

2019-2020 PARENT HANDBOOK

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"Childhood is a journey not a race"

SECOND PRESBYTERIAN WEEKDAY SCHOOL

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***“Train a child up in the way he
should go, and when he is old,
he will not depart from it.”
Proverbs 22:6***

GENERAL INFORMATION

WELCOME

Welcome to Second Presbyterian Weekday School! This handbook contains important information and policies about our overall program operation and your child's enrollment at the Weekday School. Please read this information carefully and keep it for future reference. Our faculty and Board of Directors look forward to working with you in caring for your child.

BOARD OF DIRECTORS

Officers

Amanda McNally, Co-Chairperson
Ian Davis, Co-Chairperson
Martha Hall, Treasurer
Hayley Abell, Weekday School Director

Laura Cromer
Lori Williamson
Mindy Farnsley
Katy Bade
Bob Horton
Kara Judd
Debbie Huddleston

Susan Irving
Hunter Judy
Leelee Louis
Joanie Gillis
Robin Seiler
Tiffany Perconti
Lawrence Palmer Bell

Debbie Huddleston, Kara Judd, Hunter Judy, Tiffany Perconti– Community-at-Large members

PARENT VOLUNTEERS

The Parent Volunteer system has been formed to assist the Director and staff and to promote parent participation. An ever-present goal is to increase our parent involvement.

Online there is a "Parent/Volunteer" sheet to entice you to become involved. We will notify you of class, school-wide projects and workshops so you can come, work...and enjoy the fellowship!

We strive to have all involved, either directly or indirectly. **Please take the initiative to help out in an area; don't wait to be called upon—you are needed!**

STATEMENT OF PHILOSOPHY

For more information about our programs, visit our website at www.secondpresschool.org or call the school's office at 895-3295 to request a brochure. Check out our Facebook page, too.

The Second Presbyterian Weekday School was founded in 1954, making it one of the oldest early childhood facilities in the Louisville area. The school, established as an outreach ministry to this community, is nonsectarian in that we serve children of all denominations. While the school has grown and changed over the years, its founding philosophy remains firmly intact. The early years of development critically affect a child's educational success. Second Presbyterian Weekday School welcomes the opportunity to provide a quality program for children in our community.

The educational philosophy is based on meeting the developmental dimensions of the whole child -- physical, emotional, social, cognitive, moral, and creative development. Knowledge of how children grow and what they can do at different stages of development enables adults to understand these varying stages and plan accordingly with concrete, firsthand experiences.

Second Presbyterian Weekday School offers a developmentally appropriate eclectic program that recognizes that each child is a unique person with individual patterns of growth, individual preferences for experiences, varying learning styles, and different family backgrounds. Learning experiences are based on Jean Piaget's philosophy that children "learn by doing" and his theories of how children think and learn. The theories of Erik Erikson provide a helpful framework for understanding how important it is for the environment to encourage both autonomy and self-control. We also adhere to many principles set forth by Maria Montessori such as her emphasis on respect for each other and the environment by encouraging active self-directed learning and striking balance of individual mastery with small group experience within the whole group community. We also have been profoundly inspired by the preschools in Reggio Emilia, Italy (pronounced red'jO AmE'lya) propelling us to promote emergent curriculum and the project approach. As a faculty we have studied and utilized many of the components of the Reggio approach: promoting inquiry, connecting children's ideas to their understanding through research and experience, documentation of the children's work via photographs, art representations, written and verbal descriptions. All of this is done while promoting children's critical thinking skills and collaborating with one another. Each of these approaches has something to offer us in our efforts to create programs for real childhoods. By setting clear, age-appropriate expectations for behavior and by letting children know what is expected of them, teachers can engender success and minimize frustration. Children's concerns about doing things exactly "right" diminish because they are encouraged to learn from their mistakes, to explore, and to take risks.

At Second Presbyterian Weekday School, we value and respect each individual child. By focusing on the whole child, both parents and teachers help to create a partnership for enhancing a sense of wonder, discovery and life long learning. This is a fleeting glance into childhood and into our program. This, the work in which the program's teachers share so vitally with you the parents, is the proving ground for the child's tomorrow.



*"Childhood is a journey, not a race."
Author Unknown*

PROGRAM GOALS

The school's philosophy is reflected in our program goals. As responsible early childhood educators we want children to:

- Experience a positive, first-time experience with their peers and to bond with other adults.
- Develop a positive self-concept and attitude toward learning, self-control, and a sense of belonging.
- Sense a partnership between family and school. The family is considered an integral part of the individual's total development.
- Develop curiosity about the world, confidence as a learner, creativity and imagination, and personal initiative.
- Develop relationships of mutual trust and respect with adults and peers, increase understanding of perspectives of other people, and negotiate and apply rules of group living.
- Respect social and cultural diversity as well as diversity in abilities.
- Use language to communicate effectively and to facilitate thinking and learning.
- Represent ideas and feelings through art, construction, music, dramatic/pretend play, dance and movement.
- Think critically and solve problems.
- Become competent in management of their bodies and acquire basic physical skills, both fine and gross motor.
- Construct knowledge of their world by manipulating objects and developing an understanding of cause and effect relationships.

All children ages 6 weeks to 6 years go through fascinating, swiftly accomplished stages of development. Pleasure, enjoyment, humor and laughter are a part of our days at Second Presbyterian Weekday School. *Play is the medium used by children to translate experience into something internally meaningful to them.* Play clarifies concepts, provides emotional relief, facilitates social development and is a most significant avenue of learning.

~ ~ Individual age-group goals are distributed during Home Visits ~ ~

***“Nothing ever becomes real ‘til it is
experienced”
John Keats***

HOURS OF OPERATION

Arrival

	Arrive	Door	Notes
Infants and Toddlers	9:00-9:15	#1 (Rite Aid)	Parents enter and sign-in child
2s	8:55-9:05	#8 (Chapel Door)	Older siblings may walk in with 2s or be dropped off if siblings in Infant/Toddler Program
3s	9:15-9:30	#8 (Chapel Door)	Cars get in line after 9:10
4s	9:15-9:30	#9 (Atrium Door)	Cars get in line after 9:10
AM Kindergarten AD Kindergarten	9:15-9:30	Back Playground	Get in carpool line and follow around to playground

Dismissal

	Depart	Door	Notes
Infants and Toddlers	12:00-12:10	#1 (Rite Aid)	Parents walk in and sign child out
2s	11:55-12:05	#8 (Chapel Door)	
3s	12:15-12:30	#8	Cars get in line after 12:10
4s and AM Kindergarten	12:15-12:30	#9 (Atrium Door)	“ “ “
All Day Kindergarten	3:10	#9	
Lunch Bunch	3:00	Playground	For inclement weather departure is from #8 (Chapel Door)
After Hour Care	5:00	#9	Parents walk in and check easel for room and sign child out

Arrival and Departure Times Will Be Enforced.

