



CDC

“Growing and learning in the light of His love...”

Parent Handbook 2019-2020

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Dear Parents,

Welcome to the College Park United Methodist Church Child Development Centre (CDC)! We are so excited to have you join our family and entrust us with the care of your children.

The safety and security of your child is our top priority. We are honored and privileged to be given the opportunity to minister and educate your children. The CDC is made up of a family of well-educated teachers, administrators, and loving staff. Our Christian, child-centered curriculum, and prominent displays of children's work all help to create an atmosphere that is welcoming, loving and secure. We know that giving children a strong start is the first step to a positive educational experience.

Here at the CDC we must ensure that all programs are developmentally appropriate, collaborative, and inclusive for all children. We want to create instruction that is engaging, meaningful, and challenging. Our goal is to individualize the needs of each child as necessary for their own personal development. Effectively communicating is essential among teachers, administrative staff, families, the church and the community. We want your child's experience at CDC to be a wonderful one!

As the director, I am committed to the overall vision of *"growing and learning in the light of His love"*. Please know that my office will be open, and I am more than happy to discuss any concerns or questions you may have about your child as they progress throughout the year. I look forward to seeing how God will continue to bless and work in the ministry of CPUMC Child Development Centre.

In Christ,

Carmen Loiseau

Carmen Loiseau
Director

College Park United Methodist Church Child Development Centre Mission Statement



*To accept each child as a unique individual,
blessed with talents and gifts,
worthy of recognition and praise,
and to provide each child a safe, loving, and effective
Christian environment that promotes growing
and learning in the light of His love.*

Tuition & Fees

ANNUAL NON-REFUNDABLE FEES

\$100 Registration Fee

\$100 Supply Fee

The \$200 Registration and Supply Fee is due during pre-enrollment for currently enrolled students and at the time of enrollment for new students. The fee is due to secure your child's space. This fee helps defray the cost of consumable materials and supplies. This fee is per child. It is non-refundable and non-transferable.

TUITION

7:00 A.M. - 6:00 P.M.

CLASSROOM	APPROXIMATE AGE RANGE	ROOM NUMBERS	WEEKLY RATE
Infant Rooms	6 weeks- 12 months	Baby House & Transition Room	\$230.00
Toddler Rooms	12 months- 24 months old	Room 1, 2 & 3	\$220.00
Twos Room	2 years old	Room 7	\$210.00
Early Preschool	2(by Sept.1 st)- 3 years old	Room 8	\$200.00
Preschool Rooms	3(by Sept.1 st)- 4 years old	Room 10 & 11	\$190.00
Pre-K Rooms	4(by Sept.1 st)- 5 years old	Room 4 & 6	\$185.00

We are a full-time facility. We pay full-time employees in order to provide a consistent environment for the children. Tuition is due by 6 pm on the first business day of each week. If your child is absent that day, tuition is due the first day he/she returns to school. Tuition will not be prorated for days missed because of illness or partial weeks due to holidays. Tuition payments are based on an annual tuition rate, equally divided into weekly payments. Teachers must be paid whether children are present or not. Tuition is charged by the classroom in which your child attends.

Payments can be made by check, Tuition Express, and cash.

Parents whose children are enrolled before March 1st, are granted two weeks out of each school year (August 2018-August 2019) to be designated as VACATION WEEKS, for which they will pay one-half their regular tuition.

This vacation time must be taken in increments of five consecutive days. Parents enrolling their children March 1st or later, will be granted one vacation week to be taken before August 2019. A Vacation Request Form must be submitted to the Front Office. Vacation weeks may not be carried forward to the next school year. Parents will pay no tuition the full week of Christmas Break (December 24- December 28, 2018).

- Families with more than one child enrolled will receive a 10% discount on the oldest child's tuition.
- Active church members of CPUMC receive \$25.00 off the weekly tuition rate. If there is more than one child, this is off the combined tuition rate.
- Families who are eligible for both the church & sibling discount, will receive whichever one is greater.
- Accounts must be paid in full by 6 p.m. on Monday of each week. If not, there will be a \$20.00 late fee charged.
- Because of the financial obligations and the need to work within our budget, we do not accept post-dated checks nor will we hold checks for delayed deposit.
- If a child's tuition is two weeks in arrears, the child may not return to school until the account is paid in full.
- Parents of children who have not been picked up by 6:00 p.m. will be charged \$1.00 for every minute after closing. The rate will be doubled for more than one child in the family.
- Refunds are not available. Any overpayment of fees will be credited to your account. If a child is withdrawn with a credit on the account, those monies are forfeited to the school. No refund checks will be written at any time.
- Tuition for the week a child is absent from the CDC is due the day the child returns.
- We require a two-week notice when your child withdraws from our Centre. Parents are responsible for two weeks' tuition past the notice of withdrawal.
- The CDC accepts all children, regardless of race, creed, or national origin; however, we are a Christian facility and our policies and procedures, as well as the foundation of our educational programs, are based upon basic Biblical teachings.

