

**Parent Handbook  
2022-2023**

# KUMC Preschool Philosophy and Mission

## Philosophy

Children learn naturally through play experiences. A play-based model is a thoughtfully planned environment that allows for the teachers to seek out and find what interests the children and what strengths the children are showing, then building on these interests and strengths to assist children in making the best possible choices each day. Children who are given more opportunities to learn through play in the early years are better able to navigate social and emotional issues that arise later in elementary school and hence, are better able to learn and concentrate. Self-directed play leads to self-harmony, which leads to a higher ability to learn and retain knowledge.

For our curriculum we use a theme-based approach. Our staff works together to create our own curriculum that centers around a different monthly theme. Through our themes, we tie in emergent literacy, math, science, and character development. We believe the best educational curriculums do more than just teach children how to count and say the alphabet. These programs reach children's hearts as well as their minds and provide children with appropriate experiences that foster their social, emotional, physical, intellectual, and spiritual development. Along with our classroom curriculum, we will also offer Chapel. Our goal is to help create a well-rounded child physically, mentally, and spiritually.

## Mission

Our Preschool Teachers and Staff foster learning in a play-based, Christian setting where every child's spiritual, academic, social, and emotional needs are met.

## Vision

Our vision is to provide an environment where children experience the joy of learning while discovering just how BIG God's love is for them.

## Values

In all we do we are committed to:

**Love** – loving God, loving our Preschool Family, and our Community

**Play Based Learning** – meeting each child where they are at

**Excellence** - by showing respect, compassion, and integrity while fostering a safe learning environment.

# KUMCP General Information

## Contact Information

**Mailing Address:** 7071 Forestville Rd  
Knightdale, NC 27545

**Phone Number:** (919) 266-2373

**Email:** preschoolatkumc@gmail.com

**Facebook:** @KnightdaleUMCPreschool

**Website:** knightdaleumc.org/preschool

**Office Hours:** Preschool office is open from 8:30-2:30 Monday - Friday.

## School Hours

**8:55 a.m. Classroom doors open**

**9:10 a.m. School begins**

**12:45 p.m. School ends for One's - Three's**

**1:00 p.m. School ends for PreK**

**12:00 p.m. Friday's - Entire School Early Dismissal**

## Early Birds

Our Early Birds is available Monday - Friday beginning at 8:00am - 8:55am for all students. Participation in Early Birds is month-to-month and prepayment is required. This service can be added or dropped as needed. Fees are invoiced with tuition through BRIGHTWHEEL.

Drop-in care is available with 1 day advance notice and approval from the Director.

## Inclement Weather and School Closings

Knightdale UMC Preschool follows Wake County Public Schools for delays, closings, and early dismissals due to inclement weather. Paying close attention to weather conditions and announcements on social media and local news concerning Wake County Public Schools is very important.

- ❖ If Wake County Public Schools close due to bad weather, we will also close.
- ❖ If the Wake County Public Schools open 1 or 2 hours late, then the preschool opens 1 hour later and doors open at 9:55am (NO Early Birds). No changes to afternoon dismissal.
- ❖ If the delay is longer than 2 hours, then preschool does not open on that day.
- ❖ If Wake County Public Schools close earlier than 1:00pm, children need to be picked up promptly.
- ❖ KUMCP does not have scheduled Make-Up Days.

## Birthdays

Birthdays are made to be celebrated!!! At KUMCP we celebrate birthdays once a month. The teacher will create a sign up for you to provide a treat for the Monthly Birthday Celebrations. Latex balloons should not be brought into the preschool, as they are a potential choking hazard.

To avoid hurt feelings, birthday party invitations will not be distributed by a staff member at school unless all students in the class are invited.

## Snacks & Lunch

**Snack:** You are responsible for providing a simple, healthy snack (such as cheese, crackers, vegetables or fruit) for your child each day. Please label the snack bag or container with your child's name. As part of your child's morning drop-off routine, snacks will be brought into the classroom and placed in the snack basket.

If your child's classroom has any food restrictions due to allergies, you will receive a more specific list of suggested snacks to pack for your child.

**Lunch:** Children need to bring a well-balanced lunch to eat at preschool each day. Your child's lunch should include a drink, any necessary utensils, and be CLEARLY LABELED WITH YOUR CHILD'S NAME. Please send finger-type foods cut up in bite size pieces that do not require heating. We will request that children finish their "growing food" before they begin their dessert. Please send portions that are reasonable for your child and that encourage independence.

**Thermos:** Please send a labeled, spill proof thermos/sippy cup with your child each day.

## Clothing

Please dress your child appropriately for the weather. We will go outside everyday unless it is raining or extremely cold (below 32 degrees). We have an alternate indoor space for inclement weather play.

- ❖ Please select safe close-toed shoes and comfortable "play clothes" for preschool.
- ❖ Your child will be very active and busy - and sometimes "messy" at preschool. Shoes for climbing and running on the playground need to be secure on your child's feet and not slippery. Shoes are required to stay on your child's feet while at preschool.
- ❖ Please do not send your child to school in flip flops or crocs, because children are prone to tripping and having accidents in these shoes at preschool.