It is very important that your child(ren) be picked up on time when dismissed from school. To insure smooth carpool times, it is critical that students in the 2s classes be picked up no later than 12:05. Our dismissal time for 3s, 4s and morning Kindergarten classes is 12:15 and 3:00 for Lunch Bunch and 3:10 for Kindergarten. We ask that you be prompt so that your child(ren) will not be apprehensive and so that our staff can finish their duties in the classrooms. If you arrive to pick up your child(ren) after 12:05 (ITP and 2s), 12:30 (3s, 4s, a.m. Kindergarten), 3:00 pm (Lunch Bunch) and 3:25 for All Day Kindergarten, you will be asked to go to the office to sign them out. **After the first time late pickups will be assessed a \$10 late fee by invoice.**

It is essential that children arrive on time and that they are not left waiting at the end of the day. This allows the child to receive maximum benefit from the preschool experience. Also, parents who are prompt in coming to get their children foster the development of trust.

EXTENDED DAY SERVICES AND POLICIES

We offer various programs for families who need extended hours. These programs are offered for an additional fee and are available on a pre-registered basis. **Payment is due at the time of sign-in if child has not pre-registered as a "regular".** If openings become available, they can be filled on a first come, first served basis. **Drop in care is not available.** All programs operate on the preschool calendar and on a daily basis. **The Extended Day Programs are open to children who are enrolled in the Weekday School.** *Children may sign up for Extended Day Services on days they are not enrolled in morning, tuition-based classes (i.e. MWF 3s may register for Lunch Bunch on Tuesday and*

Thursdays). Registration for all programs begins in August. If any spaces remain unfilled, anyone not enrolled but interested in one of the programs may obtain a registration form in the Extended Day Office. **The Extended Day Coordinator is Ms. Kim Pitchford, she can be reached by calling the school and leaving a message between 8:45 am and 3:10 pm or email kpitchford@2ndpreslou.org. Contact Nina Hilbert at 895-3483, or email nhilbert@2ndpreslou.org for Extended Day offerings in the Infant/Toddler Program.**

Early Morning Services (8:00 - 9:15 am)

Children arrive at 8:00 am via the main school door (Atrium door) and go directly to the Great Hall (follow signs) or Infant/Toddler Room. Each child must be accompanied into the classroom by a parent or designated adult caregiver. Parents must sign the child in. Never leave a child unless a representative of the Weekday School is present. Children may relax, engage in art experiences, large motor play or read books prior to their regular class during this early morning session. Children will be taken to their regular classroom sessions at 9:00 or 9:15 am.

Lunch Bunch Services (12:15 - 3:00 pm)

Children are typically taken to the Lunch Bunch gathering room at 12:10 p.m. If a child arrives after 12:10 pm, a parent or designated adult must accompany the child to the Lunch Bunch room. Never leave your child unless a teacher is present. Children eat lunch at approximately 12:30 for ITPs, as well as 2s through K. Dismissal is at 3:00 pm from the playground. Parents may pick up their child in carpool from door #8 (chapel door) from 3:00- 3:10, if there is inclement weather.

Children attending "Lunch Bunch" will need to bring a lunch from home in a bag or lunch box marked with his or her name. Milk and/or water will be provided. **Please send nutritious lunches that do not need refrigeration or reheating. No candy or sodas please!**

After Care Hours (3:00-5:00)

"After Care" is a multi-age option that will be informal planned experiences via the "Fun Room", "Light and Shadow Room" and other experiences. Please provide a snack for your child when they attend After Care.

The Cabinet of Health Services in Kentucky requires that lunches brought from home include:

- Milk (which we provide)
- Protein
- Two (2) vegetables or
- One (1) vegetable and one (1) fruit
- One (1) bread

Please send lunches that comply with our state regulations. We encourage you to bring foods that provide wholesome nutrition for your child. If you must include dessert, provide fruit or yogurt instead of cookies and sweets!

Please understand that the daily staff is hired according to the number of children pre-registered. If there are more applicants than available spaces, names will be placed on a waiting list. When the length of the waiting list merits opening an additional session, you will be notified and your child will be given a room assignment. Credit will be given only in the cases of school closing due to inclement weather or when a child misses an entire school day due to illness. **All extended day fees will be nonrefundable. This is a tuition-based program.**

When a day of school is missed due to an illness, make-up days may become available for that month. The school should be notified of your child's illness by 8:30 am. All make-up days must be scheduled **within the month of the missed day (due to illness)**. Please refer to the Extended Day Payment Schedule in the back of this handbook.

ENRICHMENT PROGRAMS AND RESOURCES

The resources we offer immeasurably enhance our students' experiences. Our LIBRARY, with over 4,500 volumes for children (and hundreds more for teachers and parents!) is one of the best stocked in the city and it continues to grow. Poster-sized books, stuffed animals, puppets and other visual aids help make literature come alive for children in their classrooms.

Our PLAYGROUND FACILITIES, professionally designed and built, offer plenty of opportunities for the children to run, climb, and play safely in the fresh air. Weather permitting, the children play outdoors each day.

Our SPEECH PROGRAM allows us to identify children who may need help and give them the assistance they need to communicate effectively.

Our MUSIC CLASSES promote life-long love and appreciation of music. Our children discover their singing voices, their listening skills, their responses to rhythm with movement and the joy they feel from singing with others.

Our MOVEMENT CLASSES give our children the opportunity to enhance their self-esteem through physical accomplishments. They develop skills in balance and coordination as they refine their large motor skills - all in a relaxed environment.

There are many other aspects that make our school a special place - too many to mention - so we invite you to come and see for yourself. School tours are conducted -- encourage your friends to give us a call to let us know when to arrange a tour after September.

“Children have real understanding only of that which they invent themselves, and each time that we try to teach them something too quickly, we keep them from re-inventing it themselves.”
Jean Piaget



Early Childhood Intervention

The school employs an Early Childhood Interventionist Coordinator who visits all classrooms to support children in their developmental journey. The Interventionist's responsibilities include: observation of children, developmental screenings, and support to faculty and parents. Additional outside services may be requested at the parents' expense (speech and hearing assessments, physical or occupational therapy, family therapy, etc). If specialized needs are identified in your child, an Individual Education Plan (IEP) will be developed by an inter-disciplinary team in consultation with parents. This team may include the director or administrator of the Weekday School, teachers, therapists, and/or pediatricians. The IEP will outline developmental goals and strategies to achieve these goals. If parents decline to participate and/or support the Individual Education Plan, and the school cannot best meet the individual needs of a child, the child may be required to withdraw. **On occasion, parents may need to hire additional support professionals for their child or may be asked to contribute to the costs of specialists needed for their child's particular needs.** All support staff hired to facilitate an individual child's learning must attend the school's staff meetings and planning sessions with the teacher and be approved by the school's Interdisciplinary Committee.