In order to be financially transparent, all financial transactions will be charged to your child's ledger: Parent's Night Out, registration fee, late pick up fee, "Pizza Friday", etc.

Payments can be made by check, Tuition Express, and cash.

Room Assignment

Children are placed in classrooms based upon minimum age level requirements set by the Department of Children and Families as well as each child's developmental skill level. It is not our practice to combine rooms, but we may have to at times.

Tuition rates are based on the classroom your child is in, not his/her age.

Teacher to Student Ratio

	Infants	One-year-old's	Two-year-old's	Three-year-old's	Four-year-old's
Florida State Ratios	1 to 4	1 to 6	1 to 11	1 to 15	1 to 20
CDC Ratios	1 to 4**	1 to 6**	1 to 7	1 to 8	1 to 11

** In addition to our regular classroom teachers, the CDC keeps Teacher Assistants on staff to allow for extra help. Having these Teacher Assistants on staff means both the children and the teachers are well acquainted with one another & work together. These assistants also provide coverage for teacher lunches, teachers who are absent, and serve as an extra “helping hand” when we have a full staff. Many of our assistants are college students who are majoring in Education.

Transitions

Because we are a developmental center, children may be moved during the school year to insure developmentally appropriate skill level stimulation and growth. Decisions are made based on what is best for each child’s safety, education and welfare. At times, classrooms within the same age groups can be combined to accommodate for teacher-student ratios. Sometimes the decision to move a child is more difficult for the parents, than the child, because they may have a favorite teacher or favorite classroom; however, we encourage parents to look beyond the short-term effect and concentrate on the long-term advantage, proper growth and development for your child. We work to make all transitions as smooth as possible for the children. Notices will go home, informing parents of an upcoming move. Teachers and the office staff will guide parents through the process.

Daily Schedules

Teaching children to follow a daily schedule is essential for effective learning and behavior management. Children thrive in an active, loving, and consistent environment. Infants who begin in our Baby House Infant Rooms follow an on-demand schedule. Around five months of age, we begin to transition children to a set daily schedule. Children in our infant/toddler/2/EP/P/PK classrooms follow a set daily schedule which includes the following:

- Circle time
- Child-directed activities
- Teacher-directed activities
- Small group activities
- Whole group activities
- Fine motor activities
- Gross motor activities
- Language and literacy
- Playground Time
- Creative expression through music, art, and dramatic play
- Christian Education
- Snacks (morning and afternoon)
- Lunch
- Nap Time
- Chapel
- Spanish Instruction and Music (2-4 year-old)
- Yoga

Open-Door Policy

Children are easily distracted and any time someone enters the classroom their attention is drawn away from learning. Therefore, parents are encouraged to settle their child into the classroom, kiss him/her goodbye and leave promptly. A child's school day does not truly begin until the parent has left, at which time the child can make the transition from home to school.

Additionally, because lunch and nap time run from about 11:30-2:30, we ask that children are not dropped off or picked up during that time in order to facilitate consistency in learning and developmental stimulation.

Circle time begins at 9:00 am every day. We prefer you drop off your child prior to the start of Circle Time. This allows him or her to begin their day with consistency, and dive into their morning welcome and curriculum.

Our school has an open-door policy. This policy allows parents to "peek" in on children at any time to ensure they are receiving quality care in an effective learning environment. This policy does not permit parents to enter their child's classroom, unannounced, throughout the school day.

We work to avoid all unnecessary disruptions to the learning process. We are happy to have parents spend time volunteering in the child's classroom if arrangements are made with the teacher at least 24 hours in advance. This will allow the teacher to plan a special activity for the parent to help with and will allow the teacher to prepare the children for a special visitor.

Parent Teacher Organization

The PTO is a great way to get involved with the CDC. In addition to creating social events for the CDC families, the PTO raises money for items off the CDC wish list.

