

DAVIS PARK CHRISTIAN ACADEMY INC.



PARENT HANDBOOK

Welcome to Davis Park Christian Academy

Dear Parents,

We welcome you and your child to Davis Park Christian Academy!

We strongly believe that open communication between parents and our staff is essential to fully meeting your child's needs. We look forward to developing a positive relationship with you.

Early experiences are vital to your child's growth and development. Early childhood experts agree that personality, identity and language are largely formed by the time your child is six years old.

Davis Park Christian Academy is an important resource for your child during these formative years. We believe that guidance by skilled, trained teachers allows your child's physical, cognitive, social, emotional, and spiritual development to progress smoothly and naturally. Our developmentally appropriate programs support imagination and a natural love of learning.

Excellent learning resources and our dedicated staff combine to enhance the learning process and help each child grow and develop. We provide a nurturing environment filled with warmth and encouragement. Your child will discover friendship and sharing while developing a positive self-image. Our philosophy and staff make Davis Park Christian Academy uniquely qualified to help support you as you raise your child.

The purpose of the handbook is to share information and ideas with parents, to promote understanding of our program and to foster a spirit of cooperation between parents and our staff. We hope you will find it useful as an orientation to both our policies and services.

Blessings,

Angela Madrid Director

And Michelle Ellis Operations Manager

"I have no greater joy than to hear that my children are walking in the truth" 3 John 1:4

Mission Statement

To provide our children with the best early childhood education by encompassing spiritual, physical, intellectual, emotional, and social development within a Christian environment.

Davis Park Christian Academy aims to provide families with a Christ-centered, Biblically-directed education which encourages the development of a personal relationship with God and which instills the vision and practice of excellence in academics, character and service to God and others.

Philosophy and Purpose

Our preschool is a Christian school, and therefore, emphasizes Christ-centered teaching. The Bible is the integrating factor around which all activities and subject matter are correlated. We believe the Bible is the inspired and only infallible Word of God. We also believe that acceptance of Jesus Christ as our personal Savior is the only way to enter heaven.

Behind all the planning for the preschool is the philosophy that these early years are the foundation upon which future learning depends. Our aim is to provide an environment where your child will experience their happiest times. Recognizing the importance of balanced growth, our staff will provide opportunities for the Social/Emotional, Intellectual/Cognitive, Physical, and Spiritual Development of your child.

Statement of Faith

1. We believe the Bible to be the inspired (that is, God-breathed or God-given) Word of God. It is the only infallible, authoritative, inerrant rule of faith and life (2 Timothy 3:16; 2 Peter 1:21).

2. We believe there is one God, eternally existent in three persons--- Father, Son, and Holy Spirit (Deuteronomy 6:4; Matthew 28:19; John 10:30; Galatians 4:6).

3. We believe in the deity of Christ (John 10:33), His virgin birth (Isaiah 7:14, Matthew 1:23, Luke 1:35), His sinless life (Hebrews 4:15; 7:26), His miracles (John 2:11), His vicarious and atoning death (1 Corinthians 15:3; Ephesians 1:7; Hebrews 2:9), His resurrection (John 11:25; 1 Corinthians 15:4), His ascension to the right hand of the Father (Ephesians 1:20), and His personal return in power and glory (Acts 1:11; Revelation 19:11).

4. We believe salvation is of the Lord by His grace through faith in Christ and by the regeneration and renewal of the Holy Spirit. People are justified by faith in Christ, His shed

blood forgiving their sins when they repent of their sin, confess Christ is Lord, and are immersed into Christ. (John 3:16-19, 5:24; Romans 3:23-25; 5:8-9; 6:3-6; Ephesians 2:8-10; Colossians 2:11-12; Titus 3:5).

5. We believe in the resurrection of both the saved and the lost: they that are saved unto the resurrection of life, and they that are lost unto the resurrection of damnation (John 5:28-29; Acts 17:32)

6. We believe in one, holy, universal church, which is the body of Christ. Every member of the church has spiritual unity with all other believers in our Lord Jesus Christ (John 17:24; Romans 8:9; 1 Corinthians 12:12-13; Galatians 3:26-28; Ephesians 5:25-27).

7. We believe in the deity of the Holy Spirit (Acts 5:3-4), His ongoing work of convicting the world of sin, righteousness, and judgment (John 16:8), His indwelling of the Christian (1 Corinthians 3:16; 6:19-20), and His enabling the saints to live a godly lives (Romans 8:13-14; Ephesians 4:30; 5:18).

Core Values

As a ministry of Davis Park Church of Christ, the preschool's core values align with the church's vision of loving God, loving each other and loving our world. They represent scriptural ideals that guide all areas of school life. Davis Park Christian Academy is devoted to:

Loving God by...

* pursuing God-honoring excellence and creativity in all aspects of the school * cultivating spiritual growth and discipleship

* igniting a lifestyle of worship

Loving Each Other by...

* viewing everyone as important –staff, parents and students

* identifying and celebrating the unique giftedness and heritage of every child

* valuing relationships and adhering to principles that promote respect and unity * providing a safe, positive learning environment

Loving Our World by...

* nurturing the vision and habits of lifelong service to others * exercising responsible stewardship

Family Priority

The Bible has given parents the duty of raising their children, bringing them up in the guidance and instruction of the Lord as set forth in Ephesians 6:4. Our school understands the biblical role of parents and family and is committed to supporting the growth and development of this God-ordained institution.

We recognize the Godly standards of parenthood as:

*being in authority over their children,

“Children, obey your parents in the Lord, for this is right. Honor your father and mother-which is the first commandment with a promise-that you may enjoy a long life on the earth”. Eph. 6:1-3 *providing leadership for their children, and

“...teach them to your children and to their children after them.” Deut. 4:9 *Being the primary trainers of their children.

“Fathers, do not exasperate your children; instead, bring them up in the training and instruction of the Lord. Eph. 6:4

We believe in the importance of the family/home and support the family institution.

“Let the children come to me, and do not hinder them, for the Kingdom of heaven belongs to such as these.” Matt. 19:14

As a staff, we are committed to Jesus Christ, dedicated to the work He has called us to do, and acknowledge that we **“train and educate” on behalf of the parents, not in place of them**, and view ourselves as an extension of the education process of the home. We place a strong emphasis on good communication between the family and staff.

Our Program

Domains & Outcomes

We are established to promote early childhood development and education with a spiritual dimension for the children. Our primary goal is to provide a safe, happy place where children can grow in their understanding that there is a creator God who loves them and desires a personal relationship with them. We also want to provide a supportive, educationally rich environment and programs consistent with the highest standards that will allow your child to develop to their maximum potential.

Because children learn and develop by experiencing the world as a whole, the DPCA Outcomes and Benchmarks cover four major domains – or areas – of development. These four domains represent a commonly held, and research-based, organization of the dimensions of children’s overall development. Though presented separately, the four domains of children’s development are, in fact, inextricably interrelated. Children develop holistically; growth and development in one area often influences and/or depends upon development in other areas. It is, therefore, imperative to recognize the interconnectedness of children’s early development and learning. For that reason, no single domain is more important than another.

The domains used to organize the DPCA Outcomes are:

- **Physical Well-Being, Health, and Motor Development.** This domain encompasses children’s physical health and ability to engage in daily activities.
- **Social and Emotional Development.** This domain addresses the emotional competence and ability to form positive relationships that give meaning to children’s experiences in the home and school.
- **Cognition and General Knowledge.** This domain includes children’s ability to understand and think about the physical and social worlds. In particular, this domain focuses on children’s knowledge of objects in the world around them, their logic and mathematical knowledge, their knowledge of agreed-upon social conventions such as numbers and colors, language and their understanding and appreciation of the arts in their lives.
- **Spiritual Development.** This domain encompasses children’s awareness that there is a loving God who created all things and desires a personal relationship with us. It focuses on key concepts such as who God is (The Father, the Son and the Holy Spirit), the Holy Bible as God’s word to us, how to best live our lives (moral development), the gift of salvation through Jesus Christ and the promise of heaven/eternal life in Him.

The aim of Davis Park Christian Academy is to partner with parents to spiritually, socially/emotionally, physically, and cognitively prepare children for school readiness and the plan God has for their life, as well as to support parents in their role to raise their children as God desires. The following outcomes represent overarching goals of the preschool program as it relates to children's growth.