**Extra Change of Clothes:** Please send an extra change of clothes in a labeled ziploc bag. The change of clothes will be stored in your child's cubby. Throughout the school year we will request that you switch them out according to the seasons

\*\*Please include the following items: underwear, socks, shirt, pants or shorts\*\* extra shoes are encouraged!

**Disposable Diapers & Wipes:** All children not potty trained should bring enough disposable diapers or pull-ups and wipes for the week. Please label the diaper packaging. Parents of children in older classes are to communicate with teachers concerning the potty training progress so that the child's needs are clearly understood.

# Tuition and Fees

## Tuition Payments

**Tuition is due on the 1st day of the month, September through May.** Tuition invoices are sent out 3 days prior to the first of the month via BRIGHTWHEEL. ***The AUTO PAY feature using either a debit or credit card is the preferred payment option.*** There is no additional fee for direct debit from a banking account. Merchant fees DO APPLY if using a credit card. We do not accept checks or cash for tuition payments or program fees.

No refunds or credit will be given for days missed for any reason including sickness, vacation or the closing of school for inclement weather or unforeseen events.

## Late Tuition Fees

If tuition is not paid by the 10th of the month, September through May, a \$5 per day late fee will be added to your account. In addition, "insufficient funds" transactions will incur a \$25 administrative fee. If you are experiencing financial hardship, please reach out to the Director. Children may not attend preschool until payment is made or alternate financial arrangements are approved by the Preschool Board Finance Committee.

## Late Pick Up Fees

Our preschool has a staggered dismissal with the 1's through 3's classes dismissing promptly at 12:45pm and PreK dismissing at 1:00pm. We make every effort to dismiss ON TIME daily and ask our that you arrive on time to pick up your children.

Our 1's through 3's classes dismiss at 12:45pm. If your vehicle has not entered the carpool loop by 12:55pm, a \$1 per minute late fee will be applied to your account.

PreK dismisses at 1:00pm. If your vehicle has not entered the carpool loop by 1:10, a \$1 per minute late fee will be applied to your account.

## Withdrawal

Parents/Guardians must give a one-month notice to the preschool Director in the event of withdrawing your student(s). Tuition must be paid in full for the last month the student is enrolled. Student withdrawal after January will result in a \$300 withdrawal fee.

# Communication

## Brightwheel

In an effort to be more efficient in our daily communication between preschool and home we use a communication app called Brightwheel. Brightwheel connects parents and preschool through digital daily reports, photos and messages.

### Brightwheel Office Hours:

- ❖ KUMCP Teachers are available from 7:30am-3:30pm on days that school is in session. Any messages sent outside of these times will be answered on the next school day.
- ❖ KUMCP Administrators will be available to answer time sensitive questions outside of Teacher Brightwheel hours.
- ❖ Please notify your child's teacher if your child will be absent, dropped off late, or picked up early.

### How to View and Send Messages:

- ❖ Parent contacts can view, send, and reply to messages from Admins, Staff, and other student contacts listed on their child's profile on the web and mobile app at any time.
- ❖ You will see two message threads for your student(s). One thread is for communications between you and all staff assigned to your student's classroom at the program and the other is for communications between you and Admins only. The Admin/Manager thread is tagged to clearly indicate which is which.

### Newsletters:

- ❖ A school-wide newsletter with a message from the Admin Team, Important Dates/Events and a Parents Corner Article will be sent out every Friday.
- ❖ A weekly Classroom News Message will be sent on Fridays from your classroom teachers.

### Parent/Teacher Conferences:

- ❖ We offer 3 opportunities during the school year for scheduled parent/teacher conferences: October, January, and March. You may request a conference with your child's teacher or preschool Director at other times during the school year when needed.
- ❖ Our staff/team welcomes your questions concerning your child and will offer input and observations, as they feel necessary. Please keep in mind that morning drop-off and afternoon pick-up are busy times when students require teachers' attention. Discussions with teachers at these times must be brief.
- ❖ Any concerns with lengthy discussions need to be addressed at a time when staff/team members do not have classroom responsibilities. Please schedule a time to talk with your child's teacher so that she can give you the attention you deserve.
- ❖ Should a teacher have concerns about a student during the school year, the teacher will first communicate with the preschool Director, who will observe the child in the classroom and suggest an action plan. If the concerns continue, we will then reach out to the parents and discuss how we can all work together to meet the child's needs. We often use the resources of Early Childhood specialists, such as Project Enlightenment, for our own staff development and will often direct parents to this agency as a resource for children's needs, as well as for strengthening and encouraging parenting skills.

## Drop off and Pick Up

### Safety, safety, safety!

**Please refrain from using your cell phone while driving in the parking lot!** Please drive slowly and courteously. Please follow directions from KUMCP safety staff in the parking lot and carpool loop.

### Morning Drop Off

When you arrive, **park in a parking spot**, the carpool loop is not a safe area for getting yourself and your children out of your vehicle. All families will enter the preschool using the courtyard entrance.