The Mission statement of our PTO is *"To further benefit our children by helping provide education, aesthetic and structural tools for each classroom while building community among the families who attend the CDC."*

The meetings are run by nominated PTO officers. Childcare is provided free of charge.

Amazon Smile

Dear CDC Parents and Families,

You can help the CDC by assigning us as the charity of your choice through Amazon Smile 😊

A small percentage of what you spend will go to our school!

<https://smile.amazon.com/ch/59-0725535>

Educational Philosophy

The Theory of Multiple Intelligences

Howard Gardner, a Harvard professor, developed his “Theory of Multiple Intelligences” (MI) after years of research on how people learn most effectively. Gardner believes all children are “smart”; they are just “smart” in different ways. He has identified eight separate intelligences that we are all born with and he proposes that those can be developed by deliberately focusing on a child’s dominant intelligence, teaching through his/her strengths.

We believe looking at each child as a unique individual, identifying how he/she learns best, and tailoring instruction to each child’s specific and unique learning style, is the most effective way to teach/learn. Below is a glimpse of the eight intelligences, identified in Gardner’s MI theory.

The **Verbal-Linguistic child** is word-oriented; a good storyteller and writer, a trivia expert; an avid reader who thinks in words and loves verbal play (tongue twisters, puns, riddles).

The **Logical-Mathematical child** is concept-oriented; the little scientist who loves experiments, testing hypotheses, and discovering logical patterns in nature; a good math student.

The **Visual-Spatial child** is image-and picture-oriented; a daydreamer; an artist, designer, or inventor; attracted to visual media; adept at spatial puzzles (Rubik’s cube, three-dimensional tic-tac-toe) creates visual patterns.

The **Musical-Rhythmic child** is rhythm- and melody-oriented; may sing or play a musical instrument; sings little songs (original or learned); becomes animated and may study better when music is playing.

The **Bodily-Kinesthetic child** is physically oriented; excels in athletics or fine-motor areas like crafts; achieves self-expression through body action (acting, dancing, mime); touches things to learn about them.

The **Interpersonal child** is socially oriented; has strong leadership abilities; mediates disputes, can be an excellent teacher; enjoys group games and cooperative learning.

The **Intrapersonal child** is intuitively oriented; is strong-willed and self-motivated; prefers solitary hobbies and activities; often appears to march to the beat of a different drummer.

The **Naturalist child** is environmentally oriented; understands, appreciates and enjoys the natural world; has the ability to observe, understand and organize patterns in nature; enjoys nurturing plants and animals.

Thematic Instruction

We believe children learn by doing (hands-on, interactive education) with a healthy balance of child-initiated and teacher-directed activities daily. Additionally, research shows us that children are better able to retain information when it is presented to them in a contextual format and makes a connection with prior knowledge. For this reason, our curriculum centers around monthly themes.

Instructional material, in all disciplines, is presented within the context of familiar themes such as the Rainforest, Space Travel, Dinosaurs, Barnyard Friends, Travel, etc. Teaching within these concepts provides students with optimum opportunities for learning and long-term retention.

Weekly lesson plans include Circle Time, Whole and Small Group Activities, Language, Music/Creative Movement, Christian Education, Art, Fine/Gross Motor Skill Development, Math, Science, and Social Studies and are designed to best stimulate age-appropriate skill development at every age.

School Calendar 2019-2020

In order for the CDC to maintain competitive in recruiting and sustaining teachers, we feel it is important to offer our teachers the same benefits as surrounding private schools. Please review the 2019-2020 calendar and note each day that the CDC will be closed.

We are a year-round school; however, we have several days off throughout the year to accommodate for training, continued education, classes, etc. It is very important for us to meet the needs of our families, while still providing ample time for continued education and rest for our teachers, as a year-round provider.

We have great teachers here and keeping a positive morale and working environment is important so that we can keep a strong well-educated staff. Tuition rates are not prorated whether a child attends five days or two. All full-time teachers are paid for holidays, and/or days that the CDC is closed.

Child Development Center Discipline Policy

We believe that positive discipline is an integral part of your child's growth and development. Please note that the key word is discipline, not punishment. We are here to assist and encourage your child in developing appropriate behavior patterns.

We want our children to learn positive behavior (i.e. using inside voices, lining up, listening, following classroom schedules, and routines). Here at CDC we will be implementing the FIVE STEPS TO SUCCESS, rather than having a lengthy list of rules.