Expected Student Outcomes Physical Well-Being, Health, and Motor Development

The children will:

Acquire and refine the fundamental movements of balance, movement, touch, and coordination

- *demonstrate strength and coordination of large motor muscles
- *explore these fundamental movements through time, activities, and equipment that is made available to them
- *actively pursue gross motor activities such as jumping, hopping, throwing, catching, balancing, kicking and skipping

Acquire and develop fine motor skills

- *demonstrate strength and coordination of small motor muscles
- *become acquainted with and have time to use the appropriate equipment and materials that aid in this development
- *use various drawing and art materials (crayons, brushes, scissors, finger paint, etc.)
- *complete increasingly complex puzzles

Children develop sensory motor skills

- *use their senses (sight, hearing, smell, taste and touch) to guide motions *perform basic creative movements (dances to music or rhythm) *develop hand-eye coordination
- *plays with materials of different textures
- *enjoys pushing objects, climbing short ladders, swinging on swings and sliding

Recognize that their body is created by God, and they will take special responsibility to care for it

- *be introduced to health and nutrition
- *demonstrate personal health and hygiene skills
- *begin learning to make good food and activity choices
- *know the importance of movement and exercise for good health

Children demonstrate knowledge about and avoid harmful objects and situations

- *responds to cues about warnings of danger
- *demonstrates awareness and understanding of safety rules
- *follows emergency drill instructions and understands why they are important

Social and Emotional Development

The children will:

Trust and interact comfortably with familiar adults

- *value family relationships and understand the importance of obeying parents and teachers
- *seek assistance from adults when needed
- *follow teacher's guidelines for appropriate behavior in different environments *separate from significant adults without demonstrating a great deal of anxiety

Children develop positive interactions and friendships with peers

- * develop friendships with one or more peers (including those who may not be the same gender, race, age, or abilities)
- *demonstrate positive negotiation skills (taking turns, sharing, and conflict resolution skills) *demonstrate awareness of behavior and consequences
- * appreciate the gifts and talents of all members of the classroom

Begin to learn the art of sharing

*share their own ideas with friends and family *share toys or other items with friends and family

Begin showing empathy and kindness

*show empathy to family members

*express empathy to friends

*express interest and excitement about animals and other living things

Use language to express self, developing positive conflict resolution

*express both positive and negative emotions

*use words that explain frustration and discontent *use words to discuss other options of behavior

Develop self-confidence in self-initiated activities

*perceive themselves as unique individuals created and loved by God *gain competence through age-appropriate activities

*demonstrate awareness of their abilities, characteristics, and preferences *master new skills through encouragement and direction from the teacher

Begin to exhibit self-control

*begin to understand and control their emotions

*begin to act appropriately, whether or not they are directly interacting with an adult

Children participate positively in group activities

*enjoy and participate in child-to-child and child to-adult interactions *make attempts at communicating effectively using their words

*be able to take turns and sit quietly while others are sharing/talking

Cognitive and General Knowledge

The children will:

Be able to engage in learning activities, including the ability to explore, create, experiment, observe, plan, analyze, reason, investigate, and question

- *initiate investigation as a result of carefully observing their surroundings
- *demonstrate awareness of cause and effect
- *compare, contrast examine and evaluate experiences and tasks and events
- *develop problem solving skills and multiple solutions to tasks, problems and challenges

Enjoy creative expression

- *be encouraged to express creativity within their area of interest and learning styles
- *be free to work with mediums that uniquely express the creative element for process art
- *be introduced to “kid writing” and encouraged to put their thoughts on paper (i.e. - songs and stories) *use imagination through music and movement activities and dramatic center play

Numeracy:

Understand math vocabulary, concepts, and directed activities

- *engage in opportunities to explore counting, sorting, and classifying objects *work well with manipulatives to aid in smoother transition into formal schooling

Language and Literacy:

Understand the importance and use of language in the environment

- *participate in receptive language activities using literature as the foundational tool
- *have a desire to look at books with text and illustrations
- *engage in expressive language experiences that foster growth in language proficiency

Have cultivated prewriting skills in the context of emergent literacy

- *be able to write their own name and some alphabet letters *spontaneously choose to use writing implements *understand that print carries meaning

Be aware of different letter sounds

- *recognize the name of some alphabet letters and some numbers
- *be able to create the sound the alphabet letter says

*possibly begin to hear rhyming sounds in prominent words

*become phonemically aware through classroom activities designed for that purpose

Science:

Scientific Knowledge and Thinking

*engage in exploring the natural world by manipulating objects, asking questions, making predictions and developing generalizations

*observe and describe characteristics of living things and of the earth

*demonstrate awareness of relationship between humans and the environment

*use technology appropriately (battery-operated toys, CD players and computers, etc.)

Spiritual

Children will learn that God loves them unconditionally and that He has a special plan for their life. They will also learn to hide God's word in their heart (Ps. 119:11) and seek His kingdom (Matthew 6:33) so they can live a life of peace (Isaiah 54:3) and glorify Jesus.

The children will:

Understand that God is a loving God

*understand that Jesus is God's Son

*know that Jesus loves them so much he died for them *know that they can have a personal relationship with Jesus

Understand that the Bible is a special book

*understand that the Bible is God's Word

* know that the Bible is true (the stories are fact, not make believe) * understand that Bible truths teach us lessons we can use in life

Use prayer to express their thoughts and needs to God

* understand that prayer is talking to God

* know they can ask Him to protect and care for them

* know they can ask for His help in being kind and thoughtful to others *know they can ask for His help in making good choices in life

Freely share about God, Jesus, and the Bible with others

* talk about spiritual things as “real”

* speak spontaneously about spiritual things *pray with and for their family

*worship God with freedom

Have a positive perspective of church

*learn to enjoy being in church through chapel experiences and special events

*perceive the church environment as welcoming and safe

*have a desire to learn more about God, Jesus and their love

Know God created the world

* have enjoyed direct experiences with nature

* know that God wants each person to care for the world *know they are most special of all God’s creation

Enjoy the process of moving from curiosity to satisfaction in a project because God delights in their work

*take pride in their own work

*know that their work does not need to be exactly like others *look forward to exploring and creating new projects

The aim of Davis Park Christian Academy is to spiritually, socially/emotionally, physically, and intellectual/cognitively prepare children and their families for the coming years of formal schooling. We strive to help families embrace the following:

*Recognize the importance of being the primary educator of their child and value of participating in the educational process.

Our Program Includes:

Our preschool has a well-written, researched based and comprehensive curriculum. Each classroom has planned activities geared to the interest and level of that particular age group. We provide a wide variety of activities to enhance each child's opportunity to play and learn. The atmosphere is nurturing, where a child's self worth is strengthened and opportunities are given to promote independence and success. Your child will be exposed to the following areas:

BIBLE- To help children develop a love for God and others. Also, to teach them that Jesus is God's son and how much He loves them. An age-appropriate Biblical curriculum will be interwoven through weekly chapels, Bible stories, life application stories, prayer, pictures, flannel graphs, stories, puppets, songs, Godly character traits, Bible DVD's and a Bible memory verse program.

CIRCLE TIME- To encourage the development of language skills, socialization between groups of children, appreciation for literature, increase attention span and vocabulary, expressive language, introduce concepts, acquire facts and knowledge, group singing, movement, group games and sharing.

BLOCKS- To encourage their problem solving, large muscle development, creative play, imagination, math, grouping, social development cooperation play and spatial relations.

PLAYGROUND- Toys and playground equipment are used to develop muscular coordination and control. Also to encourage large muscle development, dexterity, coordination, balancing, experimenting with a wide variety of equipment like: tricycles, learning centers, easels, sandbox, water table, slides, balls, parachutes, running, climbing and jumping.

CREATIVE ART- Includes easel and finger painting, clay, play dough, gluing, crayons, markers, felt pens, chalk, paper, glue, scissors, collage constructions to stimulate the child's imagination and help him express their feelings and ideas through artistic activities and small muscle development.

DRAMATIC PLAY- To encourage symbolic play, imagination, self-identity, family relations, child's view of the world, fantasy play and reality play.

MUSIC, MOVEMENT AND DRAMATICS - To develop and encourage appreciation of music, singing, rhythm, and experimenting with rhythm instruments. Music appreciation is developed through listening to tapes, CDs, musical games, self expression, group singing and chapel worship.

SCIENCE- Our science program is an active and on-going program that uses magnets, magnifying lenses, prisms, measuring, exploration, discovery, encourage thinking, problem solving, observing, predictions, balance, color paddles, insects, plant and animal life, nature and sensory materials which enhances the curriculum. Also, making reasonable cause and effect conclusions of the world God has made for us.

FREE CHOICE CENTERS - Manipulatives, blocks, problem-solving, matching, dramatic play, musical instruments, sorting, shape and color discrimination, encourage self-motivation, independence, making choices, eye/hand coordination, visual discrimination, readiness skills, counting materials of varying degrees of difficulty, offer opportunity for decision making, free choice of working alone or interrelating with other children.

BOOK CENTER- To encourage a love for literature, a cozy place to relax, to look at pictures and words, and a place to be by oneself or with others. We have plenty of books available for children to enrich experiences and interest.

COOKING - Simple cooking experiences develop many skills and concepts, as well as enriching the vocabulary. It also stimulates conversation and appreciation for group effort.

LANGUAGE & LITERACY- To encourage the ability to express oneself verbally, book awareness, vocabulary development, word recognition, listening comprehension, to understand words and to make associations with written words.

MATH - Concepts of how many, learning one to one correspondence, counting, less or greater, small and large and big and little are introduced. Also, to encourage making predictions, graphing, adding and subtracting, patterning and number recognition. Numerals 0 to 20+ will be taught with emphasis on the concept of how many.

CONCEPT SKILLS – To encourage the ability to use judgment, reasoning and analysis. We want the students to begin to make associations and recall as the child understands their environment. Some of the concepts we will be working one are: colors, shapes, sequencing, size perception, fine motor skills, gross motor skills, positions, opposites, rhyming, alphabet recognition, number recognition, auditory memory, visual memory, patterning, tracing and writing number and letter, recognize and write name, describe action in picture, puzzles, following directions, matching, present a very basic instruction on how to print letters both in upper and lower case. Introduction to the phonetic uses of the alphabet will also be taught.

