

# GRACE CHRISTIAN SCHOOLS

## PRESCHOOL PARENT HANDBOOK

### 1. HISTORY OF GRACE CHRISTIAN PRESCHOOL

On September 24, 1979, after the Elders and a Preschool Committee, consisting of eight members of Grace Community Church, had approved a Director and staff to fulfill a vision of a Christian School, the doors of Grace Christian Preschool opened to 81 children. During that first school year, the 7-member staff grew to 10, and the number of attending children grew to 104. With a limited budget, no loans, and much creativity, the preschool utilized the countless donations of time, materials, and money donated by many Church families.

In 2005, Grace Christian Elementary School came under the leadership of Grace Christian Preschool. Today, both schools are combined as one, **Grace Christian Schools** (GCS), with grades Preschool through Elementary.

Grace Christian Schools continues with the same high standards and spirit, ministering to an enrollment of approximately 325 preschool-age children, from the church and surrounding community. Today, our preschool program is accredited with the Association of Christian Schools, International (ACSI), offering a well-developed, quality program, an excellent facility, and a dedicated, professional staff of about 30.

### 2. AFFILIATION & PHILOSOPHY

Grace Christian Schools is a ministry and extension of Grace Community Church of Saddleback Valley. The School Board and Preschool Director, under the guidance of the Church Elder Board, oversee the staff and the running of the school. The School Board consists of Grace Community Church members-Sarah Aceto, Lynn Anderson, Ana Douglas, Martin Jackson, Steve McMackin, and Ken Welch.

Grace Christian Schools is licensed by the State of California, License #300602967, for a full-day preschool program, and we are an accredited member of Association of Christian Schools International (ACSI).

Grace Christian Schools and its preschool staff subscribe to the following statements of philosophy:

**MISSION STATEMENT:** Our mission is to partner with preschool families, introduce God's plan for their child, and inspire a love for learning. A developmental approach is used to teach the whole child (spiritual, physical, emotional, social, and cognitive) in preparation for Kindergarten and life.

**VISION STATEMENT:** Grace Christian Schools' desire is to instill within the preschoolers, Christ-like qualities, an excitement for learning, and confidence in who they are and God's plan for his/her life. Our vision is to have a quality Christian preschool program that meets the individual developmental needs of each child, and partners with the parents to accomplish these goals.

#### **CORE VALUES:**

1. Partner with families to introduce God's plan and teach Jesus' love for the children encouraging His values and character in their lives (Jeremiah 29:11 & John 13:34).
2. Partner with families by providing opportunities and resources to increase their knowledge of child development and parenting skills (Genesis 18:19).
3. Provide children with a safe, loving, and nurturing environment where children can experience success and failure (Isaiah 54:13).
4. Provide opportunities for each child to build self-worth and confidence (Joshua 1:9).
5. Provide opportunities for children to interact with peers and adults outside the family unit Hebrews 10:24-25).
6. Provide children with developmentally age-appropriate curriculum and emergent activities, which encompass all areas of the child's development (Psalm 78:1-4).

**WORLD VIEW:** Grace Christian Schools, out of a love for the Lord Jesus Christ, has a desire and commitment to 1) teach a child age-appropriate biblical truths that they can integrate into all knowledge, 2) be able to coherently articulate those Godly truths, and 3) measure all knowledge based on those truths (John 17:17-19). Through a well-developed quality half-day program, a dedicated staff is committed to meeting the particular needs within the community.

**OUTCOMES:** A daily chapel is held, presenting and reading through The Beginners' Bible, beginning with creation through the ministry life of the apostles. Two or three Biblical character traits are introduced to the children, along with teaching life applications. Bible verses are memorized through music. Prayer is taught through modeling in chapel and the classrooms. Jesus' love for the children is taught through our individual care for them.

In an effort to partner with the families of Grace Christian Schools and provide opportunities and resources to further their knowledge of child development, we strive to maintain an ongoing communication with our families. This can be done in a variety of formats including, but not limited to, Parent/Teacher meetings, Back to School Night, teacher communication boards, classroom letters, newsletters, and Teacher/Parent conferences. A parent library, parent workshops, a school newsletter, and this Parent Handbook are offered to provide our families with ideas and resources to bridge the home/school connection.

Adjustments are made to the physical environment in the classroom and the playground to meet the needs of all children, as well as a variety of materials are supplied to meet the developmental needs and promote the optimal growth potential of each child.

Respect for each other is modeled through the school staff and children are encouraged to love one another as Christ loves them. Children are supported in their independence in caring for themselves and the school environment. The physical and emotional needs of the children are met with comfort and care.

The classroom is personalized to make everyone feel welcome and comfortable. A child's individual characteristics are respected while encouraging his/her involvement in group activities. Self-directed play is encouraged through the developmental centers set up on the playground and in the classrooms.

Self-control is taught through appropriate responses and behaviors, which promote confidence in a school environment. Children and parents are guided and directed through separation anxiety.

Appropriate social interactions are encouraged during all activities. Christ-like characteristics are modeled while interacting with one another. Cooperative play and independent problem solving are promoted through the developmental centers set up on the playground and in the classrooms.

Special events are held giving opportunities for families to socialize with each other. Parents are encouraged to set up play dates with other children outside of school to promote their self-confidence and friendships.

Teachers plan and provide activities to meet the developmental needs of the individual children and the entire class. School readiness skills are promoted by offering a variety of age-appropriate concepts and ideas incorporating the children's individual interests. The children's overall developmental progress is monitored and appropriate adjustments are made according to the individual needs.

## **GRACE COMMUNITY CHURCH OF SADDLEBACK VALLEY** **Statement of Faith with Scripture References**

### **1. The Scriptures**

The Bible, containing the scriptures of the Old and New Testaments, comprising sixty-six books, is the written word of God. It is supernaturally inspired by the Spirit of God, inerrant in the original manuscripts, and infallible in its teaching. It is the divine authority for every person in every age (Mark 12:26,36, 13:11, Luke 24:27,44, John 5:39, Acts 17:2-3,18:28, 26:22-23, 28:23, Rom. 15:4, 1 Cor. 2:13, 10:11, 2 Tim, 3:16, 2 Pet, 1:21,3:16).