FIVE STEPS TO SUCCESS

1. Safe hands and safe feet
2. Try your best
3. Express yourself
4. Play nice with others
5. Stop and think!

We will try first to ignore the inappropriate behavior while reinforcing the positive behavior.

We will redirect your child to make better choices.

We do not use any form of corporal punishment or verbal abuse. If a specific behavior is considered excessive or dangerous, parents will be asked to meet for a conference to help partner with the school to find a solution. If the behavior does not improve, dis-enrollment will be discussed.

We reserve the right to end the enrollment of a child at any time for any reason deemed appropriate. Whenever possible, prior notification will be provided to the parent.

Daily and/or weekly reports will be sent home in an effort to communicate with parents as to their child's progress, developmentally, as well as behaviorally. This practice will allow parents to learn about their child's day without taking the teacher away from her responsibilities to "chat" when it is important for her to be interacting with the children in the classroom. If lengthy discussion is necessary, the parents may call the CDC office (407-841-6020) and schedule an appointment with the teacher.

Crisis Plan

The CDC has a crisis plan in place. This plan includes the actions we would take in order to protect the children in case of a natural disaster or a man-made threat. In both cases, the school will be locked down and we will not allow anyone to enter the building until we have a clearance from local police and/or the United States Government.

Severe Weather Plan

Our school will *generally* follow Orange County Public Schools regarding closing our school due to severe weather threats. After the threat of severe weather has passed, we will reopen the school as soon as possible; however, we cannot operate the school without fully functioning electric and running water. Information regarding specific instructions will be posted on the Parent Bulletin Board and will be distributed in all student folders, as needed.

Party Invitation Policy

The Child Development Centre will only distribute party invitations to students if every child in the class is invited. If you choose to invite only certain children to your child's party, distribution of invitations must take place outside of school.

Parent Distribution of Material

We will not distribute items advertising for profit businesses, flyers asking for money, or donations of any kind for business or personal reasons.

Any items to be considered for distribution must be approved by administration and are usually limited to free community events, free or discounted coupons for items of events we feel will benefit our families and/or child/family friendly services that our parents have shown an interest in (ex. swimming lessons, soccer leagues).

Breakfast/Lunch/Snack Nutrition

Baby House

All formula and breast milk must be prepared by the parent and placed in individual bottles. Bottles are kept refrigerated until feeding times and then warmed by means of warm water. No cereal may be mixed in bottles. Baby food and finger food should be ready to serve requiring minimal preparation by teachers. If your infant is breastfed, please acclimate him/her to drinking from a bottle prior to starting at the CDC. Be sure to label all bottles, caps, and food containers with your child's first and last name. We ask that you only pack plastic bottles/cups, as glass poses a safety hazard.

Big School

From 7:00-7:45 am, we will be happy to serve your child a breakfast that you have provided. If your child arrives after 7:45 a.m., we ask that he/she has already eaten breakfast at home so that our school day may progress on schedule. After 7:45, the next time your child will eat will be morning snack.

Parents are asked to pack a lunch for their child. Lunch should include protein, dairy, grains, vegetables and fruits. We ask that fresh fruit and vegetables be cut into bite-sized pieces before putting them in the lunch box. If a child needs a spoon, please furnish one. Because teachers are supervising several children, we have found that sandwiches and finger foods work best at lunch time.

Snack time is provided daily each morning and afternoon. We ask parents to pack a "snack bag" for their child and place it in the lunch box. Bite-sized pieces of fruit, crackers, Goldfish, celery sticks, etc. work well at snack time. Candy, cookies, cakes, etc. are discouraged because of their high sugar-content. If you would like your child to have an additional drink for snack, please provide one.

Every child will have a cubby assigned to him/her. We ask parents to place the child's lunch box in the cubby each morning. Be sure you have properly labeled your child's lunch box and the contents therein, to avoid any mix-ups or lost items. We ask that you only pack plastic containers, as glass poses a safety hazard. All food and drinks should be ready to serve requiring minimum preparation by teachers. Do not forget to pack a spoon or fork for your child each day.

Special Snacks/Treats

Due to allergies and dietary restrictions it is our school policy that parents will be notified BEFORE any special snack or treat is given. This includes birthday cupcakes or treats. Please notify your child's teacher two-weeks prior to bringing in any special snacks/treats.