- ❖ Classroom doors open at **8:55 am**
- ❖ PreK - students should be dropped off at their outside classroom door.
- ❖ One's, Two's, Three's - students should enter through the preschool lobby doors and be dropped off at their classroom door.
- ❖ If you arrive after 9:10 am please ring the bell and a team member will meet you to take your child down to their classroom. After 9:10, Parents will need to say goodbye at the door and will not be allowed to walk in the building for security reasons.

### Afternoon Pick Up

Our preschool has a staggered dismissal with the 1's through 3's classes dismissing promptly at 12:45pm and preK dismissing at 1:00pm. We make every effort to dismiss ON TIME daily and ask that you arrive on time to pick up your children.

- ❖ All families must use their KUMCP carpool tag (or walker tag) for afternoon pick up.
- ❖ Families with preK students and younger siblings will dismiss at 1:00pm - ***\*please do not enter carpool before 12:55pm***

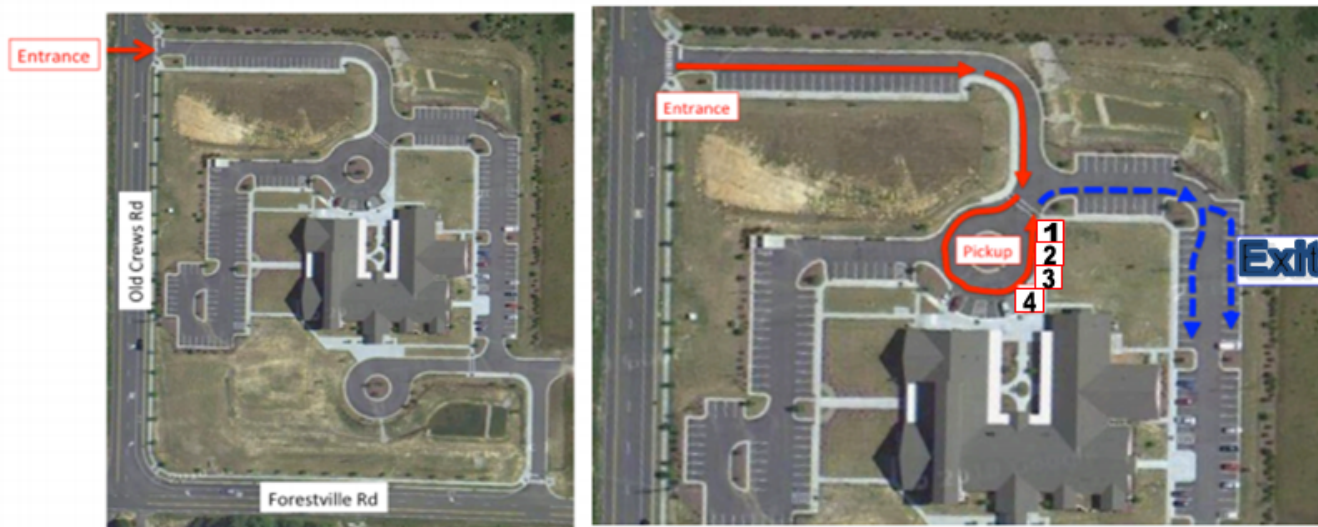
**Walkers:** Students who live in the neighborhood directly behind KUMCP will have a **Walker Tag** issued to their parent/guardian. Walkers are dismissed 5 minutes before carpool begins - 1's through 3's walkers dismiss at 12:40pm and PreK walkers dismiss at 12:55pm. Parents **must be at the preschool lobby doors on time with their "Walker Tag" to pick up their students**. Due to safety, we will not release walkers until after carpool if parents are late.

### Carpool:

- ❖ Use the Old Crews Rd entrance to enter the pick up line.
- ❖ **Have Carpool Tag Visible:** By having your carpool tag visible it helps the staff as well as substitute teachers place your child in the correct vehicle.
- ❖ A staff member will bring your child to a cone located in the "safety zone". The "safety zone" will be marked with 4 cones.
- ❖ When you pull up to the "safety zone" you may get out of your vehicle, take your child from the teacher and load/buckle your child into their car seat. **\*\*Staff members are not allowed to buckle your**

child into his/her car seat.

- ❖ Once your child is secure in their car seat, and the vehicle(s) in front of you have exited the “safety zone”, you may then exit the parking lot onto Forestville Rd.
- ❖ **Please refrain from going around another vehicle while in the carpool line.**
- ❖ Any changes to the way your child normally goes home need to be sent through Brightwheel in advance.



## Approved Pickups

To ensure all children’s safety, KUMCP staff will only release a child(ren) to the parent(s), guardian(s), and approved pickups listed in the family’s Brightwheel account. Please be sure to (keep current) the names of those persons authorized to pick up your child(ren) in your Brightwheel account. Remind the authorized person that they will be asked to show identification, such as a driver’s license, at pick up.



# Health & Safety Policy

*Effective August 1, 2022*

## Safety comes first!

We all know that working with young children, safety comes first! We also know that minor bumps and scrapes are an everyday part of your children exploring and learning through experience. Every class has an “Emergency Backpack” containing first aid items that travels with them throughout the day. In the event of a minor injury, our first step is to administer first aid with lots of TLC, a kid-friendly ice pack, and sometimes a bandaid. The next step is to complete an “Incident” report on BW which notifies the parent.