The school's Coordinator of Early Childhood Intervention serves as a resource person for teachers, an observer to detect patterns of behavior, and, after conferencing with teachers and parents may conduct an informal assessment. The results of the assessment are shared with the parents and teachers and are used to develop a plan of action to better serve the needs of the child.

Speech/Language Screening

Optional speech-language screenings are conducted at school. This optional service is at the parents' expense. Permission forms are sent out prior to the screening dates for each class. Screenings for 4s and kindergarten classes are completed in the early fall and screenings for 3s are completed after winter break unless requested earlier. Children in the Infant and Toddler Program and 2s classes are not routinely seen for screenings, however, if a special request is made by teacher, parent or other support staff, special screening arrangements can be made.

The school's speech/language pathologist is available for further comprehensive speech and language evaluation and for speech and language therapy. These services can be provided on-site during regular school hours, if desired. The cost of these services is also the responsibility of the parents. The rate is set by the speech pathologist and the school does not receive any portion of these fees.

Vision Screening

All children in our 2s-Kindergarten classes receive a free vision screening each spring. You will be contacted, if further evaluation is recommended.

PHYSICAL ENVIRONMENT

Our environment at 2nd Pres is intriguing...it is aesthetically pleasing, and cultivates children's curiosity and imagination. Everything in the school is planned with children's development in consideration -- from the soft colors of the wall to the tone of the teacher's voice. Safety is always a primary concern. Each classroom is arranged in organized learning areas that invite all children into the mainstream of learning in a non-threatening way. The outdoor environment has also been thoughtfully arranged and is an extension of the classroom. One of the major purposes of the indoor and outdoor environments is to provide a variety of activities that match the child's developmental needs, abilities and interests. All young children need a nurturing environment.

OPERATING POLICIES AND PROCEDURES

ABSENCES

Please notify the school if your child will be absent. Let the school know if your child has a communicable virus or disease.

ACCREDITATION / REGULATORY AGENCIES

Since February 1988, our school has been under the jurisdiction of the Cabinet for Health and Family Services, Department for Social Services and must meet the standards set for all Kentucky childcare facilities.

The school has been accredited by the National Academy of Early Childhood Programs three times since its inception (a division of the National Association for the Education of Young Children). This accreditation process allowed our school to move to its next stage of development. As a school community, it is a wonderful opportunity to appreciate our successes, recognize areas which need to be improved, and dream about our future.

In addition to NAEYC, the school is a member of NAREA (North America Reggio Emilia Alliance).

ADMISSIONS / REGISTRATION PROCEDURES

Second Presbyterian Church members have the first opportunity to register for the following school year in early November. All current patrons have an opportunity to register in November. The community-at-large may request an application at the time of a tour or any time beginning on the first Monday of November and thereafter, and will be notified in February. A non-refundable registration fee is paid at the time of registration. Waiting lists are kept once classes are full. The school will respond to all applications by February 1.

The school retains the right to determine admission policies. Typically those decisions are based on a range of criteria: diversity, gender balances, maturity, etc. Class placement follows the August 1st cut-off. Children must have turned two by August 1st to be placed in a 2s classroom, must have turned three by August 1st to be placed in a 3s classroom, etc. More detailed registration and enrollment policies are available in the office.

Enrollment policies are based on the following priorities:

1. Church member and school staff.
2. Children currently enrolled in school (according to length of enrollment).
3. Siblings of currently enrolled.
4. Siblings of children previously enrolled in school (alumni families).
5. "New" students who will be admitted with consideration given to the education needs of the school.

Tuition Refunds

In the event the school is responsible for a class cancellation, all registration fees and payments will be refunded. The school does not make any reduction in tuition for absences of any length for any reason.*

Withdrawals

Our program is designed for your child to attend the full school year (late August-May). If a child must withdraw for any reason, you are responsible for **All** payments due prior to the time written notice of cancellation is given to the school. A waiver will be considered for:

- Out-of-town relocation
- Disability/Medical needs of child (certified by doctor's statement).
- In all other cases, tuition **will not** be refunded unless written notice of withdrawal is received at the office of Second Presbyterian Weekday School on or before May 1, prior to the beginning of the school year in August. Notification of Kindergarten withdrawal must be made in writing on or before March 1st, prior to the beginning of the school year in August. The school also will not make any reduction in tuition for absences of any length for any reason.*

*This policy is necessary because our tuition rate does not allow for any surplus to carry teachers' salaries in the event of withdrawal. The Registration Fee is not refundable. Please refer to "Registration Form and Contract" for more information.

AUTHORIZATION OF CHILD RELEASE

Prior to our home visit program, parents receive a form to list names of persons authorized to pick up their children. Children of estranged parents will be released only upon the request of the guardian who a court holds directly responsible for the child. A copy of the order must be on file with the school office.

CALENDAR

The Weekday School operates its calendar separate from all other private and public schools. Teachers are provided in-service days, which are periods of revitalization for our staff to learn from, and share with, one another in half and all-day seminars. Consultants in early childhood education provide workshops and teachers are given release time to visit other educational facilities in our community. We strive to attend a national conference every other year.

Faculty meetings are held on one Monday afternoon four times a year from 12:45 to 3:15. Refer to the calendar for specific dates. Afternoon classes and Extended Day Services are not offered on in-service / faculty meeting days.

CANCELLATION OF SCHOOL

In the event that Jefferson County Public Schools (JCPS) are closed due to severe weather conditions, Second Presbyterian Weekday School will typically close as well. Occasionally, we are able to hold school if JCPS is cancelled due to extreme cold weather conditions. If JCPS is on a delayed schedule, we will continue our regular beginning hours. Listen to WAVE 3 or WHAS for information!

If a situation arises that constitutes a school closing that differs from public school information, we will implement a telephone tree calling system or email, whereby each family will be contacted. We also may use REMIND.COM which parents sign up for to receive text notifications such as this.

Currently, Second Presbyterian has "Snow Days" built into the existing calendar. In extreme conditions, in order to comply with state regulations, Kindergarten may be required to make up days at the discretion of the Board. Preschool classes will make-up all days AFTER built in days are used with balanced consideration given to the staggered class schedules.

CARPOOL / PARKING

SHARE THE RIDE! This handbook includes a school directory listing names, addresses, and phone numbers of all children by classroom. Our families in our Infant/Toddler Program will receive a supplemental Family directory. We encourage you to use this booklet to arrange a carpool for the year. During Phase-in Sessions, carpool numbers are issued for each

child in our 2s through Kindergarten classes.

All parents/visitors to the school must use the main entrance nearest the Atrium door, door #9, or if you are with the Infant Toddler Program, Door #1. Please check in with the office to sign-in. **(Door #1 is ONLY used by our Infant Toddler Program).**

Carpool loading/unloading would only be cancelled in the case of lightning (it would be unsafe for teachers to continually use umbrellas during this time). In this event, please park and walk in when it is safe.