### **2. God and the Holy Trinity**

There is one God, who is sovereign Spirit, eternally existent in three persons: Father, Son, and Holy Spirit. These three persons are one in substance and equal in power and glory (Matt. 28:18-19, Mark 12:29, John 1:14, Acts 5:3-4, 2 Cor. 13:14, Heb, 1:1-3, Rev. 1:4-6).

### **3. The Lord Jesus Christ**

God the Father, out of love for man, sent Jesus Christ into the world for man's salvation. Jesus Christ in the flesh was both God and man. He was conceived by the Holy Spirit and born of the Virgin Mary; He lived a sinless life, worked miracles and taught the perfect truth of God. He died as a sacrifice upon the cross, atoning for man's sin through His shed blood. He was raised from the dead bodily on the third day, ascended to the right hand of the Father, where He is head of the church and intercedes for believers, and is returning again bodily in power and glory (Luke 1:30-35, John 1:18,29,3:16, 14:1-3, Acts 2:22-24, Rom. 3:25-26, 1 Cor. 15:51-52,2 Cor. 5:14, Heb, 4:15, 10:5-14,1 Thess. 4:13-18, Titus 2:11-14, 1 Pet. 3:18).

#### **4. The Holy Spirit**

The Holy Spirit convicts men of sin and calls them to faith. He baptizes and seals all believers at the moment of their salvation, and sanctifies them as they grow in grace. He equips the saints with His gifts, bears His fruit in their lives, comforts, and leads them into all truth (John 16:7-11, 13, Rom. 8:9, 1 Cor. 12:7, 13, Eph. 1:13-14, 4:30, 5:18, 1 John 2:20-27) .

#### **5. Mankind**

All men are created in the image of God, but all have sinned and fallen short of the glory of God. Man is alienated from God by his sin, and stands in need of redemption in Jesus Christ (Gen. 1:26, 2:17, 6:5, Ps. 14:1-3, 51:5, Jer. 17:9, Rom. 3:23, 8:6-7, Eph. 2:1-2, 1 John 3:8).

#### **6. Salvation**

Man's redemption, and reconciliation with God, occur as an act of God's grace, and are entirely apart from the good works of any human being. Salvation comes through personal faith in the Lord Jesus Christ as Savior, and results in man's justification before God. God's people are chosen from the foundation of the world, and they are eternally secure. In his salvation man receives forgiveness of sins, the impartation of a new nature, and the assured hope of eternal life (John 3:7-18, 6:44, 65, 10:28-30, 14:6, Rom. 1:16-17, 3:19, 28, 5:6-9, 2 Cor. 5:17, 21, Gal 2:16, 5:4, 6, Eph. 1:4-7, 2:8-9, Titus 3:5).

#### **7. The Church**

The universal church is made up of all true believers in Jesus Christ, those in every time and place who have been regenerated by the Spirit of God. In its parts the church consists of individuals and groupings of Christians who have fellowship as the body of Christ. The purpose of the church is to glorify God. This is accomplished primarily through the preaching of the gospel of Jesus Christ to the end that men might be saved through repentance and faith, and through preaching and teaching to edify the saints. It is accomplished secondarily through good works which represent the love and mercy of God (Matt. 16:16-18, Acts 2:42-47, Rom. 10:17, 12:5, 1 Cor. 12:12-14, 27, Eph. 1:20-23, 2:10, 3:10-11, 20-21, 4:11-12, Col. 3:14-15). *Scripture references prepared by Michael Goacher, Pastor, Grace Community Church of Saddleback Valley.*

**EDUCATIONAL PHILOSOPHY:** Grace Christian Schools operates as a ministry of Grace Community Church encompassing the beliefs of the church as found in the "Statement of Faith." It is based upon the existence of a living God, Who created all things and has revealed Himself to us. The revelation has come through 1) The Living Word, Jesus Christ, 2) The Written Word, the Bible, and 3) creation.

The Bible clearly speaks to us concerning how essential it is to bring up a child in the principles and direction of Jesus Christ. **"Train up a child in the way he should go; and when he is old, he will not depart from it." Proverbs 22:6**

We provide a Christian perspective, through teaching the Bible as God's Word, prayer, music, and drama, appropriate to the child's level of understanding, and we help them develop an awareness of Jesus Christ as their friend and Savior.

Children develop in an orderly, predictable pattern. As a result, we recognize that learning is best served through active exploration, manipulation of concrete (hands-on) materials, self-initiated projects, and receiving guidance from teachers. This is called "The Developmental Process." The child follows his/her own timetable within a predictable age range.

Our focus is to create a climate in which children feel competent in what they can do and integrate life-learning skills into their daily lives. Everything a child experiences throughout the day is a part of his/her total education. The classroom environment is designed to allow each child to participate in the experiences that are meaningful to him/her. It encompasses all the following areas:

### **SPIRITUAL**

#### **(A Child's Understanding of God)**

***"Sanctify them through the truth; Your word is truth." John 17:17***

A Christian emphasis is provided, to develop the child's level of spiritual understanding in an age-appropriate way, through the uplifting of Jesus Christ and His love for them by:

- Teaching the Bible as the true word of God with a daily Chapel that includes prayer, Bible stories, drama, and music.
- Christian role modeling by teachers and staff, i.e. classroom prayer, displaying love and forgiveness.

-Teaching and developing character traits within the child, i.e. forgiveness, kindness, obedience, orderliness, etc.

**PHYSICAL**  
**(Gross and Fine Motor)**

**“Do you not know that you are God’s temple and that God’s Spirit dwells in you?”**  
**I Corinthians 3:16**

Develop gross motor skills (the maturing of large muscles, i.e. legs, arms):

- Provide motor development class once a week.
- Provide an outdoor playground with equipment that promotes large muscle growth, such as swings, jungle gym, ground level balance beams, tricycles, and wagons.

Develop the fine motor skills (the maturing of small muscles, i.e. fingers):

- Provide “play-dough,” puzzles, manipulatives, painting, scissors, a low writing table with paper, crayons, markers, stamps, and hole punches.

Children actively involved in these physical activities strengthen neurological pathways in the brain. These pathways must be established before the child can proceed to the higher levels of formal education. The child develops feelings of purpose and confidence in himself/herself and the surroundings.