Food Policy

Per DCF, the CDC encourages your child's meals to follow the guideline of the USDA guidelines outlined in the food pyramid.

Nap

All children are required to rest quietly on a mat at nap time. If it will help your child rest more comfortably, he/she may bring a small item from home (small pillow, sheet, stuffed animal) with which to sleep. These items will be stored in the cubbies and will only be allowed out at nap time. One regulation mat (as required by The Department of Children and Families) is furnished for each child upon enrollment. If the mat rips or it is otherwise damaged, so as not to pass the DCF inspection, parents are responsible for a replacement mat fee of \$8.00.

Safe Sleeping Position for Infants

In accordance with the recommendations of the American Academy of Pediatrics, we place infants on their back to sleep in cribs with no blankets, pillows or wedges of any kind.

Personal Belongings

It is the parent's responsibility to make sure their child has all the supplies he/she will need while in the care of CDC employees. These items include, but are not limited to diapers, wipes, lunch, snacks, drinks, and a change of clothing in case of an accident. If we find a child is out of these necessities, we will call the parent immediately to bring in the necessary items.

**Please label EVERYTHING you bring with your child's
FIRST and LAST NAME.**

Clothing

Suitable clothing is essential for your child's safety and comfort at school. We recommend light comfortable clothing that can get messy. CLOSED shoes are required; flip-flops and open back sandals are not permitted. Dress your child for comfort and play.

Procedures for Illness

If your child is sent home with a fever, vomiting, diarrhea, or any other symptom the school administration considers to be contagious, you may not return him/her to the CDC until at least 24 hours have passed and all symptoms are gone (symptoms include, but are not limited to, pulling on ears, runny nose, loss of appetite, cranky or lethargic, etc.), WITH A DOCTOR'S NOTE ONLY.

This policy is for your child's protection, as well as for all the other children. We are not equipped to care for sick children, nor do we want to endanger the health of all children in our care. DCF states that the Centre determines when the child may return to school. We may also call you if your child is inconsolable from feeling poorly, or if your child has a condition that we feel needs medical attention.

- If your child becomes ill at home, the same 24-hour rule applies.
- Any child with pink eye will be sent home immediately and must be on medication for 24 hours before being allowed to return to school.
- In case of an emergency, we will call 911 in order to provide your child the best possible emergency treatment, after which we will contact the parents. If necessary, the child will be transported by ambulance to the nearest hospital.

If your child is not well enough to participate in class activities, please keep your child at home for the day. Please have your child remain at home if he or she exhibits the following:

1. Head lice: a child can return the following day if the following has been followed (per DCF): a product box, box top, empty bottle, or signed statement by a custodial parent or legal guardian that treatment has occurred
2. Severe coughing, causing a child to become red or blue in the face or to make a whooping sound
3. Difficult or rapid breathing
4. Stiff neck
5. Diarrhea (more than one abnormally loose stool within a 24-hour period)
6. Vomiting
7. A fever of 101.4 degrees Fahrenheit or higher
8. Pink Eye
9. Exposed, open skin lesions
10. Unusually dark urine and/or gray or white stool
11. Yellowish skin or eyes
12. Any other unusual sign or symptom of illness.

Children exhibiting these signs or symptoms will be asked to remain at home or picked up from the CDC if the child is in attendance. Children should be picked up within one hour of being notified. A child may not return without medical authorization. Children will not be given Tylenol or Motrin at the CDC to keep a fever down. The CDC Director has the final authority on when a child may return.

If a child has severe allergies/ medical conditions, the CDC REQUIRES a doctor's written instruction of what is to be done.

Lack of adhering to these policies, can result in disenrollment of your child.

Procedures for Medication

When possible, children's medications should be given at home before and/or after school.

We will be happy to administer medications to your child upon receiving a completed and current Medication Authorization Form for our files. These forms are valid for a maximum of 30 days. The medication must be in the original container and must be properly labeled with the child's name, dosage, date, and the prescribing physician's name and phone number. All over-the-counter medication must be labeled as to proper dosages.

If the child is younger than the recommended age for the least dosage, we must have a doctor's note, stating the proper dosage for your child. Parents must provide a dispenser. Dosage on dispenser and on prescription must match.

Parents may not dispense medication by placing it in a child's bottle, cup or food. Upon discovery of such a situation, we will call and ask that you come pick your child up.

Medication will not be administered unless the above procedures are followed.