AM Drop-off

- Infant-Toddler Program, Door #1 – escort child into classroom and sign in.
 - 2s-4s, Doors #8 and 9; Kindergarten, Door #10 by playground
- A staff member will assist your child from your car and walk them into the building.
Children will be accompanied by a staff member to their classroom.

PM Pick-up

- Infant Toddler Program, Door #1 – Please walk in and sign your child out from classroom
- 2s-Kindergarten, Doors 8-9

A few minutes prior to dismissal, children are taken to their designated carpool waiting area. **PLEASE ALLOW A TWO WEEK ADJUSTMENT PERIOD BEFORE REQUESTING THAT YOUR CHILD GO HOME WITH ANOTHER STUDENT.** This allows the teachers and children time to become familiar with your child's assigned carpool area. A staff member will assist your child to your car.

Carpool drivers and parents who drive their children individually or in carpool groups (3s classes to Kindergarten) will be given a card with the assigned carpool number. Families of 2s classes receive a color-coded family name card. This card must be displayed in the front window of the car when arriving to pick up your child (ren). A staff member may be sent out to "spot" carpool numbers, but we still need to see your number as you get near the front of the line to keep in correct sequence.

Please help carpool to be a safe and smooth time by:

- Displaying your carpool number in the windshield when you are picking up your child. **PLEASE KEEP IT DISPLAYED UNTIL YOUR CHILD IS IN THE CAR.**
- Pulling forward and buckling all passengers before proceeding from school grounds.
- Keep "arrival/drop-off time" smooth by:
 - turning off your cell phone...your child deserves your attention
 - gathering lunchbox(es), school tote bag(s), etc
 - sharing kisses and hugs before the door is opened
 - unbuckling seat belt(s)
 - turning off car engines when staff members are loading and unloading children

Entering Carpool / Parking Lot

Cars must enter according to designated stations. Traffic must be kept ONE WAY for safety precautions. Car seats must be placed in the center or passenger side position of your automobile. We ask parents walking and bicycling to honor the ONE WAY flow.



Exiting Carpool / Parking Lot

After picking up children, proceed to the area just beyond the entrance, stop and park to adjust seat belts and/or car seats.

If you must come into the building during carpool, please come to the office to sign your child out. This is a very hectic time and all teachers are involved in making carpool run safely and smoothly, therefore, this is not the best time to conference with your child's teacher! Parents and children crossing in the pick-up areas cause unnecessary pedestrian traffic. **Please use caution.**

If (after September) your child is not departing in their regular carpool, you must send a note stating with whom your child is leaving. **Written notification is required from BOTH homes.** For your child's safety NO EXCEPTIONS WILL BE MADE. Please notify other carpool drivers of any daily changes and attach the information in writing to your child's tote bag.

If there is a special need to pick up a child who normally participates in carpool, a parent or other designated caregiver must sign their child (ren) out in the office and tell the carpool or classroom teacher before leaving the building. It is up to each individual family to ensure their child's safety during carpool.

Parking Lot Safety

- Make our carpool lines "CELL PHONE" free!
- Insure safe crossing to our building and playground by holding children's hands when walking to and from cars.
- Be patient! Our carpool lines usually take only 15 minutes after the first couple of days.

CHILD ABUSE

We are required by Kentucky law (KRS 620.030) to report suspected child abuse or neglect to Child Protective Services. Abuse can be either physical or emotional/verbal. It is our responsibility to report suspected abuse by a parent, guardian or staff member.

Kentucky law protects a person reporting suspected child abuse or neglect from any criminal liability. We make every effort to support parents and understand differing parenting styles.

If a staff member is suspected of abuse, the following steps will be taken.

1. The staff person will be removed from the direct supervision of children.
2. The child will be examined for injuries and the Director or an office staff member will talk to the child to hear his or her account of the incident.
3. The Child Abuse Hotline will be notified if abuse is suspected.
4. If abuse is suspected, the child's parents will be notified.
5. If abuse did occur, the Licensing Division of the Cabinet for Families and Children will be notified within 24 hours.

CULTURAL AND RELIGIOUS DIVERSITY

The Weekday School is committed to a nonsectarian, diverse program. We actively seek to enroll children from diverse cultural and ethnic backgrounds to further enhance our offerings. Classroom experiences are planned to encourage children to be respectful of similarities and differences, while upholding values of Christian moral integrity. The school, though diverse in its offerings, is a Christian outreach ministry to the community and was "born" of the church. Young children are offered a warm, nurturing environment to explore God's world, friends and to nurture their spiritual selves. A daily prayer will be offered during snack. We invite the pastors and/or Director of Christian Education to share developmentally appropriate accounts of biblical concepts. The Church staff will host a 'Chapel Time' with our 3s through kindergarten classes one or two times a month. We also encourage families to work out appropriate ways to share their social, cultural and family traditions with the children in their classrooms in addition to our celebration of Christian holidays.

We also offer school-wide service-learning/mission projects, such as participating in the "Buddy Walk", "Shoobox Christmas Gifts", and collecting items for Wayside Mission or Cabbage Patch Settlement House via our Mitten Tree. An individual class may conduct a sing-a-long at a nursing home or decide on a class service project.

DISASTER PLAN/EMERGENCY EVACUATION

Evacuation procedures in case of fire, tornado or any other natural disaster are posted in the school office and in the classrooms. Fire drills are conducted monthly for the whole school. Tornado drills are conducted seasonally. In the event of a natural disaster, Chenoweth Elementary School will be our evacuation site or Lenihan Realty as an "on-needed" basis. Parents receive a plan-of-action at the first Parent Meeting.

If an emergency or threat is detected within the school, an emergency code to the staff is announced and results in a staff lock down of the building.

DISCIPLINE / GUIDANCE POLICIES

In accordance with our educational philosophy and program goals that emphasize a strong positive sense of identity and individualization, we strive to encourage self discipline and inner control. We believe that for children to navigate the social world successfully they need to develop positive beliefs about the world around them. Behavior is guided through strong, loving relationships that foster attachment, affiliation, initiative, problem solving, respect, and self-regulation.

We shape and guide challenging behavior by:

- Improving child/adult relationship
- Modeling problem-solving with peers (identifying the problem, listening with respect, modeling age appropriate expression of big emotions, developing and practicing possible solutions.)
- Implementing social emotional learning practices throughout the school day across all age groups. (Modeling healthy expression of all range of emotions and practicing coping strategies to promote self-regulation.)

If the child does not adjust to routine and to guidance within the group setting, assessment of developmental readiness will be made by the school team (administrators, teachers, early interventionist) to determine the child's needs and the program resources to meet those needs adequately.

We adhere to the belief that the "...misbehaving child, is a discouraged child". However, the Board of Directors of the Weekday School reserves the right to dismiss a child from school if his or her behavioral challenges cannot be met within the classroom. **It is our goal to work with families and to strive for a warm, safe and nurturing environment for all our children.**

FAMILY PARTICIPATION

We view you as the first and primary educators of the young child. We see our program as a partnership with your child as the central bond. Listed below are several ways we encourage parental involvement.