BATHROOM AND HYGIENE- To encourage independence, grooming, healthy habits and cleanliness.

FIELD TRIPS - We will not have any field trips.

SUPPLEMENTARY PROGRAMS - We do not offer any supplemental programs at this time.

TRANSPORTATION - All transportation for students will be the responsibility of the Parents/Guardians.

Milestones For Our Infants and Toddlers

By 2 Months:

Social/Emotional - Calms down when spoken to or picked up, looks at your face, looks happy to see a care giver when approached, smiles when talked to or smiled at.

Language/Communication - makes sounds other than crying, reacts to loud sounds.

Cognitive - watches you as you move, looks at a toy for several seconds.

Movement/Physical Development - holds head up when on tummy, moves both arms and both legs, opens hands briefly.

By 4 Months:

Social/Emotional - smiles on their own to get your attention, chuckles(not quite a full laugh) when you try to make them laugh.

Language/Communication - makes cooing sounds like “oooo”and “aahh”, makes sounds back when you talk to them, turns head towards the sound of your voice.

Cognitive - If hungry they will open their mouth when they see breast/bottle, look at their hands with interest.

Movement/Physical Development - Holds head steady without support when you are holding them, holds a toy when you put it in their hand, uses their arm to swing at a toy, brings hands to mouth, pushes up onto elbows/forearms when put on their tummy.

By 6 Months

Social/Emotional - Knows familiar people, likes to look at self in the mirror, laughs.

Language/Communication - Takes turns making sounds with you, blows raspberries, makes squealing noises.

Cognitive - Puts things in their mouth to explore them, reaches to grab a toy they want, closes lips to show they do not want more food.

By 9 Months

Social/Emotional - Is shy, clingy or fearful around strangers; shows several facial expressions like happy, sad, angry, surprised; looks when you call their name; reacts when you leave; smiles or laughs when you play peek-a-boo.

Language/Communication - makes different CV(consonant vowel) sounds like mamama or bababa, lifts arms to be picked up.

Cognitive - Looks for objects when dropped out of sight, bangs to objects together.

Movement/Physical Development - Gets to a sitting position by themselves, moves objects from one hand to another, uses fingers to “rake” food towards themselves, sits without support.

By 12 Months/1 Year

Social/Emotional - Plays games with you like pat-a-cake.

Language/Communication - waves “bye bye”; calls a parent mama, dada or other special name; understands “no”(pauses briefly or stops when you say it).

Cognitive - can put something in a container(like a block in a cup), looks for things you hide(like a toy under a blanket).

Movement/Physical Development - pulls to stand, walks holding on to furniture, drinks from a cup without a lid with you holding it, picks up objects between the thumb and pointer finger like a small piece of food.

By 15 Months

Social/Emotional - Copies other children while playing, shows you an object they like, claps when excited, hugs a doll or other stuffed toy, shows affection.

Language/Communication - Try to say one or two words other than “mama” and “dada” like ba for ball or da for dog, look at a familiar object when you name it, follow directions given both a gesture and words, points to ask for something or to get help.

Cognitive - Tries to use things the right way like a cup, phone or book; stacks to objects like blocks.

Movement/Physical Development - Takes a few steps on their own, uses their fingers to feed themselves.

By 18 Months

Social/Emotional - Moves away from you but looks to make sure you are close by, points to show you something interesting, puts hands out so you can wash them, looks at a few pages in a book with you, helps you dress them by pushing arm through sleeve or lifts their leg.

Language/Communication - Tries to say three or more words besides “dada” and “mama”, follows one-step directions without any gestures like giving you a toy when you say “please hand me your toy”.

Cognitive - Copies you doing chores like sweeping with a broom, plays with toys in a simple way like pushing a toy car.

Movement/Physical Development - Walks without holding on to anything or anyone, scribbles, drinks out of a cup without a lid and may spill sometimes, feeds themselves with fingers, tries to use a spoon, climbs on and off couch or chair without assistance.

By 24 Months/2 Years

Social/Emotional - Notices when someone is hurt or upset, looks at your face to see how to react in a new situation.

Language/Communication - Points to things in a book when you ask them “Where’s the...”, says two word sentences, points to at least two body parts when asked to show you, uses more gestures than just waving and pointing.

Cognitive - Holds something in one hand while using the other(holding a container in one hand and taking the lid off with the other); tries to use switches, buttons or knobs on a toy; plays with two toys at the same time(putting toy food on a toy plate).

Movement/Physical Development - Kicks a ball, runs, walks(not climbs) up a few stairs without help, uses a spoon.

Concept Goals & Benchmarks For Our Preschoolers

Following is a list of benchmarks taught at our preschool. The benchmarks were created to develop a common understanding about what children should know to be able to do at different stages in their lives. They help teachers and parents better understand what they can expect to see as their children develop to better support and enhance their children's development and learning.

For: 2 & young 3 year olds

1. Concept of "one"
2. Begins to problem solve
3. Counts 1-10
4. Knows basic body parts
5. Recognizes shapes (10)
6. Recognizes 1-5
7. Recognizes colors (8)
8. Group things together by size
9. Repeat rhyming words
10. Paints with large brush
11. Displays observation skills
12. Colors with large crayon
13. Retells story parts
14. Starts using scissors
15. Rolls, pounds and squeezes clay
16. Uses objects to imitate real life
17. Toilet trained
18. Recognizes familiar books read previously
19. Follows adult directions
20. Begins to show fine motor dexterity and control
21. Begins to function in a group setting with cooperation
22. Listens to simple stories and songs
23. Begins to recognize and distinguish alphabet symbols
24. Begins to recognize letters in name
25. Begins to understand and use expected behavior
26. Participates in musical activities
27. Displays ability to catch, throw and kick objects
28. Responds to others with caring emotion
29. Uses feeling words
30. Uses three plus word sentences
31. Begins to clearly pronounce words

32. Initiates conversations and makes requests
33. Begins to develop friendships
34. Shows satisfaction with completed projects
35. Begins to use family terms, such as “Mother”, “Father”, etc.
36. Demonstrates independence in hygiene & nutrition

For: 3 & young 4 year olds

1. Counts 1-10 or more.
2. Can explore with materials.
3. Sorts objects by size, shape & color.
4. Exhibits beginning listening skills.
5. Recognizes shapes (10).
6. Concepts big/little, short/tall.
7. Concepts full/empty.
8. Understands the concept of measurement.
9. Uses scissors.
10. Recognizes name and letters in name.
11. Beginning sequencing.
12. Uses three-to-five word sentences.
13. Memorizes and repeats simple rhymes, songs and Bible verses.
14. Retells story parts.
15. Engages in simple conversation.
16. Identifies colors (10).
17. Uses feeling words.
18. Follows adult directions.
19. Participates in musical activities.
20. Displays observation skills.
21. Can separate easily from parents.
22. Understands the function of 5 senses.
23. Uses large muscles to manipulate objects.
24. Rides a tricycle.
25. Uses language to satisfy personal needs.

For: 4 & 5 year olds

1. Holds the pencil properly.
2. Able to solve a 12-15 piece puzzle.
3. Recognizes name.
4. Can write name (1st letter capital).
5. Uses three-plus word sentences.

6. Uses different writing tools and materials.
7. Identifies colors (10).
8. Recognizes shapes (10).
9. Recognizes & understands (1-20).
10. Memorizes weekly memory verses.
11. Counts (1-20+).
12. Recognizes and names (12) body parts.
13. Shows interest in reading-related activities.
14. Knows top/bottom, biggest/smallest.
15. Knows same/different.
16. Classifies objects by color, size & shape.
17. Begins to associate letters with sounds.
18. Rhymes words together.
19. Can cut without help.
20. Patterning.
21. Colors in the lines.
22. Shows awareness of how books work.
23. Understands ordering (sequencing).
24. Understands the concept of measurement.
26. Understands the functions of 5 senses.
27. Identifies upper and lower case letters.
28. Recognizes forms of print.
29. Demonstrates eye-hand coordination.
30. Uses large muscles to manipulate objects.
31. Understands basic health and safety rules.
32. Demonstrates understanding and recognition of numbers 1-10.
33. Letter recognition and alphabet role.
34. Maintains concentration and interest despite distractions.
35. Demonstrates understanding of same/different.
36. Uses large muscles to manipulate objects.
37. Pretends to read books.
38. Shows awareness of self and knows personal information.
39. Begins to create patterns by extending and comparing.
40. Experiments with different writing tools and materials.
41. Attempts to communicate using scribbles.
42. Progresses from scribbles to using letter-like symbols.
43. Puts together a 6 to 8 piece puzzle.
44. Begins to show fine motor dexterity and control.
45. Describes action in picture.
46. Understands more complex spoken language.
47. Begins the process of zipping and snapping.
48. Recognizes cause and effect and can predict outcomes.
49. Begins to understand and use expected behaviors.
50. Displays confidence and independence in a school setting.