**SOCIAL**  
**(Relating to Others)**

**“You shall love your neighbor as yourself.” Matthew 19: 19b**

Aid the child in developing interpersonal skills:

- Cooperating with others
- Using basic manners
- Learning with and from others
- Interfacing with teachers and peers
- Learning to help others and work as part of a group
- Learning to care and cooperate with others, i.e. *taking turns on a swing*
- Problem solving with others by talking, i.e. *“How can we move all these blocks?”*
- Developing social knowledge, i.e. *dramatic play*

**EMOTIONAL**  
**(Child’s Sense of Self and Security)**

**“As the Father has loved me, so have I loved you; abide in my love.” John 15:9**

Develop the child’s confidence by understanding self, family, and culture:

- Promoting self-help skills, i.e. *servicing snack, pouring a drink, setting a snack table, and performing “helping-hands” jobs.*
- Health skills, i.e. *hand washing, toilet skills, and proper disposal of Kleenex tissues.*
- Personal skills, i.e. *putting on shoes and clothing, learning to button, zip, and tie.*
- Provide experiences in which the child can experience success and competence without the fear of failure, i.e. *cooking, telling a story, or pedaling a tricycle.*
- Share family photos, vacations, career, or holiday observations.
- Provide classroom with toys and dolls that have an ethnic mix.
- Learning the names of the body parts, their location and function, i.e. *ears for hearing, the tongue for tasting, touch your elbow, etc.*
- Bring in family members for sharing or special events.

## **COGNITIVE (Child's Intellectual Development)**

***“Listen to advice and accept instruction, that you may gain wisdom for the future.”  
Proverbs 19:20***

Children develop within a predictable range of age-related human characteristics. The activities, materials, and experiences should fall within a broad range. Each individual child has his/her own strengths and needs.

-Teacher adapts materials and activities to respond to the changing and expanding needs of the developmental age ranges within her class, i.e. *puzzle table with different skill levels within the 3- to 5-year age range.*

-Provide experiences that help children understand good nutritional habits by participating in preparing food and exposure to a variety of new foods, i.e. *grow a garden, visit a grocery store, and prepare stone soup.*

-Develop emergent literacy skills (reading), i.e. *dictate a story, and share a favorite book, telling the story in the child's own words.*

-Develop vocabulary with share time, finger plays, songs, nursery rhymes, dramatic play, rhyming words, and field trips.

-Facilitate children recognizing printed language, i.e. *first and last names, labeled class items, spelling simple words requested by the child.*

-Give the children opportunities to respond to questions, i.e. *recall portions of a story, and situations (role-play) that require them to synthesize, analyze, and evaluate information.*

-Provide emergent math activities, i.e. sorting, numeration, and classification.

### **3. DISCIPLINE**

Discipline is handled as each unique situation demands and is always done lovingly and gently. It is our desire to promote and secure the development of a positive, healthy self-esteem. The teachers demonstrate kind, loving, positive-reinforcement techniques, as we strive to reinforce and stimulate good attitudes and behavior. Undesired behavior is handled in a low-key discussion between teacher and child. Staff follow the steps below:

- When assisting children during problem solving, we utilize re-direction whenever possible. If a child does not “respond” to redirection, we will provide an activity for the child in an effort to help redirect their behavior.
- We strive to have the child “re-enter” the activity, or area that they were having difficulty with, to end on a positive note.
- We always explain the reason for our “rule” and provide any necessary words to help children resolve differences.
- As we progress through the school year, we take a step back in this area to allow the children to attempt to resolve issues without teacher guidance; however, we are always close at hand to step in when needed.

If the problem persists, the child may be removed from the classroom or situation to the Director's Office for a period of time and then returned to the classroom. The Director will discuss the situation with the child, and the parent will be notified of the incident.

### **4. STAFF**

A loving, dedicated, Christian teaching staff has been trained to promote the best development for your child. Each member of the staff is motivated by her desire to serve God and to share His love with young children. We are very fortunate to have such a well-qualified staff, some of whom have B.A. Degrees or A.A. Degrees in Early Childhood, an Early Childhood Certificate, and/or are working toward an A.A. in Early Childhood. All of our staff have specialized training and units in Early Childhood Education, as well as being CPR/First Aid certified. In addition, we have a very low staff turn-over, which insures the quality and consistency of our program.

The staff of Grace Christian Schools will:

- Relate to children in a loving and caring manner, stimulate and encourage play, and provide “*child-chosen*” activities.
- Extend the child's thinking by posing problems, making suggestions, adding complexity tasks, and asking questions.

- Discipline in a firm and loving manner, using redirection, modeling, and “time-out” to give the child an opportunity to think about the choice made and the consequence of that choice.
- Prepare an environment that encourages children to learn by providing five or more areas of interest within the classroom, provide a variety of centers for large and small group activity, provide a quiet area for the solitary child, providing a range of interesting materials, have organized and proper storage space, and maintain a classroom that is safe, clean, and with proper lighting.
- Have a strong code of ethics, maintain a high standard of professional conduct, show respect for students, parents, and colleagues, and be open to new ideas and willing to learn from others.

**SCHOOL BOARD**

Galvin Chia – Board Chairman  
 Ana Douglas  
 Naomi Martin  
 Sandi Prince  
 Ken Welch

**ADMINISTRATION**

Danielle Boldt, Principal/School Administrator  
 Julie Spielman, Assistant Administrator/Preschool Director  
 Yvette Engle, Preschool Assistant Director/Teacher

**OFFICE STAFF**

Kim Winger  
 Jennice Kim  
 Jenny Oh  
 Kristi Puck  
 Shalimar Richards

**TEACHERS & TEACHER AIDES**

(Listed in alphabetical order)

Stephanie Adams	Debbie Guajardo
Karye Alvarado	Tori Guajardo
Melissa Anastasi	Shelby Houde
Nicolle Brandino	Michelle Maniscalco
Darla Buckels	Celeste Montes
Jonah Buckels	Lisa Olsen
Nicole Cilderman	Mari Renteria
Kristin Cunningham	Trisha Ross
Kara Clark	Emily Ruth
Valerie Doyle	Josh Spielman
Cori Edmondson	Courtney Thornell
Linda Gonzalez	Courtney Yacavone

***“But, as for you, teach what befits sound doctrine. Show yourself in all respects a model of good deeds, and in your teaching, show integrity, gravity, and sound speech that cannot be censured, so that an opponent may be put to shame, having nothing evil to say of us.”***

***Titus 2: 1, 7 & 8***

**5. DEVELOPMENTAL GOALS FOR PRESCHOOLERS**

The following developmental goals for preschoolers are guidelines in the areas of Spiritual, Social/Emotional, Cognitive, and Physical. This time table takes into consideration that a child will achieve these milestones at their own pace.