AT SCHOOL

Home Visits

Prior to the start of school, at least one of your child's teachers will make arrangements for a brief visit to your home. The teacher will spend time interacting with your child (reading books and conversing) simply establishing a beginning relationship. Parents will give all completed forms to the teachers to return to the school office. (**Forms are posted online**). This is a wonderful, informal way to begin the year on the child's turf and ease the transition to school.

Orientation / Kickoff Meeting

Prior to phase-in times (scheduled times to ease the transition into school), **all parents** are asked to attend a school-wide meeting to discuss classroom procedures and routines and to visit your child's classrooms.

Observation

After October (allowing for adjustment time), we invite you to observe children in their school environment. We are fortunate to have "one-way observation windows" that allow you to see the children (and not be seen!). Don't forget...children have "off days" just like we do!

Active Involvement

We encourage and welcome parents in the classrooms. We want you to sense the joy of this environment. We do ask that you respect this as the children's "work/play place". Become engaged and refrain from visiting with other adults at this time.

There will also be many opportunities for you to be actively involved with activities in the classroom, special occasions, and field trips. These will range from contributing snacks and materials to helping construct classroom equipment to helping with a cooking project. Family members are encouraged to share special interests and talents. The younger the children (2s), the less opportunity for direct classroom involvement.

Children's behavior in the 2s which can often be affected by parents or separation anxiety may increase with parents in the classroom, but we strive to provide many indirect ways to be involved.

Attitude Reflection

It is vitally important that you be calm and confident with your child. Be accepting of your child and reassure him/her. Please show only **positive attitudes** toward class and school experiences. If you have concerns, please talk with your child's teacher privately by telephone or an arranged conference. *Resolution of any miscommunication is in the best interest of your child and all concerned.*

Newsletters from the Director

We find that parents enjoy receiving our monthly newsletter so that they can review some of the school activities with their child(ren). This is an excellent time to reinforce concepts that are introduced to the children.

Calendar / Classroom News

Your child's teacher will send home a monthly calendar detailing possible projects and program ideas, and a monthly assigned snack calendar. These ideas must remain flexible to maintain a child-centered, child-driven curriculum versus a teacher-centered program. These monthly and weekly newsletters and other written communications sent home via the children will be attached to their diaper bag or tote bag. In some cases, teachers will be emailing newsletters and photos. Please be patient while we transition to a school wide policy of regular email newsletters.

Parent Conferences

There will be two (2) scheduled Parent-Teacher Conferences, one each semester for all students. However, please feel free at any time to arrange a conference to discuss any concerns regarding your child. Discussing concerns about your child at drop off or pick up time is not an ideal arrangement--call to arrange a time before or after school. **During school hours, the teachers' responsibility is with your child.** They will gladly talk to you at a time while they are not teaching.

Telephone Calls

You may call and leave a message and we will try to get back to you within 24 hours.

Parent Meetings

Occasional educational or social meetings will be held. Please make attendance a priority in the interest of your child. Dates will be announced in the newsletter.

Parent Committees

The Director and Board members randomly select committee members from the school roster. Each family receives a volunteer sign-up sheet prior to home visits and efforts are made to involve as many interested persons as possible.

Encouraging Children

On a daily basis let your child know they should be proud of themselves. Try to:

- share in your child's excitement and anticipation of school,
- spend 20 uninterrupted minutes with your child (play a game, talk, go for a walk, etc.),
- model reading and writing activities...show your child that these are an important part of everyday life,
- give your child simple tasks to do to promote independent skills and a sense of responsibility,
- provide a place where your child can hang up his/her tote bag and wrap, without adult help,
- dress your child in clothes that are comfortable and which allow independent toileting,
- encourage your child to speak clearly and to look at the person to whom s/he is speaking,
- encourage your child to listen without interrupting,
- encourage good health habits: washing hands before eating and after toileting, eating healthy, going outdoors daily, resting, using tissues when coughing and sneezing,
- read a minimum of 20 minutes a day to your child
- enjoy your child!

FIELD TRIPS

Children participating in our toddlers through 3s classes may go on walking excursions around our building. The 4s and Kindergarten classes will participate in four to eight field trips per school year. State licensed and approved school buses provide transportation. Parents will be notified in advance of dates, times, locations, etc. Parents must sign a Parent Permission Slip for each trip that requires transportation. If you choose not to allow your child to participate in one of these field trips, your child cannot attend school on the day of the scheduled field trip. Unfortunately, we cannot provide caregivers for the children who will not be able to participate in scheduled activities.

The following are guidelines for our parent helpers/field trip chaperones:

- Parents must have completed the Criminal Record Check process before chaperoning a field trip.
- Parents need to arrive 10 minutes early so teachers can notify parent of specific responsibilities. All parents will have a small group (2-4 children) to supervise.
- In order to give full attention to the children you are supervising, it is imperative that **siblings do not** accompany you on the trip. In many instances, correct provisions have not been made for an additional child.
- Please **turn your cell phone off** to allow full attention to the children. In case of an emergency, one teacher will have a cell phone where you can be contacted. Please leave the school number (895-3295) for an emergency and we will contact you.

We appreciate parents' willingness to chaperone -- the additional supervision is necessary and invaluable.

FOOD ALLERGIES

The Weekday School is committed to working on an individual basis in management of food allergies in the following ways:

- Studying treatment plans from parents, pediatricians, etc.
- Training and educating school personnel in proper management and reducing risks.
- Informing parents of classmates via anticipatory guidance specific to the child's age and developmental level.

Specific examples of strategies we use in our overall management:

- The Infant/Toddler area is peanut free; when a child transitions to a 2s classroom, their specific classroom (as well as their extended day classrooms) will be a peanut free zone.
- Parents in the classroom are notified of allergens and reminded weekly on snack calendars. Any food that comes into the room is thoroughly checked by the teachers.
- Staff are trained in CPR/First Aid and in the use of an epi-pen in the event of a reaction; allergy response kits are in each classroom in the event of anaphylaxis.

HEALTH / MEDICAL PROCEDURES

The Weekday School has access to a health consultant from our local health department. The health consultant provides the school consultation and technical assistance in the following ways:

- assessing the program's health, safety, nutrition and facility issues
- providing community health resources
- assisting the program in the event of a communicable disease outbreak
- promoting health by examining practices, procedures and written policies

Your child's health is a matter of major importance to all of us. The *Cabinet for Families and Children* requires that children have standard immunizations. The form verifying this should be obtained from your child's doctor and must be returned to school by the first day of school. We require that ALL children are immunized. We accept no religious exemptions.

Your child may be sent home if any symptoms of illness appear during the day. In such cases, your child will be immediately isolated from the other children and you will be contacted. Your child must be picked up from the office. We are a well-child school.