51. Expresses feelings and is aware of how actions affect self.
52. Recognizes and names (12) body parts.
53. Follows rules and uses materials purposefully in cooperative play.
54. Begins to function in a group setting with cooperation.
55. Shows give-and-take interactions and is able to negotiate conflict.
56. Demonstrates independence in hygiene and nutrition.
57. Understands basic health and safety rules.
58. Displays observation skills.
59. Progresses from using scribbles to using letter like symbols.
60. Recognizes the beginning letters in familiar words.
61. Recognizes spatial relationships (position, directions & opposites)
62. Understands that letters create words and words are.
63. Reads from left to right.
64. Maintains concentration and interest despite distractions.
65. Exhibits problem-solving skills and accepts a variety of answers.
66. Shows the ability to retell, dictate and predict story outcomes.
67. Clearly pronounces words.
68. Shows awareness that words can begin with the same sound.
69. Understands more complex vocabulary and displays.
70. Listening comprehension.
71. Interacts with others by helping, sharing and developing friendships.
72. Follows simple directions (1-3 steps).
73. Displays confidence and independence in a school setting.
74. Bounces and catches a ball.
75. Can separate easily from parents.
76. Expresses ideas and responds to questions.
77. Understands that writing is a way of communicating.
78. Shows awareness of individual family composition.
79. Identifies sounds in the environment and in speech.
80. Recognizes and moves to different musical beats, uses instruments.
81. Plans and works independently through the process of art activities.
82. Participates in dramatic play by using materials to role play.
83. Makes independent choices and is willing to try new things.
84. Demonstrates independence in hygiene and nutrition.
85. Begins to show fine motor dexterity and control.
86. Represents stories and experiences through pictures and dictations.
87. Shows awareness of the natural world and living things.

Daily Schedules For Half Day, School Day and Full Day Preschool Children

Monday, Tuesday, Wednesday, and Friday

Schedule

7:30-8:15 Early Arrivals and Breakfast Time (students will have time to eat breakfast that is brought from home)

8:15-8:30 School Day and Half Day Arrivals/Free Choice Centers

8:30-8:45 Circle Time (Pledges, Calendar, Weather, etc.)

8:45-9:15 Literacy Centers (Letter Recognition, Number Recognition, Phonics, Handwriting, etc.)

9:15-9:30 Morning Snack

9:30-10:00 Math/Science Centers

11:00 Outside Centers (Gross Motor, Science, Math, etc.)

11:00-11:30 Fine Art Centers (Art, Dramatic Play, Music, etc.)

11:30-11:45 Bible/Chapel

11:45-12:15 Lunch

12:30-2:30 Nap Time

2:30-3:00 Afternoon Snack, Outside Time and School Day Pick-up

3:00-3:30 Music and Movement/Storytime

3:30-4:45 Free Choice Centers (All Areas of Learning)

4:45-5:30 Outside Centers (All Areas of Learning) and Full Day Pick-Up

Thursday Schedule

7:30-8:15 Early Arrivals and Breakfast Time (students will have time to eat breakfast that is brought from home)

8:15-8:30 School Day and Half Day Arrivals/Free Choice Centers

8:30-8:45 Circle Time (Pledges, Calendar, Weather, etc.)

8:45-9:15 Literacy Center (Letter Recognition, Number Recognition, Phonics, Handwriting, etc.)

9:15-9:30 Morning Snack

9:30-10:00 Math/Science Centers

10:00-10:45 Indoor Gross Motor Activities(gym time)

10:45-11:00 Bible/Chapel

11:00-11:30 Free Choice Centers

11:30-11:45 Story Time

11:45-12:15 Lunch

12:30-2:30 Nap

2:30-3:00 Afternoon Snack, Outside Time and School Day Pick-up

3:00-3:30 Music and Movement/Storytime

3:30-4:45 Free Choice Centers (All Areas of Learning)

4:45-5:30 Outside Centers (All Areas of Learning) and Full Day Pick-Up

Daily Schedule For Toddlers

Monday, Tuesday, Wednesday, and Friday Schedule

7:30-8:15 Early Arrivals and Breakfast Time (students will have time to eat breakfast that is brought from home)

8:15-8:30 Potty, Change Diapers and Wash Hands

8:30-9:15 Outside Free Choice(Gross Motor) and Wash Hands

9:15-9:30 Morning Snack

9:30-9:45 Circle Time (Pledges, Calendar, Weather, etc.)

9:45-10:00 Bible Time

10:00-10:30 Math/Science Centers

10:30-10:45 Potty, Change Diapers and Wash Hands

10:45-11:00 Music and Movement

11:00-11:30 Literacy Centers

11:30-12:00 Lunch

12:00-12:15 Fine Motor Activities

12:15-12:30 Story Time

12:30-2:30 Nap Time, Potty, Change Diapers and Wash Hands

2:30-2:45 Afternoon Snack

2:45-3:00 Literacy Activities (Songs, Nursery Rhymes, Storytime, etc.)

3:00-3:30 Outside Free Choice (Gross Motor)

3:30-4:15 Free Choice Centers (Fine Motor, Tummy Time and Storytime)

4:15-4:30 Change Diapers

4:30-5:30 Outside/Inside Free Choice Activities (All Areas of Learning) and Pick-Up

Thursday

Schedule

7:30-8:15 Early Arrivals and Breakfast Time (students will have time to eat breakfast that is brought from home)

8:15-8:30 Morning Arrivals and Free Choice Activities

8:30-8:45 Change Diapers and Wash Hands

8:45-9:15 Circle Time (Pledges, Calendar, Weather, etc.)

9:15-9:30 Morning Snack

9:30-10:00 Indoor Playtime (Gross Motor)

10:00-10:15 Potty, Diaper Change and Wash Hands

10:15-10:45 Math/Science Centers

10:45-11:00 Bible Time

11:00-11:30 Literacy Centers

11:30-12:00 Lunch

12:15-12:30 Story Time

12:30-2:30 Nap Time, Change Diapers and Wash Hands

2:30-2:45 Afternoon Snack

2:45-3:00 Literacy Activities (Songs, Nursery Rhymes, Storytime, etc.)

3:00-3:30 Inside Free Choice Centers (All Areas of learning)

3:30-3:45 Potty, Diaper Change and Wash Hands

3:45-4:30 Outside Free Choice (Gross Motor)

4:30-5:30 Inside Free Choice Activities (All Areas of Learning) and Pick-Up

Daily Schedule For Infants

Monday, Tuesday, Wednesday, and Friday

Schedule

7:30-8:15 Early Arrivals and Breakfast Time (students will have time to eat breakfast that is brought from home)

8:15-8:30 Morning Arrivals and Free Choice Activities

8:30-8:45 Circle Time (Pledges, Calendar, Weather, etc.)

8:45-9:15 Change Diapers and Wash Hands

9:15-9:30 Morning Snack

9:30-11:00 Morning Naptime/Quiet Time and Change Diapers

11:00-11:30 Outside Time(Gross Motor) and Wash Hands

11:30-12:00 Lunch

12:00-12:15 Bible Time

12:15-12:30 Tummy Time, Visual Activities and Fine Motor Activities

12:30-2:30 Nap Time, Change Diapers and Wash Hands

2:30-2:45 Afternoon Snack

2:45-3:00 Literacy Activities (Songs, Nursery Rhymes, Storytime, etc.)

3:00-3:30 Outside Free Choice (Gross Motor)

3:30-4:15 Free Choice Centers (Fine Motor, Tummy Time and Storytime)

4:15-4:30 Change Diapers

4:30-5:30 Outside/Inside Free Choice Activities (All Areas of Learning) and Pick-Up

Thursday

Schedule

7:30-8:15 Early Arrivals and Breakfast Time (students will have time to eat breakfast that is brought from home)

8:15-8:30 Morning Arrivals and Free Choice Activities

8:30-8:45 Circle Time (Pledges, Calendar, Weather, etc.)

8:45-9:15 Change Diapers and Wash Hands

9:15-9:30 Morning Snack

9:30-11:00 Morning Naptime/Quiet Time and Change Diapers

11:00-11:30 Indoor Playtime (Gross Motor) and Wash Hands

11:30-12:00 Lunch

12:00-12:15 Bible Time

12:15-12:30 Tummy Time, Visual Activities and Fine Motor Activities

12:30-2:30 Nap Time, Change Diapers and Wash Hands

2:30-2:45 Afternoon Snack

2:45-3:30 Outside Free Choice (Gross Motor)

3:30-4:00 Literacy Activities (Songs, Nursery Rhymes, Storytime, etc.)

3:30-4:15 Free Choice Centers (Fine Motor, Tummy Time and Storytime)

4:15-4:30 Change Diapers

4:30-5:30 Inside Free Choice Activities (All Areas of Learning) and Pick-Up

Admission Requirements

Davis Park Christian Academy exists to provide a safe, secure place for children to grow and learn during their early years by providing a loving environment and a sound, carefully supervised, balanced program of activities.

Davis Park Christian Academy is licensed by the State Department of Social Services to serve children ages birth to six years of age.

Preschool aged children(2.5-6years) should be fully potty trained, pull ups or diapers at naptime are okay.

Preschool aged children(2.5-6years) need to be able to drink from a regular cup, no bottles and be independent of pacifiers while at school.

Our preschool is operated on a non-discriminatory basis, according to equal treatment and access to service without regard to race, color, religion, national origin or ancestry.

We encourage parents to visit and tour the preschool prior to admission and see our program in action. Please call to set up a tour with the director. We will explain the preschool program, policies of the school and answer any questions you may have. Once the tour is complete if there are openings you may register or if no openings are available your child will be placed on our waiting list. A registration fee and enrollment papers are due at the time of placement. Admission to the school is given on a first come/first serve basis.