**– SPIRITUAL –**

***A Child’s Understanding of God***

**1. Understand that the Bible is a Special Book because it is God’s Word.**

**Building Blocks/Benchmarks:** Read Children’s Bible with class; Memorize monthly Bible Verse; Review and

ask questions about chapel/Bible story read; Talk about Character Traits; Sing songs; Games; Teach the Wordless Book in classrooms

<u>Older 2's - Young 3's</u>	<u>Older 3's - Young 4's</u>	<u>Older 4's - 5's</u>
<p>a. Learn the Bible is "God's Word."  b. Learn the Bible is Truth, that the stories are fact, not fiction.  c. Learn to love the Bible through stories and songs.  d. Learn simple Bible verses.  e. Become aware of Character Traits that God wants us to have: love, kindness, self-control, forgiveness, etc.  f. Learn Bible Truths and how to put them into action.</p>	<p>a. Understand the Bible is the "Word of God."  b. Recognize the Bible as True, that it God's Word and our guide for life.  c. Learn basic Bible stories – Creation, Adam &amp; Eve, Noah, Jesus' Birth, The Easter Story, etc. and can recall people and events.  d. Learn simple Bible verses.  e. Begin to learn the character traits that God wants us to have: love, kindness, self-control, forgiveness, etc.  f. Learn Bible Truths and how to put them into action.</p>	<p>a. Understand the Bible is the "Word of God."  b. Understand the Bible as True, that it God's Word and our guide for life.  c. Understand basic Bible stories – Creation, Adam &amp; Eve, Noah, Jesus' Birth, The Easter Story, etc. and can recall people and events.  d. Know simple Bible verses.  e. Beginning to understand character traits God wants us to have-love, kindness, self-control, forgiveness, etc.  f. Learn Bible Truths and how to put them into action.</p>

**2. Know that God created the world.**

**Building Blocks/Benchmarks:** Dramatic Play Kits; Provide opportunities to interact and observe school pets; Chart and discuss weather; Plant; Visit the Pumpkin Patch and Strawberry Farm; Go on nature walks with class; Read stories that help reveal God's Creation; Talk about God's Creation – Our bodies, our families, our world, animals, etc.; Science Activities and experiments.

<u>Older 2's - Young 3's</u>	<u>Older 3's - Young 4's</u>	<u>Older 4's - 5's</u>
<p>a. Learn that God created the world and everything in it.  b. Become aware that they were uniquely created and are special to God.  c. Begin to observe and have an awareness of God's world around us, and how we should treat it with respect.</p>	<p>a. Understand that God created the world and everything in it.  b. Know they were uniquely created and are special to God.  c. Know that God wants each person to respect and take care of the world and all that is in it.</p>	<p>a. Demonstrate an understanding that God created the world and everything in it.  b. Learn that God uniquely created each individual with special gifts and talents.  c. Demonstrate a respect for God's world with direct experiences of caring for it, i.e. classroom pets, planting, etc.</p>

**3. Understand that God is the One True God**

**Building Blocks/Benchmarks:** Read the Bible and talk about it being truth; Review and ask questions pertaining to Chapel/Bible truths; Introduce and review the Wordless Book in class.

<u>Older 2's - Young 3's</u>	<u>Older 3's - Young 4's</u>	<u>Older 4's - 5's</u>
<p>a. Learn there is only One True God.  b. Learn that Jesus is God's Son.  c. Learn that the Holy Spirit is God's Helper and was sent to help and comfort them.  d. Learn that God loves them and Jesus is their friend.  e. Learn about God's forgiveness and that they need to ask for it.  f. Learn that God watches over us and takes care of us.</p>	<p>a. Know that there is One True God and learn about the attributes of God - love, all-powerful, all-present, all-knowing, etc.  b. Know that Jesus is God's Son and our friend.  c. Know that the Holy Spirit is God's Helper was sent to help and comfort them.  d. Begin to understand sin and the need for God's forgiveness.  e. Learn about God's forgiveness and how to ask for it.  f. Begin to understand God's Plan for Salvation through Jesus' death and resurrection.</p>	<p>a. Understand that there is One True God and continue to learn about God's attributes – love, all-powerful, all-present, all-knowing.  b. Understand that Jesus is God's Son and our Friend.  c. Understand the Holy Spirit is God's Helper and he helps and comforts us.  d. Continue to understand sin and the need for God's forgiveness.  e. Learn the need for God's forgiveness and how to ask for God's forgiveness.  f. Understand God' Plan for Salvation through Jesus' death and resurrection.</p>

**4. Use Prayer to express their thoughts and needs to God.**

**Building Blocks/Benchmarks:** Model prayer for the children; Provide opportunities to pray – Beginning of the day, snack, for needs of class and families; Look for opportunities to pray one on one with children – problem solving, calming a child, redirection of a child.

<u>Older 2's - Young 3's</u>	<u>Older 3's - Young 4's</u>	<u>Older 4's - 5's</u>
<p>a. Learn that praying is talking to God and Jesus.  b. Begin to learn how to pray.  c. Begin to learn that they can pray at anytime, anywhere and for others.  d. Learn to initiate own prayer.</p>	<p>a. Begin to understand importance of prayer.  b. Learn how to pray.  c. Continue to learn that they can pray at anytime, anywhere and for others.  d. Know how to initiate own prayer.</p>	<p>a. Begin to understand the need for prayer.  b. Demonstrate an understanding of how to pray.  c. Begin to understand that they can pray at anytime, anywhere and for</p>