If an injury requires more than ice and a bandaid, parents are contacted via BW and phone. All KUMCP staff are CPR/First Aid Certified and trained in what to do in the event of a major accident/injury. In addition, our school has an Emergency Action Plan with protocols in place to help our staff and students in the event of an emergency.

## Personal Items

Please keep “loveys” and other personal toys at home or in your vehicle unless the teacher has requested them. There will be designated “show and share” days throughout the year where your child can bring in their favorite toy or lovey. We also ask you to consider limiting jewelry worn to school, not only for safety reasons, but also to avoid breakage or loss.

## Weapons/Violent Play

We follow a strict policy of not allowing play with weapons or pretending that other objects are weapons, including their fingers/hands, blocks, eating utensils, etc. We will redirect the play by removing the object and suggesting a different “game” is played. Please do NOT allow your child to bring a “toy weapon” of any kind to school.

In addition, competitive behavior is minimized in our programs. For young children, competition often increases undesirable behaviors and decreases acceptance of self and others. Undesirable behaviors include pushing, hitting, throwing objects, yelling, and bullying with words and/or actions. All efforts will be made to guide children in finding appropriate ways to interact with others. Please refer to our Policy on Guidance & Discipline for more information.

## Pets & Visiting Animals

Please be sure you share any pet/animal allergies with your child’s teachers. Our curriculum includes programs for animals to visit KUMCP and interact with students, such as our monthly science program and scheduled special events. These programs are included on the school calendar. Please contact your child’s teacher should you have any concerns.

We politely request that should your pet(s) travel with you to and from school that your pet remains in your vehicle during school hours.

## Illness

We realize that it is difficult for working parents/guardians to keep their ill child at home (we are working parents, too!)..but keeping your ill child at home will give your child needed care and rest, and will also help prevent the spread of illness to others at school. ***Children should be kept home from school*** if they are feverish, have diarrhea and/or vomiting, have nasal mucous discharge that isn't clear, or if they show signs of becoming sick (listlessness/drowsiness, productive cough, sore throat, ear pain, stomach pain). \***See exclusion criteria for more specifics.** If your child cannot comfortably participate in the day's usual activities or your child needs to stay indoors and/or have additional rest, these signs are generally indicative that the child should not be at school.

If your child becomes ill during the school day, they will be isolated from their class with a KUMCP team member. A parent/guardian will immediately be called to come and pick them up. Every effort will be made to make them comfortable while they wait for a parent/guardian to pick them up. KUMCP is not able to provide arrangements to care for sick children. If we cannot reach a parent within 20 minutes, we will reach out to the family's emergency contacts as listed on the child's Emergency Contact Card.

## Infectious Disease

There are many preventative strategies that we all can take to help lower the risk of exposure to infectious diseases, such as COVID-19, influenza, pink eye, pneumonia and help prevent the illnesses from spreading to others. Practice regular handwashing, cover coughs & sneezes, rest when not feeling well. When minor symptoms of illness are present, such as "common cold," wear a face covering when around others. Parents and KUMCP staff should monitor themselves, their children and other members in the household for symptoms:

- Fever (temperature of 100.4 degrees or higher)
- Cough
- Fatigue
- Muscle or body aches
- Headache
- Congestion or runny nose
- Sore Throat
- Nausea or vomiting
- Diarrhea
- New loss of taste or smell
- Shortness of breath or difficulty breathing

Persons who have **2 or more symptoms** should stay home and contact their healthcare provider. \***See exclusion criteria for more specifics.**

## Hand Washing

Frequent hand washing with soap and warm, running water is the most effective way to reduce and prevent the spread of illnesses common at early childhood programs. Parents are encouraged to model and teach their children in the hand washing process. In addition to at home routines, handwashing at school occurs upon arrival, before and after eating times, after "potty" visits, sensory table play, outdoor play, and other times when needed.

## Illness Exclusion Criteria

Symptom(s)	Should my child(ren) attend school?	How do I determine when my child(ren) can return to school?
Vomiting and/or Diarrhea:  2 or more episodes within a 12 hour period	May not attend school	May return to school after 24 hours from the last episode without the aid of medication and has the energy to participate in activities
Fever (100.4 degrees or higher)	May not attend school	May return to school when the child is fever-free for at least 24 hours without the aid of medication and has the energy to participate in activities
“Common Cold”  Running nose, slight cough, tiredness, *NO FEVER*	May attend school and parent will be contacted should child’s health deteriorate while at school	When the child’s symptoms improve and has the energy to participate in activities
Influenza  Fever, chills, headache, body aches, cough, fatigue	May not attend school  Parents will be contacted if 2 or more children in the class have diagnosed influenza	May return to school with doctor’s note and after course of treatment and/or rest & recovery
Undiagnosed Rashes  Red or pink rashes, tiny blisters, anywhere on face and/or body	May not attend school without a doctor’s note with diagnosis and treatment	May return to school after treatment and doctor’s note stating “return to school” date
Head Lice  Itchy scalp or neck, scratching around ears and nape of neck, visible nits on hair shaft	May not attend school	May return to school with doctor’s note and completion of first treatment
Pink Eye  Pink or red eyes that are swollen and itchy, crusting in the eyes with discharge	May not attend school	May return to school with doctor’s note stating “may return to school” date