Each child must have a physical examination by a doctor, including a TB Test, to be certain that the child is in good physical health and free from any communicable diseases. Also, a complete report of the child's medical history must be submitted prior

to admission. We adhere to state regulations regarding immunization records for your child. Immunization records must be current. Validated proof of immunization should be submitted as your child receives new immunizations.

An annual, non-refundable registration fee is required of each child. (See Financial Rate Sheet for current rate.)

Parents are responsible for keeping the school informed as to changes of address and other emergency information, i.e. employment change, new cell phone number, etc.

Children with special needs, such as emotionally, developmentally or physically challenged, will be accepted if it is determined that: 1) The child will benefit from our program. 2) The staff is able to meet the individual needs of the child. 3) There will be no adverse effect on other children through direct behavior. 4) The child does not require extra staff time needed for other children.

For the 1st day of school please bring: a picture of your child for their cubbie, a blanket (labeled), a change of clothes in a zip-locked bag (labeled), and a clean reusable water bottle for daily use. Water bottles should be taken home at the end of everyday and kids should come with a clean one everyday.

Policies & Procedures

Tuition

A non-refundable registration fee per child is payable each year at registration time. This registration fee covers the application process, insurance, earthquake supplies, and classroom supplies.

Tuition fees are based on the program your child is registered to attend. You have the option of paying weekly or monthly. If paying weekly tuition is due on Monday each week and considered delinquent after Wednesday of each week. A \$10 late fee will be added to your account if not paid by that time. If paying monthly tuition is due the 1st day of each month and considered delinquent after the 5th day of each month. A \$35.00 late fee will be added to your account if not paid by that time. Please refer to our Financial Agreement for current tuition and enrollment fees. Whether paying weekly or monthly each family is responsible for paying the tuition for the entirety of the current month. For months that have holidays and/or in-service days the family is still required to pay the entirety of that month. If paying weekly and tuition is not paid for two consecutive weeks then the parent will be asked to withdraw their child. If paying monthly and tuition is not paid by the 20th of the current month the parent will be asked to withdraw their child from school. All tuition and late charges must be paid even if the

child is withdrawn. A return check fee will be charged to your account for all insufficient funds checks. (Refer to financial agreement for current prices). Tuition is payable whether the child is present in school or not.

Preschool Rates

5 School Days = \$195 weekly	5 Full Days = \$275 weekly
3 School Days = \$136.50 weekly	3 Full Days = \$195 weekly
2 School Days = \$91 weekly	2 Full Days = \$130 weekly

5 Half Days = \$160 weekly	1 Drop-In Day = \$65 per day
3 Half Days = \$96 weekly	
2 Half Days = \$64 weekly	

Toddler Rates

5 Full Days = \$300 weekly	1 Drop-In Day = \$75 per day
3 Full Days = \$225 weekly	
2 Full Days = \$150 weekly	

Infant Rates

5 Full Days = \$325 weekly	1 Drop-In Day = \$85 per day
3 Full Days = \$255 weekly	

We do not send bills or invoices unless you have a balance passed due. It is your responsibility to pay all tuition fees on time. We have two options for paying tuition, either through our app or in our tuition box in the office. If you would like a receipt, please indicate so on your check. When writing a check please include the family ID number or the student's name.

We don't offer any other optional programs or services at this time.

The First Few Weeks

The first few weeks in any new environment can cause anxiety for your child. The director and teachers are sensitive to these feelings. Our staff is trained to be alert and aware of your child's reactions to this new environment and will make every effort to help your child adjust as easily as possible.

There are some things you can do as a parent to help ease the adjustment period:

Take time to get to know the teachers and staff involved in the care of your child. Since your feelings may be indirectly communicated to your child, it is important that you feel confident in the staff's abilities and comfortable about bringing your child to the center.

Talk with your child positively about the center and the things he/she will be doing there.

If you anticipate a problem in separation, discuss this with the staff and decide on a procedure to follow in advance. We suggest that after the necessary signing-in and exchange of greetings, you say to your child, "Good-bye. I will pick you up later. I know you will have a good day," and then leave. This method may seem abrupt, but it will minimize separation anxiety for your child. This is preferred to "sneaking out", because it's better that your child be well informed and has the opportunity to say good-bye to you. For younger children, it may be helpful to bring a special object from home, such as a stuffed toy or blanket. This may help the child in bridging the gap from the familiar to the unfamiliar.

During the first weeks you may feel some apprehension after leaving your child. This is a perfectly natural response. We know how very important your child's well being is to you. We encourage you to feel free to call the school during the day or message us through the app to find out how your child is doing. The director and staff are eager to keep you informed.

A re-adjustment may occur after a long weekend or vacation. Your continuing positive attitude will facilitate any such transitions.

Withdrawal

Our policy requires that all withdrawals, whether before the school year begins or during the year, must be made in writing with at least a two week notice and shall be effective when such notice is delivered to the school office or sent through email. Tuition is due for that two week period. If a child should withdraw from the program without a two week notice, tuition will be charged continuously until a letter of termination, in writing, is received. We ask that you provide us with as much advance notice as possible. Please include the reason for withdrawing. If a student leaves for any reason, or enters after the school year has begun the tuition fees are prorated on a daily basis.

Termination of Enrollment

Davis Park Christian Academy Inc. may terminate a child from the program if the parent fails to comply with any of the school policies and procedures or if the school is unable to meet the needs of the child. Some of those policies include but are not limited to:

*Tuition is not paid for two consecutive weeks.

*Tuition payment has not been received by the 20th of the current month.

*Behavior causing a significant risk of harm to the health and safety of the other students or faculty.

*Late for pick-up too often. We close promptly at 12:15 p.m. for Half-day, 3:00 p.m. for School-day and 5:30 p.m. for Full-day.

Anti-Harassment Policy

Davis Park Christian Academy's desire is that students look forward to coming to school. It is the policy that all students are entitled to attend school in an environment that is free from harassment and intimidation. Davis Park Christian Academy is committed to creating an environment that represents the respect and dignity that we all want and deserve. The following statements are not meant to alarm parents, but they are required by State law to be included in our handbook.

Harassment on the basis of sex is a violation of federal law. Title IX of the Education Amendments of 1972 protects students from unlawful sexual harassment in all of a school's programs or activities, regardless of who the harasser is.

Hostile environment harassment occurs when unwelcome sexually harassing conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an education program or activity, or creates an intimidating, threatening, or abusive educational environment. A hostile environment can be created by a school employee, another student, or even someone visiting the school.

Harassment in any form, by an employee or another student, will not be tolerated and will be the basis for discipline up to and including dismissal from school. Outlined below is a complaint reporting procedure:

- A student should tell his or her teacher, parent, other school employee or Director; someone who is not the offending party.
- Complaints will be promptly investigated and documented.

- Students shall not suffer retaliation for filing a complaint
- All reasonable efforts will be made to assure confidentiality of complaints.

Lunch/Snack

Each day two nutritious snacks(one am and one pm) and one nutritious lunch will be provided for the children in our Toddler and Preschool Programs. All children in the Infant Program will have their food, snacks, and formula provided by the parents/guardians. All snacks and meals will be prepared on site by educated staff.

Breakfast

Children may bring their own breakfast between the hours of 7:30 AM to 8:00 AM. If a parent plans on their child eating breakfast at school and for some reason it was forgotten at home it is the parents sole responsibility to either return home for it or provide an alternative. Food should be low in sugar, high in protein and have nutritional value. After 8:15 AM breakfast will not be given. Our first snack is served at 9:30 AM.

Water

Children are required to bring a clean reusable water bottle filled with water everyday. Children will have access to clean drinking water that they can refill their water bottles with throughout the day. If for any reason you forget to send your child with a water bottle there are water bottles to purchase at school for \$1.00 a piece. These will be refilled throughout the day at no additional charge.

Hours of Operation

School hours are: Half day 8:30 AM-12:30 PM, School day 8:30 AM-3:00 PM and Full day 7:30 AM-5:30 PM

*If you are on the school day plan, and pick up your child late, you will be charged \$10 and an additional \$5 for each minute after 3:00 PM. The same late fee applies for our full day plan after 5:30 PM. For the school day plan, if a child arrives before 8:00 AM and/or is picked up late twice in one month, you will be charged the full day rate. If a

child is dropped off early or picked up late on a consistent basis, you may be asked to withdraw your child from our program.

The school is open Monday through Friday with a school year program(10 months), and with a summer program(2 months) option. There will be no reduction in tuition for holidays.

Holidays

The school will be closed on the following holidays during the school year:

Labor Day

Veterans Day(If it lands on a Tuesday or Thursday we will be closed Monday or Friday)

Thanksgiving Break(Wednesday-Friday)

Christmas Break(two weeks)

Martin Luther King Jr. Day

President's Day

Spring Break(one week)

Good Friday

Easter(observed on the Monday following Easter)

The school will be closed on the following holidays during the summer program :

Independence Day(days off depend on where the holiday falls)

*There are some non-holidays when the school is closed, these days are staff orientation and prep days. On these days we have meetings with the staff, CPR training, staff orientation, back to school prep and maintaining and cleaning the school. Refer to the current yearly calendar for actual dates.

Parking

You may park in the parking lot to the left of the school entrance, along the curb on Napier Dr. or in the drive through area in front of the school entrance.