e. Learn to be thankful for all that God gives us.	e. Continue learning to be thankful for all that God gives us and to pray for others.	others. d. Initiate own prayer. e. Learn to understand how to ask Jesus to help us in our daily lives.
<b>5. Learning to participate in corporate worship/Chapel.</b>		
<b>Building Blocks/Benchmarks:</b> Modeling chapel manners; provide Praise & Worship opportunities in the classroom; sing songs in circle time.		
<u>Older 2's - Young 3's</u> a. Learn that music is important in the worship and praise of God. b. Learn that singing is a form of worship and is talking to God (prayer). c. Learn manners & respectful behavior in corporate worship/Chapel.	<u>Older 3's - Young 4's</u> a. Learn to understand importance of music in worship and praise of God. b. Learn they can sing to God anytime and anywhere. That this is a form of talking to God (prayer). c. Demonstrate the appropriate manners and respectful behaviors in Corporate worship/Chapel.	<u>Older 4's - 5's</u> a. Continue to understand importance of music in Worship and Praise of God. b. Know they can sing to God anytime and anywhere-Tis is a form of talking to God (prayer). c. Demonstrate and model the appropriate manners and respectful behavior in corporate worship/Chapel.
<b>6. Freely share about God, Jesus, and the Bible with others.</b>		
<b>Building Blocks/Benchmarks:</b> Read Bible in class and chapel; Use Wordless Book; Provide opportunities to participate in Outreach Ministries; Provide opportunities to pray for others.		
<u>Older 2's - Young 3's</u> a. Begin to learn that God/Jesus want them to share what they have learned about God and the Bible with others. b. Become aware of God's Power through His miracles as something only God can do. c. Learn that God wants us to help others. d. Learn how we can help others. e. Learning to respect differences in others.	<u>Older 3's - Young 4's</u> a. Begin to understand that God/Jesus want them to share what they have learned about God and the Bible with others. b. Know of God's Power through His miracles and that they are something only God can do. c. Learn how we can help others. d. Learning to respect differences in others. Begin to understand that they can help others.	<u>Older 4's - 5's</u> a. Understand that God/Jesus want them to share what they have learned about God and the Bible with others. b. Learn to understand God's Power through His miracles and they are something only God can do and that they are real. c. Understand that they can help others. d. Learn how we can help others. e. Learning to respect differences in others.

**- SOCIAL/EMOTIONAL -**  
**Relating to Others / A Child's Sense of Self & Security**

<b>1. Valuing relationships and understand the importance of obeying parents &amp; teachers.</b>		
<u>Older 2's - Young 3's</u> a. Learn to feel secure when separating from parents. b. Interact with teacher comfortably. c. Learn to listen and obey adults. d. Learn to show respect and an appreciation for the family God gave them. e. Learn to understand and accept consequences of behavior. f. Learn to follow re-direction with teacher assistance.	<u>Older 3's - Young 4's</u> a. Start to feel secure when separating from parents. b. Interact with teacher and other adults at school comfortably. c. Learn to listen and obey adults the first time. d. Learn to demonstrate respect and an appreciation for the family God gave them. e. Able to understand and accept consequences of behavior. f. Learn to follow re-direction without teacher assistance.	<u>Older 4's - 5's</u> a. Demonstrate they feel secure when separating from parents. b. Interact with teacher and other adults at school comfortably. c. Listen and obey adults the first time. d. Begin to demonstrate respect and an appreciation for the family God gave them. e. Able to cooperate and accept consequences of behavior. f. Able to follow re-direction without teacher assistance.
<b>2. Initiate and enjoy friendships with a variety of individuals.</b>		
<u>Older 2's - Young 3's</u> a. Learn to transition and be directed by other adults. b. Learn to experience and participate in group play and activities. c. Learn to use good manners. d. Begin to move from the Solitary Stage of play to Parallel Stage.	<u>Older 3's - Young 4's</u> a. Able to transition and be directed by other adults. b. Able to experience and participate in group play and activities. c. Practice good manners. d. Begin to move from a Parallel Stage of play to Cooperative Stage.	<u>Older 4's - 5's</u> a. Easily transitions and be directed by other adults. b. Willing to participate in group activities. c. Demonstrate good manners. d. Reach a Cooperative Stage of Play.
<b>3. Begin to learn the art of sharing.</b>		
<u>Older 2's - Young 3's</u>	<u>Older 3's - Young 4's</u>	<u>Older 4's - 5's</u>