**\*\*KUMCP reserves the right to make the final determination of exclusion due to illness. Any exceptions to our illness policy will require a written note from a licensed healthcare professional stating that the child is not contagious.\*\***

## COVID-19 Exclusion Criteria\*

Exclusion Category	Scenario	Criteria to return to child care
<b>Positive antigen test without symptoms</b>	Child/staff person has tested <b>positive</b> with an <b>antigen test (including an at-home antigen test)</b> but does <b>not</b> have or develop symptoms of COVID-19.	<p>If the child/staff person takes a repeat PCR/molecular test performed in a laboratory within 48 hours of his/her positive antigen test, and that PCR/molecular test is negative, the positive antigen test can be considered a false positive and the person can immediately return to child care; OR</p> <p>If the child/staff person does not take a repeat PCR/molecular test, or takes one within 48 hours and it is also positive, he/she can return to child care 5 days after the specimen collection date of the first positive test, as long as he/she did not develop symptoms. The person must continue to mask for an additional 5 days to minimize risk of infecting others, unless an exemption to mask use applies. Isolation should begin starting from the date of his/her first positive test.</p> <p>The person is not required to have documentation of a negative test in order to return to child care.</p>
<b>Positive PCR test without symptoms</b>	Child/staff person has tested <b>positive</b> with a <b>PCR/molecular test</b> but the person does <b>not</b> have and does not develop symptoms.	Person can return to child care 5 days after the specimen collection date of his/her positive test as long as he/she did not develop symptoms. The person must continue to mask for an additional 5 days to minimize risk of infecting others, unless an exemption to mask use applies.
<b>Positive antigen or PCR test with Symptoms</b>	Child/staff person <b>has symptoms</b> of COVID-19 and has tested <b>positive</b> with an <b>antigen test (including an at-home antigen test) or PCR/molecular test.</b>	<p>Child/staff person can return to child care when</p> <ul style="list-style-type: none"> <li>• He/she completes 5 days of isolation*; AND</li> <li>• It has been at least 24 hours since he/she had a fever (without using fever reducing medicine); AND</li> <li>• Other symptoms of COVID-19 are improving.</li> </ul> <p>The person must continue to mask for an additional 5 days to minimize risk of infecting others, unless an exemption to mask use applies. The person is not required to have documentation of a negative test in order to return to child care.</p>
<b>Symptoms without COVID-19 test or alternative diagnosis</b>	Child/staff person has symptoms of COVID-19 but has <b>not</b> been tested for COVID-19 nor has visited a health care provider. Therefore, the person who has symptoms is presumed positive.	<p>Child/staff person can return to child care when</p> <ul style="list-style-type: none"> <li>• He/she completes 5 days of isolation*; AND</li> <li>• It has been at least 24 hours since he/she had a fever (without using fever reducing medicine); AND</li> <li>• Other symptoms of COVID-19 are improving.</li> </ul>
		The person must continue to mask for an additional 5 days to minimize risk of infecting others, unless an exemption to mask use applies.
<b>Symptoms with negative COVID-19 test or alternative diagnosis</b>	<p>Person has symptoms of COVID-19 but has received a <b>negative test for COVID-19*</b> or has visited a health care provider and received an <b>alternate diagnosis</b> that would explain the symptoms of COVID-19.</p> <p>*In a person with symptoms, a negative test is defined as either (1) a negative PCR/molecular test or (2) a negative antigen test (including an at-home antigen test) if the person has a low likelihood of SARS-CoV-2 infection.</p> <p>**See <a href="#">CDC guidance</a> for interpretation of antigen tests.</p>	<p>Child/staff person can return to child care when</p> <ul style="list-style-type: none"> <li>• It has been at least 24 hours since he/she had a fever (without using fever reducing medicine); AND</li> <li>• Other symptoms improving for at least 24 hours.</li> </ul> <p>Note: The health care provider is not required to detail the specifics of the alternate diagnosis.</p>

## Emergency Medication

KUMCP staff are not permitted to administer **any** medications to students, **except** for medications necessary for treating life-threatening allergic reactions. If your child requires the use of emergency medications, i.e. Epi-pen, you **must** complete the “Allergy Action Plan” **and** have your child’s physician sign this form. Emergency medicines will be kept in your child’s class “Emergency Backpack” (and in the preschool office if requested). All KUMCP staff are trained in emergency medication administration.

## Allergies

**Responsibilities of the School** What is an Allergy Aware environment? Each child with a life threatening allergy is identified to the staff people who may work with that child. Children with life threatening allergies have an Allergy Action Plan that details what to do in the event a child experiences the signs and symptoms of an allergic reaction. Staff members are made aware of the signs and symptoms of an allergic reaction and are trained on how to administer emergency medications prescribed by a physician for these children. We also try to identify and avoid the child coming into contact with the threatening allergens. In the event an emergency does occur, medication is kept in an Emergency Backpack that travels with the class.