Immunizations

All children must be up to date on their immunizations before being admitted to the CDC. This applies to the children in the baby house through school-age classrooms. Acceptable documentation for records of immunization must be validated by a physician or other healthcare professional with a signature or a rubber stamp and include your child's name and date of birth.

The number of doses and vaccine types and month/day year your child received each vaccination should also be detailed. Validated proof of immunization should be submitted as your child receives new immunizations or booster shots. If any state licensed regulations exist that exceed these requirements, the state licensing regulations will be adhered to by the school. Failure to abide by the immunization requirements may affect your child's enrollment.

We do NOT accept waivers for immunizations.

Communication

In order to establish a partnership with parents, it is most important to develop an effective means of communication so that we might work together in the best interest of the children. We have in place a system that we have found to be very successful and we ask your cooperation so that we might be able to continue that success.

In every classroom, we have placed a Parent Communication Box that contains a hanging file folder for every student in that class. The Parent Communication Box is conveniently located for parents to check every day as they pick their children up. Because teachers are responsible for many children, it is not realistic (nor is it safe) for parents to expect to conference with a teacher about a child's daily report at that time of day. Teachers will communicate with parents via these folders or parents may set up a private conference with a teacher by calling the front office and making an appointment.

Additional information that is placed in each student's folder include special notices from the front office regarding tuition, policies, concerns, etc. and communication from the teachers, director, and the church.

As you can see, checking this folder every day must be a priority. For daily communication, the CDC uses Brightwheel.

A parent bulletin board is posted outside the CDC front doors. This bulletin board contains important memos and reminders to make sure parents are up to date on current school and church activities. Please check this board each day as you drop off/pick up your child.

In this fast-paced world in which we live, e-mail communication has become very convenient and, because of the convenience, it has helped us become more efficient in addressing things. We would all agree that NOTHING takes the place of face-to-face interaction; however, given limitations in everyone's availability of time, any type of communication is better than no communication at all.

If you prefer to use e-mail for the exchange of simple information, please make note of the following email address: Cloiseau@cpumc.org

Check out our school information at:

www.cpumc.org

Click on the "School" link

Preschool Education

What We Do...

Our Preschool students are working to master the skills they need for success in Kindergarten. Our program covers all the Benchmarks outlined by the Florida School Readiness Performance Standards. We pride ourselves in teaching children according to research based on *best appropriate practices*. Children learn best by being engaged in active, hands-on learning.

Students are taught through a balance of child-initiated and teacher-directed activities. Teachers work with students on specific skills in small group activities. We develop the whole child; emotionally, physically, cognitively and spiritually. We develop children's creativity by including art, music and movement throughout our daily curriculum.

All children are unique and have special talents, gifts and learning styles. This is why we practice Howard Gardner's "Theory of Multiple Intelligences" (more information on Gardner is provided in this book). Additionally, our small class size allows us to focus on each individual child.

What We DO NOT Do...

Many adults, including both parents and teachers, believe that young children should spend large blocks of time sitting quietly at desks while the teacher "teaches," or working independently and silently on assigned tasks, focusing on reading and, secondarily, math.

Early childhood experts and researchers tell us that Preschool children are neither physically nor emotionally ready for this academic model. Their attention spans are not long enough. Similarly, it is inappropriate to expect them to sit, working quietly, for extended periods. Their growing bodies require physical action as they continue to develop and refine motor skills and coordination. Their fine motor skills are in the process of development necessary to work a pencil properly. Learning to write before a child is physically ready can lead to poor penmanship that will last a lifetime.

Preschool children cannot yet think abstractly, so teaching through workbooks or teacher led verbal instruction is ineffective. Preschool children are concrete learners, learning through hands-on activities, which foster long-term retention.

One-Year-Old Development and Education

Expectations to enter the One-Year-Old Rooms:

- Begin walking
- Begin feeding oneself finger foods
- No more bottles and pacifiers

Skills we will be working on:

- Language development
- Small/Large muscle control
- Independence
- Introduction to numbers and letters
- Introduction to colors and shapes
- Social skills
- Self-concept
- Morals
- Manners
- Listening skills
- Following directions
- Dramatic play
- Creative expression through music, movement and art

Christian Education

At this age, Christian Education consists of simple Bible stories and songs. Our purpose is to reinforce the concept that there is a God and that He loves us and wants us to love each other. We also introduce prayer and saying "Grace" before meals.