Keep your child home if he or she:

- has a fever or has had one during the previous 24 hours;
- has been taking an antibiotic for less than 24 hours;
- has had diarrhea or vomiting – must be excluded from class setting at least 24 hours until stool returns to normal and vomiting has ceased;

- has a cold that is less than four days old;
- has heavy nasal discharge;
- has a constant cough;
- is fussy, cranky, or generally out of sorts;
- is just tired (rest at such times may prevent the development of serious illness); or,
- has symptoms of a possible communicable disease. (These are usually sniffles, reddened eyes, sore throat, headache and abdominal pain plus fever.)

THE CHILD MAY RETURN WHEN HE/SHE IS ABLE TO PARTICIPATE WITHOUT COMPROMISING THE HEALTH AND SAFETY OF OTHER CHILDREN IN THE GROUP.

A child who is too ill to go outside should not attend school. If your child is not well enough to go outside, s/he needs to be kept home. Children may not stay unattended in the classroom, and the teachers are needed on the playground.

Please notify the school at once if your child has a communicable disease so we may alert families to possible exposure. Notification will be sent to all students who shared the same facilities with your child. Your child will not be identified.

Tuberculin screening is required of all staff members.

Medication

If the school is to administer medication, the medication must be in the original container and clearly labeled with the child's name, proper dosage, and name of the physician prescribing the medication. An appropriate form will be available for a parent or guardian to complete with detailed instructions.

Medicine must be signed in and picked up each day in the school office. It can be left in the box labeled "MEDICINE" or given to a member of the office staff. If it needs to be refrigerated, please notify a staff member. **Medicine left for more than five (5) days will be discarded.**

No simple aspirin, acetaminophen, diaper ointment or any other medication without a doctor's written permission will be administered to any child due to state regulations.

Forms

The following forms will be distributed via email to parents prior to the home visit. They must be completed and returned to the school prior to the first full day of classes. **All of the information collected on these forms will be treated with the utmost confidentiality.**

Medical History / Family Information – All of the information on this form is intended to help your child in the event of an emergency at a time when the child's parents cannot be reached. It contains a Medical Authorization and Release allowing the staff of the school to seek professional medical help, if necessary. Such assistance would only be sought in a dire emergency. This form must have at least two emergency contacts listed.

Allergies * A note from the pediatrician is needed to document a child's allergies, reactions and course of treatment. Before a school can alter a plan of action, snack plan, etc. the written medical documentation is required.

Child Profile - This form enables the teachers to become well acquainted with each child.

Immunization Certificate – A standardized Kentucky Immunization Certificate showing that the child is up-to-date on all immunizations must be on file in the school office by the first full day of school. ALL children entering the school in 2017 must have one on file (no waivers will be accepted for new children).

Emergency Procedures

In case of an accidental injury we will make an immediate attempt to contact a parent. If we cannot reach you, we will call the child's physician. If necessary, we will also call an ambulance or paramedics. Until the arrival of a parent, the

Director or Acting Director will be in charge and make all decisions for the care of your child. It is to your child's benefit that you keep the school up-to-date on phone numbers, emergency numbers and other pertinent information.

ORIENTATION

Parents have an opportunity to meet the teachers and other parents as a class prior to their child(ren)'s entrance in the program. Parents are notified in early August of the whole school Parent Orientation Meeting (referred to as 'Parent Kick-Off'). As part of this meeting parents have the opportunity to see the room, introduce each other and discuss anticipated needs with their child's teachers, and get an overview of the class schedule, program offerings, and assessment procedure.

PHASE-IN SESSIONS

Phase-in sessions are scheduled the week prior to the full-time sessions. These sessions are designed to ease the transition from the home to the school for your child. The first session is an orientation to the environment and an opportunity to meet the teacher. Classes for 2 year olds may need an extended phase-in schedule through mid-September depending on group dynamics and adjustments.

QUESTIONS AND CONCERNS

The following grievance procedures will apply when a parent has a concern or complaint about some aspect of the educational program:

1. If applicable, the parent should discuss the issue with the teacher involved at a pre-arranged time (before or after school hours).
2. If no resolution is reached, then the parent should discuss the issue with the Director. She will strive for resolution with the teacher.
3. If no resolution is reached, a meeting will be arranged with all parties.
4. If no resolution is reached, then the parent should discuss the issue with the Director and a board representative.

Our ultimate goal is to achieve resolution and work through challenges.

SAFETY ISSUES

- Seat belts and car safety seats
 - Kentucky law requires that all children under 40 inches or 40 pounds be transported in a federally-approved protective seat or booster. Children participating in our carpool must participate in this practice.
 - All children who are above the height and weight limit must be buckled in his/her own individual seat belt. Please do not "double buckle"...it is an unsafe practice.
- We strive to have a "cell phone-free" carpool line!
- Also, see Disaster Plan/Emergency Evacuation/Health, Medical Procedures.
- Recall alerts for children's toys and equipment may be found on the website listserv@cpsc.gov.

SCHOLARSHIPS/FINANCIAL ASSISTANCE

Second Presbyterian Weekday School awards partial financial aid according to need as determined by the Board Scholarship Committee. The Scholarship Committee considers applications only on the demonstration of need. Requests for financial aid should be addressed to the Scholarship Committee Chairperson and must reach the school office before December 1. All information pertaining to financial aid is kept confidential.

SOLICITATION

The school will send home only school and church related information regarding school-sponsored activities and events. Parents and organizations wishing to distribute information within the school concerning opportunities for children should submit a sample of their communication to the office staff for approval. If approved, the information will be displayed on our hallway table.

STATEMENT OF NON-DISCRIMINATORY POLICY

The school will not discriminate in any of its policies or practices with children and/or families on the basis of race, religion, sex, color, national origin, ethnic group, handicap or economic status.

STUDENT PLACEMENT

School policy states that assignment of students to classrooms will be made at the discretion of the staff, preschool Director, and Placement Committee. Specific guidelines are followed and placement will be made on the basis of educational and individual needs as well as distribution of age and gender.

Prior to beginning a new school, Kindergarten progress evaluations are sent to the school of choice for first grade by the school's request.

CLASSROOM GUIDELINES

ASSESSMENT

When we gain a sense of where children are developmentally (socially, emotionally, physically, intellectually and creatively) we are then able to respond more effectively. Assessment will help us in 1) communicating with families relative to the strengths and needs of the child; 2) planning curricula and evaluating its effectiveness; and 3) identifying children who may have exceptional needs and therefore require specialized services or referrals.

Our expectations must be in keeping not only with their developmental level, but with our foremost concern that each child is happy and excited about school and the process of learning. All information about your child's progress is confidential.

