP has a no-nit policy.
- **Scabies**, until after treatment has been completed
- **Tuberculosis**, until a health care provider states that the child is on appropriate therapy and can attend childcare
- **Impetigo**, 24 hours after treatment has been initiated
- **Hand, Foot, and Mouth** sores have dried and crusted, and no fever (usually 7 days)
- **Strep throat**, until 24 hours after initial antibiotic treatment and cessation of fever
- **Chickenpox**, until all sores have dried and crusted (usually 6 days)
- **Pertussis**, until 5 days of appropriate antibiotic treatment have been completed
- **Mumps**, 9 days after the onset of symptoms
- **Hepatitis A virus**, 1 week after onset of illness
- **Measles**, until 4 days after the onset of rash
- **Rubella**, until 6 days after the onset of rash
- Unspecified respiratory tract illness accompanied by another illness that requires exclusion
- **Herpes simplex**, with uncontrollable drooling
- Shows deviation from the usual behavior or appetite

- Is unable to participate in the school day's schedule, including outside play

Only basic first-aid treatment is given at school. Parents will be notified of any treatment.

Please report to the teachers immediately if your child contracts an infectious disease. We will notify all parents that their child may have been exposed so they can watch for symptoms. Through this cooperation, we aim to protect other children in the school and younger siblings. Children with infectious diseases will be excluded from the program until they meet the readmission requirements. If a child becomes ill at school, they will be comforted, and their family will be called promptly for pick-up.

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

All children are required to submit a health certificate completed by their doctor each year. Health forms are due before the first day of school. For 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 allowed to give any medication, including over-the-counter medicines, to a child unless it is an emergency. A signed Authorization to Administer Medication Form from the child's parent or guardian, along with a Health Care Plan, is required. The written instructions must include the medication name, dosage, and the symptoms that indicate when to give the medication. Your health care provider may need to provide proper training to our staff, who will be responsible for administering the medications. Any emergency medication brought to school should be in its original, dated container (no expired medicines), labeled with the child's name, medication name, dosage instructions, and the physician's name. The instructions in the health plan must match the label instructions.

Parents must give necessary medications or desired products, such as sunscreen and mosquito repellent, before bringing the child to school each day.

INJURED CHILDREN AND MEDICAL EMERGENCIES

Minor injuries, such as bumps, scrapes, or small cuts, are handled 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 they are hurt or ill. Parents will be informed, and documentation of the injury or illness will be shared with them at pickup. Sick or injured children are removed from the classroom group. If a child is injured or ill during the day and needs medical attention, a staff member will stay with the child while others contact help to care for the rest of the class. If the injury or illness is not "severe," the staff member will first contact the child's parents. If they cannot be reached, the emergency contacts listed on the child's enrollment form will be called. If the injury is severe, a staff member will immediately call 911 for rescue services and accompany the child to Caromont Regional Hospital. A staff member will contact the child's parent or other emergency contact immediately after the emergency. Parents need to keep emergency information current and inform staff of any temporary or permanent changes to their address, phone numbers, or emergency contacts. We keep a record of injuries on an Accident Report, which includes the time, date, description of the injury, how it happened, and what treatment was given.

AVAILABLE COMMUNITY SUPPORT

We believe that developmentally appropriate programs are part of a larger community of early childhood professionals united by the goal of supporting children and their families. Below is a list of organizations we currently collaborate with.

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, website, group texts, social media posters, presentations). We will request Permission for the use of recordings made of children at the beginning of the school year. Anonymity is maintained - no identifying information (such as the child's name) will be presented. CCP provides learning experiences for college and high school students as a research facility.

CONFIDENTIALITY

As professionals and early childhood educators, we keep all children's and their families' information confidential. This includes details about children's behavior, illnesses, and any personal information. Please respect this by refraining from 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 that encourages prayer, good manners, proper nutrition, and social conversations by observing teachers demonstrate these behaviors and providing opportunities to practice. Water is offered at every snack. During the first and third weeks of each month, children help prepare their snacks.