Arrival and Departure

You must accompany your child into the classroom or play yard every day. When the center first opens for the day and attendance is low, children are frequently gathered in one room before they move to their respective classrooms. We ask that all the children arrive by 8:30 AM. This is our welcoming and circle time and we don't want any child to miss this special time. It is also very distracting to the teacher and other children when you walk in late. When departing, don't forget to check your child's cubby and coat hook. For safety reasons, be sure to close the door behind you.

Checking In & Out Procedures

According to state law, parents are required to check their child in and out each day. We have sign in/out binders that will require a full signature that will be used everyday. If someone other than the child's custodial parents or guardian will be picking up the child from the center, prior authorization, in writing, must be made. The parent or guardian is the only person who can authorize the center to release the child to another individual. The parent or guardian should provide the names of at least two other adults who have permission to pick up your child in case of an emergency. This authorization is given on the enrollment form and should be periodically updated in writing. The school closes promptly at 5:30 PM. If your child is not picked up by 5:35 PM we will start calling your home, work and the people listed on your registration form. If for some reason you cannot call the school and we cannot reach anyone by 6:30 PM, we will call Children's Protective Services at 1 (800) 540-4000. They will send a representative for your child. Because your children are our responsibility while here at school, the staff is instructed not to release a child to anyone who appears intoxicated. In such a case, the State requires parents to make other arrangements for transporting the child. Should a problem arise, police will be contacted.

Conciliation Agreement

Your signature(s) on the Parent Agreement acknowledges the following: The parties to this agreement believe that the Bible commands them to make every effort to live at peace and to resolve disputes with each other in private or within the Christian church. Therefore, the parties agree that any claim or dispute arising out of or related to this agreement shall be settled by biblically-based mediation and, if necessary, arbitration in accordance with the rules of procedure for Christian conciliation for the Association of Christian Conciliation Services. The parties agree that these methods shall be the sole remedy for any controversy or claim arising out of this agreement and expressly waive their right to file a lawsuit against one another in any civil court for such disputes, except to enforce a legally binding arbitration decision.

If Your Child is Upset

If your child has an upsetting experience, such as a change in family structure, the death of a pet, or an illness in the family, please let us know. We want to help your child work out difficulties through play, art, or sympathetic conversation. Your child's total development is important to all of us.

Parent Teacher Conferences

The teachers are continually making observations, collecting samples of work, and assessing the developmental growth of each child throughout the year. Parent-teacher conferences will be held on an as needed basis, initiated by either teacher or parent. When the time comes our teachers will discuss kindergarten readiness for all students entering kindergarten.

Parent Involvement

We always encourage parents to be involved at our school, but it is not mandatory. Parent involvement plays an important part in our school. Being involved shows your child you care. Your involvement is part of what makes our school a wonderful place for children. We provide opportunities for parents to be involved such as: helping with cooking or art experiences, bringing in items for special events or parties, helping cut out items for the teacher, etc. We encourage parents to come and share their talents, careers, and culture with the children. We have a Parent Involvement Form available for you to fill out at registration time.

Volunteers

Any person who volunteers on the school campus is required to show proof of the following:

- *Immunizations required
- *Health Screening Report filled out by a Physician
- *Completed Mandated Reporter Training AB 1207
- *Completed Davis Park Christian Academy's Volunteer Form

Staff

We are fortunate to have a professional, caring staff that is dedicated to helping each child develop to their full potential. Each member of our staff has been employed as a qualified and competent person in Early Childhood Education to provide loving, caring direction and guidance to all the children. Each staff member is aware of unique differences and will provide appropriate care for each child according to their needs. All of our teachers are certified by the State and 100% are certified in CPR. Our staff continually participates in education conferences and in-service training to remain up to date in the field of early childhood education and the needs of families and young children.

Every staff member is a professing believer in the Lord Jesus Christ. Each employee interacts well with children and embraces an attitude of service. The Director is also available to serve and assist our families in any way possible.

Emergency Procedures

Davis Park Christian Academy has written policies and procedures for dealing with emergencies. Be assured that the staff will be giving your child any emergency care they may need. If there is a medical emergency we will contact parents immediately and or emergency services if required, we will also administer first aid if needed. If there is a dental emergency we will contact parents immediately and administer first aid if needed. Our school is equipped with first aid supplies, flashlights, radios, cell phones, walkie-talkies, disaster food, water and supplies. We periodically conduct and document emergency drills such as fire and earthquake drills. The children are taught safety and exit procedures. We have developed an emergency evacuation system designed to meet the needs of the preschool. In the event of an area disaster, the school is prepared to keep your child for as long as seventy-two hours. Staff members are trained in First Aid and CPR. Disaster supplies are provided for each student and classroom. Those names listed on the emergency form will be allowed to pick up your child. If the adult picking up your child is unfamiliar to our staff we require a picture I.D. If at any time your emergency contact information changes, notify the office immediately.

We encourage parents to discuss and practice safety drills with your family at home.

Student Accidents

If your child is injured while at school, first aid will be administered. If treatment by a doctor is needed, we will make every effort to contact you and/or the doctor you have chosen to treat your child. If attempts to contact a parent or guardian, or the child's

doctor are not successful, we will call emergency medical services. In the event of an emergency, we will make sure that your child receives the necessary emergency treatment until you can be reached. If there is a need to transport the child, a staff member will accompany your child at all times. Any expense incurred will be the responsibility of the child's family. The school will not be responsible for anything that may occur as a result of false or misleading information given at the time of enrollment. The authorization for emergency treatment on the Enrollment Record must be signed when you enroll. Please keep your child's file current by keeping us up to date on phone numbers, and other pertinent information.

The persons who are listed on the Emergency Information Form to be called in an emergency when the parents cannot be reached, should live in the local area, be available during school sessions, and should know your wishes for your child.

Birthdays

Your child's birthday is a special day! We enjoy being a part of your child's birthday celebrations and like to recognize birthdays here at the preschool, if that is your preference. Parents are welcome to provide a special treat that will be given after lunch. Please discuss this with your child's teacher a week in advance. This is a 15-minute time slot so please keep refreshments simple. Elaborate parties should be done at home.

Rest Time

All children ages birth to 2.5 years will be required to rest each day. Title 22 of the California Administrative Code regulating licensing of Children's Day Care Facilities requires that provisions be made for children to nap in the am and in the pm. A separate sleep area will be provided and made available to the children at all times of the day. Whenever a child is sleeping they will be observed and monitored at all times. The scheduled rest times are 9:30am-11:00am and 12:30pm-2:30pm. For our youngest children that are required to sleep in a crib, a clean crib sheet will be provided daily. No other blankets or comfort items will be allowed in the crib while a child is sleeping. Once a child transitions to a cot, parents will be required to provide a crib sheet and a child-sized blanket, clearly marked with his/her name, which can be left at school. The parents are responsible to take their blankets and sheets home to wash weekly. Children are allowed one comfort item while they are sleeping.

All children ages 2.5years to 6 years will be required to rest each day. Title 22 of the California Administrative Code regulating licensing of Children's Day Care Facilities requires that provisions be made for children to nap or rest after lunch. Children are expected to rest quietly, allowing those who need to sleep the opportunity to do so. If a child does not sleep he/she is required to stay quietly on their cot and will be given a book or other quiet activity that can be done on their cot. All children will be resting between 12:30pm and 2:30pm. Each student will need a crib sheet and a child-sized blanket, clearly marked with his/her name, which can be left at school. The parents are responsible to take their blankets and sheets home to wash weekly. Children are allowed one comfort item while they are sleeping.

Infant Safe Sleep Plan

The two following documents will be filled out by Teachers and Parents for each infant.

Infants Sleep Safe Check In

Child's Name: _____

Date: _____

Time: _____

Observation: _____

Time: _____

Observation: _____

Time: _____

Observation: _____

Time: _____

Observation: _____

Time: _____

Observation: _____

Illness

We are very concerned about the health of your child as well as that of other children in our care. The State Department of Health and Welfare requires a physical examination and verification of immunizations upon enrollment. Please do not bring your child if he/she seems ill. Please examine your child each day before bringing him/her to school. You know your child best. Please watch for any unusual behaviors such as lack of appetite, headaches, crankiness, overly tired, etc. This may be the beginning of an illness. Each day our staff will ensure that each child is healthy enough to stay at school by doing a quick health inspection. Additional attention will be given to those children who have been absent because of an illness or have been exposed to a contagious disease. The adult bringing the child to the center shall remain until the child is accepted. If your child has been ill during the night, you will save time and stress by keeping him/her home. Do not expose other children to colds and contagious diseases. If your child is not well enough to go outside he/she is not well enough to be at school. A child who becomes ill during the day will be isolated and the parents will be notified and expected to come or arrange for someone else to come **immediately** for their child. If a parent cannot be reached, another adult on the child's Emergency Form will be contacted. Children who do not feel well become apprehensive if they have to wait too long. If your child is absent due to illness for more than one day, please call the office (209) 522-2163 to inform us. For one day absences we do not require a phone call. Following any serious illness, a doctor's statement will be required. This is for the protection of all children.