We will be assessing your child utilizing a variety of strategies. These strategies will vary from age group to age group and may include:

- systematic observation
- checklists
- tape recordings
- anecdotal records
- photography/video taping
- collection of children's work/creative experiences
- parent/teacher conferences

Our teachers utilize portfolios to document and celebrate your child's developmental growth. Our conference times afford you (parents) and the staff opportunities to set goals and be included in the development of plans. Currently we use a notebook portfolio system and are transitioning to an "e-portfolio" system.

*"It is the supreme art of the teacher to awaken
joy in creative expression and knowledge"*
Albert Einstein

ATTENDANCE POLICY

Consistent attendance is critical to the success of our early childhood program. Our program emphasizes "active learning" -- firsthand experiences rather than drill, rote memorization or work sheets. Therefore, children cannot easily make-up missed class experiences. Families can strengthen our home/school relationship by seeing that their children are well-rested, well-fed and encouraged about our program. We are working very hard to implement a developmentally appropriate program that is in the best interest of your child!

BIRTHDAYS

Because birthdays are important to young children and because children need continuous routine they can count on, we celebrate birthdays in the same way for all children. When a child has a birthday or a day designated as an "un-birthday" (for those whose birthday falls when the school is not in session), he or she is encouraged to decorate a crown or hat to be worn during the session. A parent's presence is welcome at this 15-20 minute event (i.e. song, story, and snack). Due to licensing regulations, **ONLY STORE PURCHASED TREATS MAY BE BROUGHT TO SCHOOL** in original commercial packaging.

Our parents have been most generous with donations in honor of their child's birthday. Suggestions for gifts include puzzles, art supplies, and playground items. We also have information available online describing how you may participate in our Birthday Book Club. Children love "giving" to their school. Check with the class teachers for items on their "wish list."

It is a Board policy that no home birthday party invitations or presents or thank you notes be sent through the school. Due to the nature of carpool and safety concerns, birthday parties will not be assembled to leave from school.

CLOTHING

Children should be dressed in serviceable, comfortable, and easily handled clothing that promotes independent, self-help skills. Simple, easy to manage washable play clothes are best. Children feel a sense of accomplishment when they can handle their own snaps, buttons, and zippers. All sweaters, coats, hats, and mittens must be permanently marked with the child's name. All removable items should have name tags or be marked. We have found knit hats and mittens to be preferable and it is helpful to have the mittens attached to the coat or jacket. If your child likes to wear dresses to school, send a pair of elastic waist pants to leave at school for outdoor play in winter.

Extra clothing is helpful, especially if your child is prone to having toilet accidents. Remember to accommodate for his/her growth and weather changes. Send appropriate clothing for both summer and winter. Put the clothes in a ziplock bag labeled with your child's name. Please bring it to school during the Phase-In week.

Smocks are provided for especially messy activities but children are more comfortable when they do not have to worry about keeping "dressy" or new clothes clean and neat. Our classroom experiences are all about "messy" creative art experiences, sand and water experiences, outdoor activities and cooking. **Clothes which parents are not concerned about soiling are best for helping children to freely participate in multi-sensory experiences.**

Our activities will require closed shoes with some support. Tennis shoes (especially on Movement days), oxfords or other tie shoes are recommended. **NO sandals, jellies, thongs, clogs, flip-flops, cowboy boots or patent leather shoes please.**

CURRICULUM

Our curriculum centers around the whole child. This approach meets a primary goal of helping each child reach full potential in all areas of life. Providing an age-appropriate, clean, safe learning environment allows our curriculum to emerge. The curriculum is an **emerging curriculum**, and under the direction of well-trained teachers, allows the child to experience the joy of learning, time to enjoy the process and ensure the development of self-esteem, and provides the experiences from which children create their knowledge. We view the environment as "the curriculum", thus everything in the school is planned with a child in mind. Within the environment, the child has both teacher-directed experiences and freedom of choice with a rich variety of learning experiences from which to choose. Every classroom has its own set of offerings which differs from age to age -- curriculum is a tool that is organized so each child can proceed at his/her own pace. This is the reason you will see few "whole-group lessons", "worksheet" papers or craft projects. Instead, the emphasis is on the **PROCESS** of learning more so than the product.

Research indicates that children thrive when they have real relationships and grow when curriculum activities are meaningful and geared to their interests and developmental and cultural needs. At the heart of children's learning is active play – uninterrupted time to explore and construct meaning and represent their experiences and understanding. The school's curriculum content areas are inspired by current research with NAEYC accreditation standards and an eye toward the Kentucky Early Childhood Standards. Staff engages in ongoing observation (formal and informal) and maintains portfolios of each child's progress that are shared during the Parent-Teacher conferences.

The following content areas are used in observation, collecting data, reflecting, evaluating experiences, and responding to developmental needs:

- Personal and Social Development
- Language and Literacy
- Mathematical and Scientific Thinking
- Social Studies
- The Arts
- Physical Development and Health

We plan for process and investigation, rather than products and clichés.

The foundation of our curriculum planning and child guidance is the learning environment, creating a "...place for childhoods" (Jim Greenman) and reflecting this in our documentation. We strive to foster and encourage "children's interests/themes" as a basis for planning to stimulate the emergence of children's ideas and understanding. Our assessment strategies are based on the goals of curriculum and are inspired by the Creative Curriculum (Diana Trister Dodge) and Learning Together with Young Children: A Curriculum Framework (Marge Carter and Deb Curtis).

SCHOOL CELEBRATIONS

At many schools, holidays are recognized and become the focus of the program. The children enrolled in our school are young and often confused by the meaning of various holidays. Also, the children represent a wide range of ethnic, racial and religious groups. In order to be sensitive to our families and the developmental needs of the children for consistency in their lives, holidays are not the focal point of the program. Instead we attempt to ensure continuity of experiences. If holidays are recognized, certain criteria guide us: a) the routine continues; b) continuity of experiences and concepts are fostered; c) planned experiences are developmentally appropriate; d) information is historically accurate; e) food served is nutritional; and, f) gifts are not exchanged among children.

- **Birthdays** (see p. 21)
- **Family Night** – The first week of school we have an "Ice Cream Social", an informal gathering of families.
- **Get-Acquainted Celebration** – Early in the school year, (late September or October) families are invited to participate by age groups (for example, 2s classes bring parents together to help make a scrapbook page to be included in a class book. On a different evening the 3s classes will host an event, etc.).
- **Parent Meeting of Infants/Toddlers** – Explore topic of interest and get-acquainted experience.
- **Halloween** – Individual 4s and Kindergarten classes may have a low-key class party (no costumes, a few activities, a snack and a story).
- **Christmas** – Children will make "surprise" gifts for their parents. Gifts for teachers are neither encouraged nor discouraged. If a child wants to give presents to their teachers, a simple gift in which s/he shares in the creation or choosing is fine. Room Parents may have group ideas which if is the case, will be strictly voluntarily.
- **Valentine's Day** – Some classes will opt to exchange valentines. These will be more easily distributed if they are signed with your child's name only (not addressed to a specific child) and enough for each child in the class.
- **Derby Parade** – This school-wide event is held the Wednesday before Derby where the different classes participate in a parade. This serves as a culminating event for a mission project also. Bring cameras.
- **Spring Sing/Flings** – For our 2s classes, parents will be invited to a participatory music class in May. For our 3s, 4s, and Kindergarten classes, parents will be invited to the Great Hall for a sharing of their favorite songs of the year.
- **End-Of-Year School Wide Picnic** – This is usually an evening the last week of school for the whole family at Robson Park in the Lyndon area.