**Responsibilities of the Family** Parents are responsible for alerting the preschool Director and classroom Teacher that a child has a severe allergy. The parent is then involved in creating the emergency plan and planning how to avoid the allergen in the school setting. The parent is responsible for providing the Allergy Action Plan, emergency medication, and the physician authorization for the medication. Emergency medications for use during a life threatening situation are kept in an Emergency Backpack that travels with the class.

**Responsibilities of the School Community** You may be asked to limit the foods you send with your child to school. Please keep this in mind for birthdays and other special occasions; contact the teacher before sending in any treats. For more comprehensive or severe allergens, the teachers or school may provide a list of acceptable foods, and food alternatives, that are safe for your child to bring to the classroom. We recognize that this may be an inconvenience for you, but please realize how important your cooperation and understanding is. We would take the same care should your child have such a health care need.

The success of an Allergy Aware school and the safety of our students is dependent upon the support and assistance of all staff, students and parents to limit the risk of exposure. Thank you for your consideration and support in this matter as we do our utmost to ensure the safety of all students.

## Topical Creams & Sunscreen

Parents may give KUMCP staff standing authorization to apply OTC topical ointments such as diaper creams by completing the “Permission to Apply Diaper Cream/Ointment” form. This permission is effective for one year from the date of signing.

KUMCP staff are not permitted to apply sunscreen. If needed, please apply sunscreen to your child before arriving at school. Hats and/or sunglasses are welcome and staff will do their best to help students wear them. Please note that we are not responsible for breakage.

## Biting

Before age 3, biting is an age-appropriate behavior and somewhat common; however, it is important to remember it is also **an unacceptable behavior in an early child education environment**. When a biting incident occurs, an "Incident" report will be completed in Brightwheel that alerts the parent of the child who bit and the parent of the child who was bitten. KUMCP teachers will attempt to discover the reason behind the biting behavior, but will not allow the biting to continue. Your child(ren)'s teacher will also reach out to discuss a plan of action to increase positive behavior at home and school.

## Family Matters

### For Custody Related Issues

Knightdale UMC Preschool must be provided with a certified copy of custody order. Should a dispute arise between divorcing/divorced parents regarding release of the child, the wishes of the parent with primary legal custody will be respected. Confidential information regarding this issue will be maintained in the child's file.

### Release of Children to Impaired Adults

If a Knightdale UMC Preschool staff member feels that a person picking up a child is under the influence of alcohol or drugs, they will notify the Director immediately. An alternate contact from the emergency contact list will be called to pick up the child. Should no one be available, a taxi will be called at the parent's expense to safely transport the adult and child home. This is for the safety of the child and parent as well as others on the road. If a parent becomes belligerent, staff will call 911 for assistance.

### Notify Us of any Change in Family Dynamics

If there is a change in your family dynamics, let us know (sickness of family members, pets dying, new baby, seperation, divorce, death in the family, or any other major event).

## Child Abuse and Neglect

All employees of KUMCP are required to report cases of suspected child abuse and/or neglect to the Child Protective Services at the Department of Social Services. Teachers must document all physical and behavioral indicators of suspected child abuse and neglect.

The following procedures will be followed for reporting suspected child abuse and/or neglect:

1. Staff member documents physical and/or behavioral indicators
2. Staff member consults with the Director
3. Director observes the child and documents any indicators
4. If documentation supports suspicion, the Director contacts Child Protective Services providing following information:
  - ❖ Child's name, age, address
  - ❖ Child's present location
  - ❖ Parent's name and address
  - ❖ Nature and extent of the injury and/or condition observed
  - ❖ Reporter's name and location (an anonymous report may also be accepted)

- ❖ Name and address of alleged perpetrator if not the parent
- ❖ After hours contact of school

5. If documentation does not support suspicion, the parent will be contacted and the physical and/or behavioral indicators will be discussed. Parent will be informed that the situation will continue to be monitored and documented.

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*This policy has been created using guidance from the "ChildCareStrongNC Public Health Toolkit published March 23, 2020 and updated July 6, 2022; and the Centers for Disease Control "Operational Guidance for K-12 Schools and Early Care and Education Programs to Support Safe In-Person Learning" updated May 27, 2022. This policy will be updated as needed to reflect changing guidance.*

## Curriculum

### Art & Music

In Art the process of all creative experiences is the goal rather than the finished product. Children are exposed to different artists and materials. The beauty of process art for children is you simply provide the setting, environment and materials and they are free to create whatever they imagine.

Music and Movement is part of our daily curriculum. Children will be engaged with musical instruments, movement, music theory, finger plays, rhyming, and songs.