The director or her designee will determine if a child is too ill to remain at the preschool. Any child experiencing the following symptoms should not come to school and if they are at school will be sent home:

A fever of 99.7°F or higher

Contagious skin or eye infection

Diarrhea (at least two incidents), increase in stool water and /or form that cannot be contained. Vomiting-one incident

A colored green or yellow discharge from nose indicating an infection

Difficulty breathing

Contagious Diseases (some listed below)

If your child is sent home with a fever, he or she must be free of the fever for at least 24 hours before returning to the preschool. There is no credit given to absences due to illness.

Contagious Diseases

Children are not allowed to attend school when they show signs of a communicable disease. Parents are required to notify the office if your child has been exposed to any communicable disease or if they have been diagnosed as having one, or incubation dates can be verified, and parents can be notified of possible exposure.

State law requires that we notify parents of children who become exposed to certain contagious diseases. This will be done through a notice posted at the preschool.

PLEASE REPORT ANY CONTAGIOUS DISEASES IMMEDIATELY TO THE OFFICE WITH A DOCTOR'S NOTE, SO THE PARENTS OF OTHER CHILDREN CAN BE NOTIFIED.

The following are guidelines to be followed when sending your child back to school after an illness:

- *Infectious Conjunctivitis (pink dye) -24-Hours after treatment has started.
- *Head Lice -24-Hours after treatment and free of all nits
- *Strep Throat or Scarlet Fever-24-Hours after treatment and the child is free from fever.
- *Chicken Pox -Till all sores have crusted over.
- *Ringworm -24-Hours after sore is treated and kept covered
- *Fifth Disease -24-Hours free of fever. Face can look as though it was slapped on cheeks. Rash is heat sensitive and may disappear and reappear.
- *Impetigo -24-Hours after sore is treated and kept covered.
- *Scabies -24-Hours after treatment has started.
- *Mumps -Until nine days after the onset of gland swelling
- *Measles - Until four days after onset of rash.
- *Rubella -Until six days after onset.

*Hand, Foot & Mouth -Until clearance from Doctor.

Since enrollment is limited by State regulations and the expenses continue regardless of attendance there is no credit given for absences due to illness.

Lice

Although lice poses no real health risk and is very common in childhood, it can be very annoying and difficult to deal with. In the preschool setting lice can spread easily from child to child, because of this we have set forth some important lice policies to help eliminate this common childhood pest. If at any time throughout the day a child has live bugs or nits in their hair the parent/guardian will be called to come and pick-up their child. The child will be allowed to return as soon as they have been treated with lice medication and all bugs and nits have been removed. The child will be checked by the director or teacher upon their return to ensure they are clear to return. There are also things you can do to help prevent lice in your child: keeping all long hair up in a ponytail, bun or braid; checking your child's hair periodically; and or using lice repellent shampoo, conditioner and hair spray.

Medication

Our primary concern when administering medication is the safety and optimal health of every child. We have detailed procedures in place to ensure that your child receives the proper dosage of medication. All medication must be signed-in daily on our medication forms. One designated staff member in the school will administer medication. The administration of medication will always be witnessed by another staff member and recorded by our staff on the medication form. We will refrigerate medications as needed. Medication is given **only once a day after lunch**. If your child needs medicine more than once during the school day, he/she is too ill to be at the preschool.

Prescription Medication

DPCA will only administer prescription medications prescribed by a licensed physician or dentist. Written permission must be secured from the child's parent or legal guardian and physician for any prescription medication to be administered. Medication must be presented in its original container with a label attached bearing the child's name, current date, time and dose to be given, number of days to administer medication and pharmacy name. This constitutes the physician's written permission. Any unused portions will be returned to the parent. An individual medication form must be filled out for each prescription medication and signed by the parent or legal guardian.

Over-The Counter Medication

We believe that over-the-counter medicines should be treated with the same caution as prescription drugs. Oral over-the-counter medication such as aspirin, ibuprofen, and cough medicine can be administered only with the written permission of the child's parent **and** physician. Written instructions from the physician or dentist must be obtained. Medication must be presented in its original container and have a label with the child's name, a current date, time and dose to be given, number of days to be administered, and the doctor or dentist's name.

Be sure to ask for written instructions during visits to the doctor for all over-the-counter medications prescribed. We recommend that you ask your doctor to call the pharmacist for a prescription label with instructions for any over-the-counter medication that he/she recommends.

Parents may come to the preschool and administer over-the-counter medication to their child or may give written authorization for the emergency contact person's listed on the enrollment form to administer over-the-counter medication to their child. It is required that the parent or person administering the medicine signs a medication form documenting the name of the medicine, dosage, date, time and who administered the medicine.

Medication for Allergies or Chronic Illness

If your child requires medication for life-threatening conditions such as allergies, bee sting, etc., the prescription can be kept at the center and administered when necessary for as long as the child is enrolled. The child's parent and physician must sign an authorization form. Expired medication will be returned to the parent.

Nebulizer Care

If you need nebulizer care for your child you must fill out the Nebulizer Care Consent/Verification Form. The nebulizer form must be filled out completely by the parent and by the child's doctor before we can administer care. All machines or inhalers will be kept in our health room.

Immunization Requirements for Preschool Entry

By law, the state requires that your child may not be admitted to school unless all immunizations are up-to-date. The following are the state requirements for child care entry for children two years through five years:

Polio, DPT/DTAP/DT, Hepatitis B, MMR, HIB, Varicella and TB Skin test.

In addition to the above, a complete Physician's Report, completed and signed by your doctor is required prior to entrance. A child may be exempt from the immunization requirements when their physician recommends against the immunization based on medical grounds. If your child is exempt and there is a disease outbreak, the Health Department may order us to temporarily exclude your child for their own protection.

State Licensing

Davis Park Christian Academy is licensed under the Department of Social Services. In compliance with the State Social Services regulation 101200.b, the Department of Social Services Licensing Division has the authority to interview children or staff, and to inspect and audit child or child care center records, without prior consent.

- 1) The license shall make provisions for private interviews with any child(ren) or staff member; and for the examination of all records relating to the operation of the childcare center.
- 2) The Department has the authority to observe the physical condition of the child(ren).

We believe that licensing and rigid enforcement of standards are in the best interest of all children. Our center complies with applicable licensing regulations and standards. These standards relate to our facility, staff, health and safety procedures, nutrition, teacher/child ratios, and record keeping. Our center is subject to inspection by state and city health, fire and licensing officials.

Clothing

It is recommended that the boys and girls wear washable play clothes. Painting, clay, mud play, etc. are usually available to your child and some colors of paint just do not wash out well. Clothing that is easy to manage, encourages independence and self-help. Many toilet accidents are prevented if children can unbutton or unbuckle pants and belts without a struggle. For the younger children, don't dress them in overalls or bodysuits and don't include belts, snaps, etc. "Pull-on" type clothes with elastic waists that can be easily manipulated by the child is preferred. All children are required to keep a complete change of clothing at school in case of an accident. Label each item with your child's name and place them in a plastic zip lock bag labeled with your child's

name. If these clothes are used, be sure to return them the next school day. All clothes belonging to the students will be returned at the conclusion of the school year.

All jackets, sweaters, coats, hats and boots must be **clearly marked** with the child's name. Many children wear identical clothing and without a name in each garment, it is almost impossible for an aide or teacher to identify to whom it belongs. The school will not be responsible for any lost clothing. Clothing with emblems or sayings that do not align with our biblical values or are a disruption to the preschool environment are not permitted.

A sweater or jacket at the school, especially for all day children, is recommended since the temperature changes from morning to late afternoon.

All shoes must be in good condition. Sandals must also have a back strap for support, no flip-flop shoes will be permitted. If sandals are open toed, socks are required.

Lost and Found

If your child is missing anything, please notify the staff as soon as possible. **Please remember to label everything!** It is much easier to return a lost item if it is labeled with the owner's name. The school is not responsible for lost items. Unclaimed items are given to charity after a reasonable period of time.

Discipline Policy

The following are examples of behavior guidance and discipline techniques. Because each teacher is unique, there is no one style that will work uniformly with all teachers. Conversely, given the individualized temperaments of children, there is no one style that will work uniformly with all children either. Our teachers are committed to these principles:

1. Show love for the child with eye contact, physical hugs, and focused attention by spending individualized time with the child.
2. Know the age characteristics of children; behavior may be typical of a stage that children are going through.
3. Communicate respectfully with children by listening to their feelings and talking with them as valued individuals.
4. Praise desirable behavior. Effective praise must be immediate, sincere, specific and related to the event, not the character of the child.
5. Extinguish unacceptable behavior by stating your expectations (keeping in mind the developmental age of each child) beforehand. Remind the child of the acceptable behavior without focusing on the negative.

6. Remind children of the consequences of undesirable behavior. Consequences such as time out, loss of privileges, redirecting, a note or a phone call to home.
7. When a child is sent to the office for willful disobedience, deliberate defiance, or deliberate destruction and aggression, a note home will be sent explaining the problem or a phone call will be made to the parent.
8. If a child becomes a frequent discipline problem a parent-teacher-director conference will be arranged. If behavior does not improve, family counseling, suspension, or withdrawal may be considered.
9. No form of Corporal Punishment/Violation Of Personal Rights - CCC 101223.2
10. Children will never be put down or made to feel inadequate in any way.
11. Verbal abuse will never be tolerated for any reason.