<p><b>a.</b> Learn to share and take turns.</p> <p><b>b.</b> Begin to share their ideas with friends and family.</p> <p><b>c.</b> Learn to listen quietly while others are speaking.</p>	<p><b>a.</b> Able to share and take turns.</p> <p><b>b.</b> Able to share their ideas with friends and family.</p> <p><b>c.</b> Begin to listen quietly while others are speaking.</p>	<p><b>a.</b> Willing to share and take turns.</p> <p><b>b.</b> Willing to share their ideas with friends and family.</p> <p><b>c.</b> Able to listen quietly while others are speaking.</p>
<p><b>4. Use language to express self-developing a positive conflict resolution.</b></p>		
<p><u>Older 2's - Young 3's</u></p> <p><b>a.</b> Learn to use words and build vocabulary to communicate wants, needs and feelings.</p> <p><b>b.</b> Learn to resolve conflicts with peers with teacher assistance.</p>	<p><u>Older 3's - Young 4's</u></p> <p><b>a.</b> Begin to use words and build vocabulary to communicate wants, needs and feelings.</p> <p><b>b.</b> Begin to resolve conflicts with peers without teacher intervention.</p>	<p><u>Older 4's - 5's</u></p> <p><b>a.</b> Able to use words and vocabulary to communicate wants, needs and feelings.</p> <p><b>b.</b> Attempt to resolve conflict with peers without teacher intervention.</p>
<p><b>5. Begin showing empathy &amp; kindness.</b></p>		
<p><u>Older 2's - Young 3's</u></p> <p><b>a.</b> Learn to show respect and have an awareness of other's feelings.</p> <p><b>b.</b> Learn to show kindness toward others.</p>	<p><u>Older 3's - Young 4's</u></p> <p><b>a.</b> Learn to understand and respect other's feelings, space and belongings.</p> <p><b>b.</b> Begin to show kindness toward others.</p>	<p><u>Older 4's - 5's</u></p> <p><b>a.</b> Accept responsibility and show respect for other's feelings, space and belongings.</p> <p><b>b.</b> Show kindness toward others.</p>
<p><b>6. Develop self-confidence at school.</b></p>		
<p><u>Older 2's - Young 3's</u></p> <p><b>a.</b> Learn to initiate independent play/activities.</p> <p><b>b.</b> Begin to learn to accept unexpected changes and new environments.</p> <p><b>c.</b> Learn to begin problem solving with teachers assistance.</p> <p><b>d.</b> Begin to take care of personal needs; i.e. toileting, hand washing, personal property.</p> <p><b>e.</b> Begin to learn to be responsible for self and clean up after self.</p>	<p><u>Older 3's - Young 4's</u></p> <p><b>a.</b> Begin to initiate independent play &amp; activities.</p> <p><b>b.</b> Learn to accept unexpected changes and new environments.</p> <p><b>c.</b> Begin to problem solve on their own.</p> <p><b>d.</b> Able to take care of personal needs; i.e. toileting, hand washing, personal property.</p> <p><b>e.</b> Learn to be responsible for self and clean up after self.</p>	<p><u>Older 4's - 5's</u></p> <p><b>a.</b> Initiate independent play/activities.</p> <p><b>b.</b> Accepts unexpected changes and new environments.</p> <p><b>c.</b> Able to problem solve on their own.</p> <p><b>d.</b> Demonstrate the ability to take care of personal needs; i.e. toileting, hand washing, personal property.</p> <p><b>e.</b> Demonstrates the ability to be responsible for self and clean up after self.</p>
<p><b>7. Begin to exhibit self-control.</b></p>		
<p><u>Older 2's - Young 3's</u></p> <p><b>a.</b> Begin to learn how to demonstrate self-control.</p> <p><b>b.</b> Begin to learn to raise a quiet hand and wait to be called on.</p> <p><b>c.</b> Begin to learn and understand their feelings and how to express them appropriately.</p>	<p><u>Older 3's - Young 4's</u></p> <p><b>a.</b> Learn how to demonstrate self-control.</p> <p><b>b.</b> Able to raise a quiet hand and wait to be called on.</p> <p><b>c.</b> Learn to understand their feelings and how to express themselves appropriately.</p>	<p><u>Older 4's - 5's</u></p> <p><b>a.</b> Continue to learn how to demonstrate self-control.</p> <p><b>b.</b> Demonstrates the ability to raise a quiet hand and wait to be called on.</p> <p><b>c.</b> Start to demonstrate an understanding of their feelings and how to express themselves appropriately.</p>
<p><b>8. Participate comfortably in group.</b></p>		
<p><u>Older 2's - Young 3's</u></p> <p><b>a.</b> Learn to follow routines and rules at school.</p> <p><b>b.</b> Begin to feel comfortable raising their hand and providing an answer.</p>	<p><u>Older 3's - Young 4's</u></p> <p><b>a.</b> Able to follow routines and rules at school.</p> <p><b>b.</b> Learn to feel comfortable raising their hand and providing an answer.</p> <p><b>c.</b> Learn to provide an answer when called upon.</p>	<p><u>Older 4's - 5's</u></p> <p><b>a.</b> Accepts rules and routines at school.</p> <p><b>b.</b> Willing to raise their hand and provide an answer.</p> <p><b>c.</b> Able to provide an answer when called upon.</p>

**- COGNITIVE -**  
**A Child's Intellectual Development**

<p><b>1. Expressive Language</b></p>		
<p><b>Building Blocks/Benchmarks:</b> Centers: Reading, Math, Science, Writing, Art, Blocks, Dramatic Play and Manipulatives; Bible Memory Verses; ECERS; Modeling (Scaffolding); Story Telling; Finger plays; Describing Drawn Pictures; Describing Common Objects &amp; Actions in Pictures; Pantomime; Answering Open Ended Questions; Responding correctly to "Who, What &amp; Where" Questions; Puppets; Dramatic Play Kits; Singing Simple Songs; Sharing; and Games.</p>		
<p><u>Older 2's - Young 3's</u></p> <p><b>a.</b> Begin to build descriptive language.</p> <p><b>b.</b> Begin to dictate ideas and stories.</p>	<p><u>Older 3's - Young 4's</u></p> <p><b>a.</b> Continue to build descriptive language and build vocabulary.</p>	<p><u>Older 4's - 5's</u></p> <p><b>a.</b> Able to use descriptive language and continue to build vocabulary.</p>