Two-Year-Old Development and Education

Expectations to enter the Two-Year-Old Rooms:

- Feed oneself
- Possess some communication skills
- Participate in group activities
- Begin to follow directions

Skills we will be working on:

- Potty training
- Color and shape recognition
- Numbers/Counting
- Learn the alphabet through songs, books and fingerplays
- Science/Discovery (my body, nature, animals, weather, health, exploring)
- Small/Large muscle control
- Social skills
- Self-concept
- Self-control
- Morals
- Manners
- Listening skills
- Following single directions
- Vocabulary development
- Dramatic play
- Creative expression through music, movement and art

Christian Education

At this age, Christian Education consists of simple Bible stories and songs. Our purpose is to reinforce the concept that there is a God and that He loves us and wants us to love each other. We also introduce prayer and saying "Grace" before meals.



Tips for Potty Training

Signs of Readiness

- Your child can follow simple instructions.
- Your child shows some interest in wearing underwear. You can help to generate this interest by making a special trip to the store to buy “big boy/girl” underwear.
- Your child stays dry for at least two hours during the day, is dry after nap time, and is consistently dry when waking up in the mornings.

The First Steps

- Take your child into the bathroom with you and talk about what you are doing. If possible, have your child go to the bathroom with the same-gender parent so he/she can see and learn the proper mechanics of toileting.
- Use consistent words associated with potty training.
- Be sure to explain to your child what is expected of him/her. The full process includes undressing, going to the bathroom, wiping, dressing, flushing, and hand washing.
- Take your child to the potty often. Do not ask them if they need to go as they may not have yet mastered that “feeling” or they may be distracted having fun and may not want to stop to go to the bathroom. It will take time for them to learn how to relax the muscles that control the bowel and bladder. Expect accidents. Be patient and always encouraging. Never punish your child for having an accident.
- Provide your child with a potty chair that is low enough that his/her feet touch the ground.
- Place your child in underwear, **avoid** Pull Ups. Pull Ups continue to give your child a feeling of being in a diaper. Do not alternate diapers/Pull Ups and underwear.
- Place your child on the potty seat at the same time each day, so this becomes a regular part of his/her daily routine.
- When your child does go to the bathroom, be sure to praise your child. If your child does not go, do not scold, criticize or punish him/her.
- Continue potty training even when you go on outings. Consistency is the key.
- Avoid giving your child fluids before bedtime and make sure he/she uses the bathroom before bedtime. This will provide the greatest opportunity for your child to remain dry overnight.

Remember, each step takes time.

Reinforce your child’s success with praise.

Three-Year-Old Development and Education

Expectations to enter the Three-Year-Old Rooms:

- Must be potty trained
- Speak in complete sentences
- Listen and follow simple directions
- Participate in class activities
- Begin to demonstrate appropriate social skills and manners

Skills we will be working on:

- Language development
- Pre-reading skills
- Pre-writing skills
- Letter recognition
- Colors/Shapes
- Math concepts (numbers, counting, sorting, patterning, graphing and problem solving)
- Science (discovery, explorations, weather, animals, nature, my body, health and nutrition)
- Independent thinking
- Small/Large muscle control
- Social skills
- Building positive self-esteem
- Morals
- Manners
- Reinforcing listening skills and following directions

Christian Education

At this age, Christian Education consists of simple Bible stories and songs. Our purpose is to reinforce the concept that there is a God and that He loves us and wants us to love each other. We also introduce prayer and saying "Grace" before meals.



Four and Five-Year-Old Development and Education

Expectations to enter the Four-Year-Old Rooms:

- Follows multiple directions
- Listens & participates in group activities
- Demonstrates appropriate social skills & manners
- Knows basic colors and shapes
- Rote counts to 10
- Knows alphabet

Skills we will be working on:

- Language
 - Emergent literacy (phonological awareness or letter sounds)
 - Writing & print concepts
 - Letter recognition
- Math concepts (counting, sorting, sequencing, patterning, graphing & problem solving)
- Science (health, nutrition, living things, nature, classifying, experimenting & exploring)
- Independent thinking
- Physical development
- Social skills
- Building positive self-esteem
- Morals
- Manners
- Listening skills
- Creative expression through music, movement, art & dramatic play

Christian Education

At this age, Christian Education consists of simple Bible stories and songs. Our purpose is to reinforce the concept that there is a God and that He loves us and wants us to love each other. We also introduce prayer and saying "Grace" before meals.