Behavior Policy

For us to provide quality care and education for all of our children, we must maintain a safe environment and all children need to be able to participate in all activities. We plan for positive guidance to prevent unwanted behaviors. However, if a child causes unsafe situations or disruptions which interfere with other children's rights and/or the smooth function of the day, action, up to and including dismissal from the center, must be taken.

Preventing Unwanted Behaviors

Guiding children's behavior is an ongoing occurrence throughout each day, not only reserved for when a child's actions are unsafe and/or unacceptable. We make it a practice to guide behavior by establishing predictable routines, setting clear expectations for and with children, and serving as role models for kind and respectful behavior.

Being attentive to children and their needs, while being fully aware of what is going on in the classroom are key factors in how we guide behaviors. These actions help children feel noticed, confident, and secure. This in turn generally assists in children's comprehension of what is appropriate and acceptable. Key ways staff prevent unwanted behaviors:

Actively supervise the children by scanning the room or playground, constantly looking at what children are doing to anticipate behaviors.

If more than one staff member is supervising a group of children, they will spread apart so that the entire space can be optimally supervised.

Staff will communicate with each other to ensure consistency with each other, the children, and their families.

Staff will provide extra attention to those children who need a little more guidance, while still attending to the needs of other children. This can be in the form of giving the child helpful tasks, providing materials and activities that hold his/her attention, spending time listening to him/her, etc.

Parent Involvement

We encourage parents to talk to their child about their behaviors. Speak to him/her about preferred ways to communicate feelings as well as why they acted in the manner they did. We discourage punishment at home, once time has passed after the incident since it will likely not be fully understood by the child.

We also strongly recommend parents speak to the teacher about anything that might contribute to their child's behavior. Children often know or sense things that adults are unaware their child realizes. Sometimes extra and/or targeted attention is helpful for children to not feel so overwhelmed or stressed and therefore behave appropriately. Our center strives to partner with the families so we can better serve the children.

If Unwanted Behaviors Continue

In the event the disruptions or unsafe behaviors occur three times in a day/or five times per week:

1. Parents will be contacted to pick up their child for the remainder of the day. This is not a disciplinary measure but rather a way to relieve the child's difficulty in the program and maintain a safe and fair environment for all.
2. A meeting will be held with the parent and teacher to discuss the circumstances surrounding the behavior and to brainstorm effective strategies to help the child.
3. A Behavior Guidance Plan will be implemented by the teacher and may include shadowing, redirection, changes in the classroom environment, and/or teaching the child appropriate ways to express their feelings and thoughts.
4. If the behaviors again occur three times in a day and/or five times per week, a meeting with the parents, teacher and the director will take place to further discuss the issue and additional support options.
5. The child is given reasonable opportunities to respond positively. If all of our efforts and methods fail to result in a positive adjustment of the child's behavior the director will initiate the termination of care as a last resort.

Biting Policy

Because biting is a normal stage of development for infants, toddlers and sometimes preschoolers, it is not an occurrence we should place blame on children, families, or teachers for. Although it is not unusual, it is scary, frustrating and usually stressful; therefore we tend to react differently than we do hitting, grabbing or other aggressive acts.

Understanding Biting

Children bite for various reasons, and as they mature, gain self-control, and develop problem-solving skills, they usually outgrow the behavior. Some common reasons for biting are:
Relieve pain from teething.

Explore cause and effect(What happens when I bite?).

Experience the sensation of biting.
Satisfy a need for oral-motor stimulation.
Imitate others.
Feel in control.
Get attention.
Act in self-defense.
Communicate needs and desires(hunger, fatigue, etc.).
Express feelings(anger, fear, frustration, etc.).

When Biting Occurs

In cases of biting, our response will be to the child who was bitten, to help the biter learn a more appropriate behavior, and to evaluate ourselves to maintain an environment that is optimal for children's needs. Focus will be on effective strategies that address the specific reason for the behavior. Staff will:

Intervene immediately between the children.

Remain calm and not overreact.

Comfort the child and apply first aid. If the skin is broken, wash the wound with soap and water.

Apply an ice pack or cool cloth to help prevent swelling.

Talk to the biter, using a tone of voice to emphasize that biting is not acceptable and point how the biter's behavior affected the other child.

Encourage the child who was bitten to tell the biter how he/she feels("You hurt me." "Don't bite me." Ect.)

Notify the parents of both children involved via phone call and/or incident/accident report, without using other children's names.

Parent Involvement

We encourage parents to talk to their child about the incident. For the parent of the child that was bitten, speak to him/her about self-advocacy ("stop" "don't" "you hurt me" ect.). For parents of the child who bit, speak to him/her about preferred ways to communicate feelings. We discourage punishment at home, once time has passed after the incident it is likely not to be fully understood by the child.

We also strongly recommend parents speak to the teachers about anything that might contribute to their child's biting. Children often know or sense things that adults are unaware their child realizes. Sometimes extra and/or targeted attention is helpful for children to not feel so overwhelmed or stressed and therefore bite less. Our center strives to partner with the families so we can better serve the children.

If Unwanted Behaviors Continue

In the event the biting occurs three times in a day/ five times per week:

1. Parents will be contacted to pick up their child for the remainder of the day. This is not a disciplinary measure but rather a way to relieve the child's difficulty in the program and maintain a safe environment for all.
2. A meeting will be held with the parents and teacher to discuss the circumstances surrounding the behavior and to brainstorm effective strategies to help the child.

3. A Behavior Guidance Plan will be implemented by the teacher and may include shadowing, redirection, changes in the classroom environment, and/or teaching the child appropriate ways to express their feelings.
4. If the biting again occurs three times in a day and/or five times per week, a meeting with the parents, the teacher and the director will take place to further discuss the prevention of biting.
5. The child is given reasonable opportunities to respond positively. If all efforts and methods fail to result in a positive adjustment of the child's behavior, the center will initiate the termination of care as the last resort.

Permission to Publish

As part of your child's educational experience at DPCA, their photo might be published in conjunction with a school activity or craft event, brochures, newsletters such as our electronic newsletter, local newspaper, or web site, etc. In your admission packet there is a form for each parent to sign that will allow us permission to publish. If you wish for us not to take your child's picture please indicate on that form.

Siblings

We understand that many of the children in our preschool have siblings, both younger and older. We want them to feel comfortable in our school and yet we need parents to understand that the role of our staff is to supervise and prepare an exciting environment for the child who is enrolled. We ask that you be considerate and aware of supervision and the length of time siblings are in the classroom and play yard.

Parent Newsletter

A newsletter is available the first of each month. It gives information on curriculum, monthly memory verse, special dates and classroom activities. Please read it carefully.

Reporting Child Abuse

All preschool employees are mandated by law to report any suspected incidents of possible child abuse or neglect. In some cases, we are directed by the state's child protective agency not to notify the parents of the report. Please understand that we are legally obligated to comply with these guidelines.

Car Seats

By law, every preschooler needs to be placed in a car seat when riding in a car. Please be sure that anyone who picks up your child from our facility has a car seat. Car seats cannot be dropped off and kept at the school as a convenience to the driver picking up your child. We do not have enough storage space to accommodate this for everyone. Only for emergencies will we let you drop off your car seat, not on a regular basis.

Preschool Is A Place For Learning A Child Learns When:

He/She has a great variety of experiences--stimulation and contact with people and objects. These experiences have meaning to him/her and are suitable to his/her age.

He/She has opportunities to satisfy his/her curiosity and learn through discovery.

He/She works and plays in a pleasant place where he/she has more chances for success, than failure.

He/She has opportunities for free play to practice what he/she learns.

The preschool program is based upon the understanding that children are individuals. In order to provide for the needs of all children, the preschool provides:

*A wide variety of play equipment, playmates, and helpful adults in surroundings with enough space. *Periods of activity and rest, with both free play and more organized quiet activities.

*Small and large group experiences with storytelling, opportunities for discussion and vocabulary building, science, music, finger plays, songs, Bible stories, activities involving numbers, colors and shapes.

REMEMBER. . .

Growth is continuous and UNEVEN.

And no two children grow in the same way.

Reminders for a Successful Preschool Experience

1. Make going to school a pleasurable experience.

2. Tell the teacher anything about your child that will help her understand your child better.
3. Be interested in what your child brings home from school.
4. Read all notices sent home from the teacher or office staff.
5. Have complete confidence in your child's teacher and let your child feel this strongly.
6. Never discuss the teacher, playmates or the school negatively in the presence of your child.
7. **Label everything.**
8. Please let the office know ASAP if there are changes on the emergency form i.e. phone numbers, change of employment, etc.
9. Please be sure to call the office if your child will not be in school for more than one day.
10. Pray regularly for your child, their teacher and our school.

Forms Required for Registration

*Admissions Agreement Form

*Notification of Parents Rights Form LIC 995 CCC 101218.1(b) and (b)(1)

*Personal Rights Form LIC 613A CCC 101223(a) and (b)

*Identification and Emergency Information Form LIC 700 CCC 101221(b)(7)

*Consent for Emergency Medical Treatment Form LIC 627 CCC 101221(b)(8)(c)

*Child's Preadmission Health History - Parents Report LIC 702 CCC 101218.1(a)(3)

*Physicians Report Form - Child Care Centers LIC 701 (Medical-Assessment Requirement, including TB skin testing if indicated by the child's physician) CCC 101220, 101218.1(1)(4)

*Proof of Immunizations Required - CCC1012210.1