<p><b>c.</b> Begin to learn to respond to questions with appropriate response.  <b>d.</b> Begin to learn to tell story/event in sequence (Beginning/Middle/End).</p>	<p><b>b.</b> Able to dictate ideas and stories.  <b>c.</b> Begin to understand how to respond to questions with an appropriate response.  <b>d.</b> Able to tell story/event in sequence (Beginning/Middle/End).</p>	<p><b>b.</b> Able to dictate ideas and stories using at least two sentences.  <b>c.</b> Able to respond to questions with an appropriate response.  <b>d.</b> Able to tell story/event in a progressive five step sequence.</p>
<p><b>2. Receptive Language</b></p>		
<p><b>Building Blocks/Benchmarks:</b> Centers: Reading, Math, Science, Writing, Art, Blocks, Dramatic Play and Manipulatives; Bible Memory Verses; ECERS; Modeling (Scaffolding); Story Telling; Finger plays; Describing Drawn Pictures; Describing Common Objects &amp; Actions in Pictures; Pantomime; Answering Open Ended Questions; Responding correctly to “Who, What &amp; Where” Questions; Puppets; Dramatic Play Kits; Singing Simple Songs; Sharing; and Games.</p>		
<p><u>Older 2’s - Young 3’s</u>  <b>a.</b> Begin to identify parts of their body.  <b>b.</b> Begin to learn to follow positional directions.  <b>c.</b> Begin to understand categories.</p>	<p><u>Older 3’s - Young 4’s</u>  <b>a.</b> Able to identify most parts of their body.  <b>b.</b> Understand and follow positional directions.  <b>c.</b> Understand at least three categories.</p>	<p><u>Older 4’s – 5’s</u>  <b>a.</b> Able to identify most parts of their body.  <b>b.</b> Understand and follow positional directions.  <b>c.</b> Understand at least five categories.</p>
<p><b>3. Visual Discrimination</b></p>		
<p><b>Building Blocks/Benchmarks:</b> ECERS; Patterning; Comparing Objects (i.e. – Colors, Sizes, Shapes); Sorting; Matching; Ordering; Graphing; Tracing; Use Geometric Shapes to Create Pictures; Blocks; Puzzles; Manipulatives; Games (i.e. What’s Missing, Math); Alphabet; and Numbers.</p>		
<p><u>Older 2’s - Young 3’s</u>  <b>a.</b> Able to put together a simple 4 piece puzzle.  <b>b.</b> Learn same and different.  <b>c.</b> Begin to understand and compare small/big.</p>	<p><u>Older 3’s - Young 4’s</u>  <b>a.</b> Able to put together a 6-8 piece puzzle.  <b>b.</b> Understands same and different.  <b>c.</b> Understand and compare small, medium and large.</p>	<p><u>Older 4’s – 5’s</u>  <b>a.</b> Able to put together an 8-12 piece puzzle.  <b>b.</b> Understand same and different.  <b>c.</b> Understand and compare smallest to largest.</p>
<p><b>4. Visual Memory</b></p>		
<p><b>Building Blocks/Benchmarks:</b> ECERS; Patterning; Comparing Objects (i.e. – Colors, Sizes, Shapes); Sorting; Matching; Ordering; Graphing; Tracing; Use Geometric Shapes to Create Pictures; Blocks; Puzzles; Manipulatives; Games (i.e. What’s Missing, Math); Alphabet; and Numbers.</p>		
<p><u>Older 2’s - Young 3’s</u>  <b>a.</b> Begin to recognize their first name.  <b>b.</b> Begin to recognize the 8 basic colors.  <b>c.</b> Begin to recognize the 8 basic shapes.  <b>d.</b> Begin to understand patterning.  <b>e.</b> Begin to understand and sequence 3 items.</p>	<p><u>Older 3’s - Young 4’s</u>  <b>a.</b> Able to recognize their first name and begin to recognize their last name.  <b>b.</b> Able to recognize the 8 basic colors.  <b>c.</b> Able to recognize most of the 8 basic shapes.  <b>d.</b> Begin to understand and complete patterns.  <b>e.</b> Understand and sequence 4 items.  <b>f.</b> Able to recognize numbers 0-10 out of sequence.  <b>g.</b> Able to recall missing item.  <b>h.</b> Begin to recognize alphabet letters.</p>	<p><u>Older 4’s – 5’s</u>  <b>a.</b> Able to recognize their first and last name.  <b>b.</b> Able to recognize all 8 basic colors.  <b>c.</b> Able to recognize the 8 basic shapes.  <b>d.</b> Understand and complete patterns.  <b>e.</b> Understand and sequence 4 items.  <b>f.</b> Able to recognize numbers 0-10 out of sequence.  <b>g.</b> Able to recall missing item.  <b>h.</b> Able to recognize most of the upper and lower case letters.</p>
<p><b>5. Auditory discrimination</b></p>		
<p><b>Building Blocks/Benchmarks:</b> Listening Games &amp; Activities; Stories on Tape/Records; Singing; Story – Recall events; Finger plays; Rhymes/Rhyming Activities; Rhythm Activities; Music &amp; Movement; Directional Activities ( 2 or 3 step); and Alphabet Play.</p>		
<p><u>Older 2’s - Young 3’s</u>  <b>a.</b> Able to identify everyday sounds.  <b>b.</b> Begin to listen for rhyming patterns.</p>	<p><u>Older 3’s - Young 4’s</u>  <b>a.</b> Able to identify different categories of sounds.  <b>b.</b> Begin to recognize words that rhyme.  <b>c.</b> Begin to hear differences in beginning sounds.</p>	<p><u>Older 4’s – 5’s</u>  <b>a.</b> Able to identify different categories of sounds.  <b>b.</b> Able to provide words that rhyme.  <b>c.</b> Continue to hear differences in beginning sounds.</p>
<p><b>6. Auditory Memory</b></p>		
<p><b>Building Blocks/Benchmarks:</b> Listening Games &amp; Activities; Stories on Tape/Records; Singing; Story – Recall events; Finger plays; Rhymes/Rhyming Activities; Rhythm Activities; Music &amp; Movement; Directional Activities ( 2 or 3 step); and Alphabet Play.</p>		

<u>Older 2's - Young 3's</u>	<u>Older 3's - Young 4's</u>	<u>Older 4's - 5's</u>
<ul style="list-style-type: none"> <li>a. Understand and follow a 2-step direction.</li> <li>b. Begin to recall story details.</li> <li>c. Begin to repeat a simple rhythm.</li> </ul>	<ul style="list-style-type: none"> <li>a. Understand and follow a 3-step direction.</li> <li>b. Able to recall some story details.</li> <li>c. Able to repeat and follow a rhythm.</li> </ul>	<ul style="list-style-type: none"> <li>a. Understand and follow a 3-step direction.</li> <li>b. Able to recall story details.</li> <li>c. Able to repeat and follow a rhythm.</li> </ul>
<b>7. Comprehension</b>		
<b>Building Blocks/Benchmarks:</b> Math Activities; Games; Manipulatives; Classify; Comparisons; Opposites and Recalling Events.		
<u>Older 2's - Young 3's</u>	<u>Older 3's - Young 4's</u>	<u>Older 4's - 5's</u>
<ul style="list-style-type: none"> <li>a. Begin to learn and understand opposites.</li> <li>b. Begin to learn one-to-one correspondence with 5 items.</li> <li>c. Begin to name objects within a classification.</li> <li>d. Begin to make comparisons.</li> </ul>	<ul style="list-style-type: none"> <li>a. Understand opposites.</li> <li>b. Begin to understand one-to-one correspondence with 10 items.</li> <li>c. Able to name objects within a classification.</li> <li>d. Able to make comparisons.</li> </ul>	<ul style="list-style-type: none"> <li>a. Understand opposites and provide examples.</li> <li>b. Understand one-to-one correspondence with 10 items.</li> <li>c. Able to name objects within a classification.</li> <li>d. Able to make comparisons.</li> </ul>
<b>8. Creative Expression</b>		
<b>Building Blocks/Benchmarks:</b> Centers: Dramatic Play, Art, Blocks, Manipulatives, Reading, Writing, Math, Science; Dramatic Play Kits; Open Ended Art; Storytelling; Puppets; Cooking; Music & Movement; Books or stories- without pictures.		
<u>Older 2's - Young 3's</u>	<u>Older 3's - Young 4's</u>	<u>Older 4's - 5's</u>
<ul style="list-style-type: none"> <li>a. Begin to use their imagination.</li> <li>b. Begin to express themselves through their art.</li> <li>c. Begin to express themselves through music and movement.</li> <li>d. Begin to express themselves through storytelling.</li> </ul>	<ul style="list-style-type: none"> <li>a. Begin to understand how to use their imagination.</li> <li>b. Continue to express themselves through their art.</li> <li>c. Continue to express themselves through music and movement.</li> <li>d. Continue to express themselves through storytelling.</li> </ul>	<ul style="list-style-type: none"> <li>a. Understand how to use their imagination.</li> <li>b. Continue to express themselves through their art.</li> <li>c. Continue to express themselves through music and movement.</li> <li>d. Continue to express themselves through storytelling.</li> </ul>