Learning Benefits of Music:

- ❖ Auditory discernment (listening, guessing what a word rhymes with)
- ❖ Curiosity (wondering what the next direction will be)
- ❖ Fine-motor skills
- ❖ Improvisation and creative thinking
- ❖ Kinesthetic awareness (feeling of bells on your hand, knee, shoulder, head, tummy, back)
- ❖ Phonemic awareness (making nonsense rhymes) (Wilaby Wolaby Woo)
- ❖ Social skill

### Chapel

Children will visit the sanctuary for "chapel time" each week. We want students to experience being part of a community that focusses on 3 key facts:

1. God Loves Me 2. Jesus Wants To Be My Best Friend Forever 3. God Made Me

We use the First Look Weekday Curriculum to enhance our weekday preschool learning community/environment. The curriculum includes a Large-Group chapel experience as well as developmentally appropriate Learning Centers that we incorporate into our daily lesson plans. Each Learning Center is designed to channel a preschooler's innate desires to move, create, and explore

## Fine & Gross Motor Development

**Fine Motor** skills involve the use of smaller muscles like hands, wrists, finger, toes, tongue. Opportunities to strengthen these small muscles are provided daily as little hands squeeze and pinch dough, string beads, explore writing, drawing, and painting as we continually develop the skills needed to become writers in their elementary education.

**Gross Motor** opportunities abound for running, climbing, crawling and pedaling, as children's bodies grow stronger.

## Social Studies

Preschool gives children their first sense of community outside the home. Social-studies learning begins as children make friends and participate in decision-making in the classroom. Then it moves beyond the school into the neighborhood and around the world.

## Math & Science

We learn math through real life experiences - from measuring and sorting to finding patterns and meaning in our natural world. Children develop skills for caring and nurturing the earth's creatures by caring for classroom pets and observing the native birds, squirrels and insects that make home in our outdoor classroom.

Each month students will learn about nature studies that are specifically designed for young people. We partner with Dragonfly Nature Program to supplement our science curriculum in the classroom. Once a month they will come to our program for for an in-house fieldtrip experience that enhances our monthly theme.

## Literacy

Children begin a rich literacy development by using every day print with a strong focus on the letters in their name. We also use our own words in telling daily news and stories that are then written down by their Teachers. In our PreK classroom the children are encouraged to start labeling their stories on their own. The children then act out their stories and learn problem solving through dramatic play. We would like to invite parents/guardians to actively participate in group and individual reading time in the classrooms.

## Letterland in PreK

Letterland is a unique, phonics-based approach to teaching reading, writing and spelling. The Letterland characters transform plain black letter shapes into child-friendly pictograms and they all live in an imaginary place called Letterland.

Simple stories about the Letterland characters explain the full range of dry phonics facts so that children are motivated to listen, to think and to learn. These stories explain letter sounds & shapes, allowing children to progress quickly toward building, reading and writing.

Letterland is also used in Wake Co Public Schools. It is our hope that each student will have a seamless transition from our PreK program into Kindergarten. Letterland is one of many tools that we will use to help make this transition a success!



## Conscious Discipline

Created by Dr. Becky Bailey, an internationally renowned expert in child developmental psychology, Conscious Discipline® is built on the premise of developing discipline within children rather than applying discipline to them.

Conscious Discipline, an evidence-based discipline approach, can help school staff, teachers, and students create an environment where everyone can develop in a way best for them—including adults!

Conscious Discipline is the only program that integrates classroom management with social-emotional learning, uses everyday events as part of a school's curriculum, and addresses the adult as well as the child.

The method's School Family™ concept, part of the third pyramid stage, defines three essential ingredients for a school's success:

- ❖ Increasing the willingness to learn by creating a sense of belonging
- ❖ Boosting impulse control internally: a much more effective approach than an external system of punishment and rewards
- ❖ Helping children develop and apply sustained attention by reducing stress and encouraging contributions in a caring atmosphere. Research has shown that connections (with people) on the outside develop neural connections on the inside.

This is accomplished in the school setting by building a “School Family.”

Some of these structures you may begin to see/hear about throughout the school year include:

- ❖ Wish Well
- ❖ Friends and Family Board
- ❖ We Care Center
- ❖ Safe Place
- ❖ Visual Rules
- ❖ Job Board
- ❖ Celebrations
- ❖ Class Meetings

These structures can be adapted for home use as well. More information about this program can be found at [www.consciousdiscipline.com](http://www.consciousdiscipline.com).

## Our Play is Our Work

Parents are often concerned that their children are not learning anything when they are “just playing.” However, this is a vital part of your child's learning experience. There are lots of wonderful things learned when they are playing.

### **WHEN YOUR CHILD BUILDS WITH BLOCKS:**

- ❖ She learns to use her imagination to create something from her own thinking.
- ❖ She has the satisfaction of being able to make something.

- ❖ She learns about sizes and shapes, weights and balances, height and depth, smoothness, and roughness.
- ❖ She is exercising her body.
- ❖ She learns to play with others.

**WHEN YOUR CHILD PAINTS:**

- ❖ He is more concerned with the process he is going through than with a finished product. This is how it should be for this stage in his development.
- ❖ He learns about colors and how he can use them.
- ❖ He learns to use his imagination and transfers his ideas to paper.
- ❖ He gets emotional satisfaction from being able to express himself.
- ❖ He learns how to use small muscle coordination to handle a brush.
- ❖ He learns to make choices and decisions.