NUTRITIOUS SNACKS

Snack time is a sharing experience...and a learning opportunity. Snacks are an important part of a young child's day and diet...it is not just a "treat." All parents will be asked to contribute nutritious snacks weekly, 2 or 3 times throughout the year for your child's class. We encourage foods that are not sugary, salty, and fatty. For example:

- Cheese cubes with pretzel sticks
- Half banana with dry cereal mix
- Half hard boiled egg with an orange wedge
- Yogurt and graham crackers
- Raw veggies with low-fat dip

Licensing services (The Kentucky Cabinet for Health Services) requires that any baked goods come from a commercially approved kitchen (must be pre-packaged).

Each class will send out an "Assigned Snack Calendar" with noted allergies considered.

Licensing requires that "...snacks include two (2) of the following:

Milk or milk product

Protein

Fruit or vegetable

or

Bread (whole wheat or enriched wheat)"

Nutritious snacks are provided by families throughout the year for the toddlers through 4s classes. Families of infants will provide individual offerings. Snacks for Kindergarten are provided via a snack fee. Each child receives a schedule designating his/her dates to provide the snack. Birthdays and "un-birthdays" will be marked on the list. The school will provide water at snack time. The school will provide cups as necessary. The child brings the snack to school on the specified dates in a "throw away" container. The snack should be labeled with both the child's and the teacher's name. Please note if refrigeration is necessary.

DUE TO STATE LICENSING REGULATIONS, SNACKS MUST BE STORE BOUGHT AND IN THEIR ORIGINAL CONTAINERS. NOTE: We do not serve nuts, whole grapes, peanuts or popcorn to preschoolers on the advice of pediatricians.

SHOW AND TELL TIMES

It is often hard to share in front of the group and it is hard for others to sit and listen. Therefore, "Show and Tell" is not a daily preschool activity. Teachers may on occasion request a particular item from home. Articles such as books, CDs and nature objects (which would be of educational value) are always welcome. Mark all items with your child's name.

We request that the following items remain at home: long dresses, costumes, umbrellas, toys, toy guns or other toy weapons, all glass containers, chewing gum, candy, money, pencils and pens, other valuables.

TOILET TRAINING

It is expected that all children entering our Three Year Old Program will have completed or be working on their "toilet learning/training". Toilet training is not a requirement for the young toddlers and Two Year Old Program.

However, we do ask parents of our infant, toddlers and twos who are wearing diapers to provide disposable diapers for the classroom.

Toilet learning techniques in a group setting often differ from the home experience. This can be due to the differences associated with group dynamics or an inability to provide significant amounts of undivided attention to an individual child. Our teachers will attempt to incorporate your methods of training into the classroom. However, we request that you also support the teacher's policies for toilet learning in a group setting.

TOTE BAGS

Our tote bag ritual begins with our older toddlers. These bags, which are color-coded for the various classes, will be given to each child during their home visit and our youngest learners receive a special bib. Each child should bring their tote bag to school daily to hold artwork, notes, etc. **Look through your child's bag after school each day.** Correspondence from the school will be sent home via these bags. They can be recycled for various uses at the end of the year or kept with selected mementos from your child's school year. No backpacks, please! These do not hang well

on our hooks and are cumbersome to manage.

TOYS AND TREASURES

As a general rule, we ask that children **not bring their personal toys** to the school. We want the children to focus on the materials available here at the school and the relationships that build out of "common property" versus "mine". We will welcome appropriate books, CDs, nature items (please label with your child's name).

Regular attendance at 2nd Pres is important; please send your child regularly and promptly.

Reminder:

	<u>Arrive:</u>	<u>Depart</u>
<i>Infants and Toddlers</i>	<i>9:00</i>	<i>12:00</i>
<i>2 year olds</i>	<i>8:55</i>	<i>11:55</i>
<i>3s, 4s, and K a.m.</i>	<i>9:15</i>	<i>12:15</i>
<i>All Day Kindergarten</i>	<i>9:15</i>	<i>3:10</i>
<i>Lunch Bunch</i>		<i>3:00</i>
<i>After Care</i>		<i>5:00</i>

When your child arrives late, s/he will miss part of the initial morning offerings and it is disruptive to the experience of others.

Please Be On Time!

SUGGESTED READINGS

Parents often stop by the office to ask our recommendation for some helpful resources. Check with our own library...we hope the following suggestions will prove helpful.

Ames, Louise Bates, PhD and Frances L. Ilg. M.D. Your Four-Year Old, Wild and Wonderful. New York: Dell, 1980.

Ames, Louise Bates, PhD and Frances L. Ilg. M.D. Your Three -Year Old, Friend or Enemy. New York: Dell, 1987.

Bilmes, Jenna Beyond Behavior Management. St. Paul: Redleaf Press, 2004

Brazelton, T. Berry, M.D. Toddlers and Parents. New York: Dell, 1989

Dreikurs, Rudolf and Lawrence Zukerman. Children – The Challenge and Parent’s Guide. New York: Dutton, 1987.

Elkind, David. Miseducation: Preschoolers at Risk. New York: Knopf, 1987.

Elkind, David: The Hurried Child: Growing Up Too Fast. Reading, MA: Addison – Wesley, 1981.

Faber, Adele and Elaine Mazlish. How To Talk So Kids Will Listen and Listen So Kids Will Talk. New York, NY: Avon Books, 1980.

Hamilton, Leslie. Child’s Play, 200 Instant Crafts and Activities for Preschoolers. New York, NY: Crown Publishers, Inc., 1989.

Miller, Karen. Ages and Stages. Telshare Publishing, 1985.

Samalin, Nancy. Love and Anger, the Parental Dilemma. New York, NY: Penguin Putman, Inc., 1991.

Schwartz, Sue, Ph.D. and Joan E. Heller Miller, Ed.M. The New Language of Toys, Teaching Communication Skills to Children with Special Needs. Bethesda, MD: Woodbine House, Inc., 1996.

Trelease, Jim. The Read-Aloud Handbook.

Newest reviewed books:

Bronson, Po and Merryman, Ashley. Nurture Shock, 2009

Galinsky, Ellen. Mind in the Making, 2010

Healy, Jane. Endangered Minds: Why Children Don’t Think and What We Can Do About It.

Kuykendall, Carol. Five-Star Families: Moving Yours From Good to Great, 2005

Louv, Richard. Last Child in the Woods: Saving Our Children from Nature Deficit Disorder,