Parents provide snacks for the class during their assigned weeks. These weeks are coordinated with the classroom teachers.

Please note-

Every snack includes two food groups and water, even during special birthday celebrations.

Suggested School Snack List

Fruits and Vegetables:

- Fresh fruits - apples, bananas, grapes, berries
- Apple sauce and fruit cups
- Dried fruits - raisins, apricots, cranberries
- Vegetables with hummus or ranch dressing

Protein:

Cheese sticks or cubes, Yogurt cups or tubes

Grains:

Crackers, vanilla wafers, graham crackers, animal crackers, rice cakes, and pita bread with hummus or cheese.

Tips:

- Choose snacks that are low in sugar.
- Consider allergies and dietary restrictions when selecting snacks.
- Make sure snacks are easy to transport and eat at school.

Daily Snack Menus are posted on each classroom bulletin board.

The staff will not serve these foods to children under four: hot dogs, whether whole or sliced into rounds; whole grapes; nuts; popcorn; raw peas; or meat larger than what can be swallowed whole.

Children with food allergies will be offered a suitable snack from the school, or parents are asked to provide acceptable snacks for their children.

BIRTHDAY CELEBRATIONS

Your child's teacher will contact you before your child's birthday to plan a celebration of your child's special day. All birthday parties at school need to be simple and similar. No homemade treats are allowed; only factory-sealed food items are served.

- No special gift bags, please.
- Children in the 3 and 4-year-old programs: Parents may attend the birthday recognition.

• Children in the 2-year-old programs: Parents are asked not to attend the recognition. Parents can send birthday snacks to class with their child in the morning.

• Birthday snacks... suggestions include mini donuts, mini cupcakes, or a cookie, as they are appropriately sized treats. **Please, no large iced cupcakes.**

No homemade snacks—only factory-sealed snacks with food fact labels attached may be served. No cut-up fruits or vegetables prepared at home. Send only whole fruits or vegetables or the prepackaged variety.

Please note! If children are invited to parties outside of school, do not bring invitations to be distributed at school unless all the children in the class, OR all the girls, OR all the boys are included.

CLOTHING

Please dress children in washable play clothes for school. Children use fun and sometimes messy materials, like clay, paint, water, and sand. Therefore, they should be dressed comfortably in clothes that do not require "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 them.

Children should wear slacks in cold weather. We will enjoy outdoor play daily 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, bring back a set of extra clothes the next school day.

Laced or Velcro tennis shoes with rubber soles are recommended at all times. Shoes must have a closed toe and a closed heel.

Slick-soled shoes, clogs (Crocs), cowboy boots, and sandals are dangerous for children in active play.

WHAT TO BRING TO SCHOOL

All children should have a CHANGE OF CLOTHES kept at school. The extra clothes should include pants/shorts, a shirt, underpants, and socks. As seasons change, please send appropriate clothing.

Please put clothing in a zip-lock bag and label it with the child's name. When extra clothing is used, bring replacement clothing on the next school day.

Please do not send or allow children to bring-

- Money - unless requested for a particular purpose.
- Candy, chewing gum, etc.-
- Toys- unless used for a special day in class. (Place the toy in the child's school bag if necessary.)
- Jewelry- necklaces, bracelets, or rings - is easily lost.
- Replicas of weapons - no guns, swords, etc.

PLAYDOUGH RECIPE

Mix 3 teaspoons of cream of tartar, 2 cups of flour, and 1 cup of salt.

Add the mixture, 2 cups of boiling water, 2 tablespoons of oil, and food coloring to a pan. Heat over medium heat. Stir until the mixture pulls away from the sides of the pan. Remove from heat and knead on a floured surface once cooled. Add more flour if the playdough is sticky. Store in a covered container or zip-top bag.

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

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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

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