**WHEN YOUR CHILD PLAYS ON THE OUTDOOR EQUIPMENT:**

- ❖ She learns how to use her body effectively.
- ❖ She experiences joy in achieving a skill.
- ❖ She has fun and relaxation found in bodily movement.
- ❖ She learns the limitations of her body.
- ❖ She learns safety and caution.
- ❖ She learns to take turns and to share a piece of equipment.

**WHEN YOUR CHILD PLAYS IN THE HOUSEKEEPING CORNER:**

- ❖ He learns what the roles of mothers and fathers and children are.
- ❖ He understands what it feels like to play at being somebody other than himself.
- ❖ He learns how to use his imagination.
- ❖ He learns how to cooperate with other children.

**WHEN YOUR CHILD MAKES A GIFT OUT OF PAPER AND PASTE:**

- ❖ She learns about doing things for others.
- ❖ She learns how to use materials like scissors and paste/glue.
- ❖ She learns how to use her imagination to make the kind of present she has in mind. Again, the process, not the finished product, is important to her.
- ❖ She learns about shapes, sizes, colors, and textures.

**WHEN YOUR CHILD PLAYS IN THE SAND:**

- ❖ He finds it soothing to bury his hands in sand and pour sand in and out of cups, buckets and other containers.
- ❖ He is able to relax with these types of media and center his attention on a task.
- ❖ He has an opportunity to play alone and not have to compete with other children as with some activities. This is especially important to a child who has trouble getting along with others.
- ❖ He has a great opportunity to learn about size and measurement, experimenting with measuring spoons, cups and different sized containers.
- ❖ He is not concerned with a final product so he does not find it frustrating.

**WHEN YOUR CHILD WORKS WITH PUZZLES:**

- ❖ She has an opportunity to work alone or together with other children
- ❖ She gains satisfaction in completing a puzzle and builds her self-confidence.
- ❖ She has an opportunity to improve her hand eye coordination.
- ❖ She will use skills learned in doing puzzles later when she learns to read-putting letters to sounds, making words with letters, and making stories with words.

**WHEN YOUR CHILD LISTENS TO STORIES OR LOOKS AT BOOKS:**

- ❖ He learns to listen.
- ❖ He has an opportunity to increase his vocabulary by hearing new words read to him.
- ❖ He learns about different concepts, people and places.
- ❖ He learns to enjoy books and reading.
- ❖ His mind is stimulated, visualizing the things he is hearing about.

**WHEN YOUR CHILD COOKS:**

- ❖ She learns to follow directions.
- ❖ She stimulates and uses all five senses.
- ❖ She learns to recognize colors and shapes from different kinds of foods and kitchen utensils.
- ❖ She has an opportunity to use different tools and equipment to improve small muscle coordination.

**WHEN YOUR CHILD LISTENS TO MUSIC, SINGS OR DANCES:**

- ❖ He learns to appreciate music from different countries, cultures, and time periods.
- ❖ He learns to express himself and his ideas.
- ❖ He increases his vocabulary.
- ❖ He gains satisfaction from participating in an activity that can be fun, physical and/or enriching.

**WHEN YOUR CHILD USES MANIPULATIVE ACTIVITIES:**

- ❖ She explores new concepts, practices emerging skills, and reinforces skills already mastered.
- ❖ She develops fine motor practice.
- ❖ She learns about classifying, sorting, predicting, problem solving, and analyzing results.
- ❖ She develops her knowledge of the world around her using real objects and concrete examples.
- ❖ She learns how to learn.

**WHEN YOUR CHILD PLAYS WITH PUPPETS:**

- ❖ He is able to verbalize his feelings using words.
- ❖ He can begin to understand the feelings of others.
- ❖ He can role-play and perhaps find solutions to situations that may disturb him.
- ❖ He stretches his imagination.

**Preschoolers are:**

- ❖ Creative—in order to express themselves
- ❖ Curious about everything—eager to learn
- ❖ Imaginative—expressing what is uppermost in their minds as they play
- ❖ Imitative—as they step into the roles of other persons, animals, or objects
- ❖ Active!
- ❖ Literal-Minded—in their interpretation of words, thinking in terms of what they have seen and experienced
- ❖ Sensitive—to their “emotional environments”

**Preschoolers Learn:**

- ❖ Through relationships—with parents, teachers, and other children
- ❖ By doing—experiencing first hand
- ❖ Through the senses—touching, tasting, hearing, feeling, and smelling
- ❖ By repetition—practicing new skills over and over
- ❖ Through satisfaction—as they experience success
- ❖ Through play—the work of the child!

**Preschoolers Need:**

- ❖ Love—unconditionally

- ❖ Acceptance—to feel respected
- ❖ Trust—that is developed by adults meeting needs promptly
- ❖ Security—provided through consistency and familiarity
- ❖ Independence—to choose among appropriate options and discover his/her unique gifts
- ❖ Guidance—that patiently and lovingly teaches what is right and wrong