**- PHYSICAL -**  
**A Child's Gross & Fine Motor Development**

<b>1. Large Motor Skills</b>		
Activities during each classes <b>Motor Development Time</b> (i.e. Exercising to music; Music and Movement; Gallop, March, Jump, Crawl, Skip; Parachute Play; Obstacle Courses; Balance Beams; Bowling; Stomp Boards; "Snowball" throwing; Musical Chairs, etc.) – These activities are designed to be age-appropriate to the children's physical development; <b>A.P.E.</b> (Action Packed Experiences) Time – (i.e. Music and Movement; Outdoor Obstacle Courses; etc.); <b>Outdoor Environment:</b> climbing, bikes, scooters, large blocks, large grass area activities, swings, sand area, balance beams; <b>Classroom Activities:</b> Music and Movement, Stomp Boards, Belly Boards, Hopscotch, Blocks, Large Floor Puzzles, PEEK and P. Mooney Lessons.		
<u>Older 2's - Young 3's</u>	<u>Older 3's - Young 4's</u>	<u>Older 4's - 5's</u>
<ul style="list-style-type: none"> <li>a. Begin to learn about body awareness and their body in space.</li> <li>b. Begin to walk forward on a balance beam without assistance.</li> <li>c. Begin to jump with feet together.</li> <li>d. Begin to hop in place on one foot (left &amp; right) to count of 3.</li> <li>e. Stand on one foot to count of 3.</li> <li>f. Learn to throw ball or beanbag at a target.</li> <li>g. Learn to catch an underhand thrown ball.</li> <li>h. Learn to pedal a tricycle.</li> <li>i. Learn to copy body movements of simple patterns and rhythms.</li> <li>j. Begin to gallop.</li> </ul>	<ul style="list-style-type: none"> <li>a. Learn about body awareness and their body in space.</li> <li>b. Walk forward on balance beam without assistance.</li> <li>c. Able to jump and land with feet together.</li> <li>d. Able to hop in place on one foot (left &amp; right) to count of 5.</li> <li>e. Stand on one foot to count of 5.</li> <li>f. Able to throw a ball or beanbag at a target.</li> <li>g. Able to catch an underhand thrown ball.</li> <li>h. Able to pedal a tricycle.</li> <li>i. Able to copy body movements of simple patterns and rhythms.</li> <li>j. Able to gallop.</li> </ul>	<ul style="list-style-type: none"> <li>a. Continue to learn about body awareness and their body in space.</li> <li>b. Walk forward on balance beam without assistance and begin to walk backward.</li> <li>c. Able to jump and land with feet together.</li> <li>d. Able to hop in place to count of 5.</li> <li>e. Stand on one foot to count of 5.</li> <li>f. Able to throw a ball or beanbag at target with accuracy.</li> <li>g. Able to catch an underhand and overhand thrown ball.</li> <li>h. Confident in pedaling a tricycle.</li> <li>i. Able to copy body movements of simple patterns and rhythms.</li> <li>j. Able to gallop and beginning to skip.</li> </ul>
<b>2. Fine Motor Skills</b>		
<b>A.P.E.</b> Time – (i.e. play dough, cutting, tearing paper, etc.); <b>Outdoor Environment:</b> play dough, sensory table, sand toys and area; <b>Classroom Activities:</b> Play dough, clay, scissors, puzzles, lacing, stringing,		

Writing Center, Sensory Table, Art activities, Table Top activities.		
<u>Older 2's - Young 3's</u>	<u>Older 3's - Young 4's</u>	<u>Older 4's - 5's</u>
<b>a.</b> Begin to manipulate 2 small objects at the same time. <b>b.</b> Begin to hold and use crayon. <b>c.</b> Able to trace name. <b>d.</b> Begin to hold and use scissors. <b>e.</b> Draw a circle and line. Begin to draw self-portrait. <b>f.</b> Begin to learn to tear paper.	<b>a.</b> Learn to manipulate 2 small objects at the same time. <b>b.</b> Begin to develop 3-finger pencil grasp and demonstrate good control. <b>c.</b> Write first name so it can be recognized. <b>d.</b> Begin to hold scissors using correct grasp and cut on a line. <b>e.</b> Able to draw a self-portrait and begin to draw pictures to represent people, animals, objects or concepts. <b>f.</b> Continue to learn to tear paper. <b>g.</b> Able to copy simple shapes; circle, square, V and cross.	<b>a.</b> Able to manipulate 2 small objects at the same time. <b>b.</b> Continue to develop 3 finger grasp and demonstrate good control. <b>c.</b> Write first name so it can be recognized. <b>d.</b> Able to hold scissors using correct grasp and cut on a line. <b>e.</b> Draw picture to represent people, animals, objects or concepts. <b>f.</b> Able to tear paper. <b>g.</b> Able to copy simple shapes; circle, square, V and cross.

**3. Recognize that their body is created by God, and that special responsibility is needed to care for it.**

During Chapel, we introduce the Creation Story at the beginning of the year and stress how God made our bodies and we need to take care of them; Hand washing procedures; Hygiene discussions; Snack Time; Cooking Activities; Motor Development Class warm-up time; Fitness Days, Large Motor Activities.

<u>Older 2's - Young 3's</u>	<u>Older 3's - Young 4's</u>	<u>Older 4's - 5's</u>
<b>a.</b> Introduce and learn about health and nutrition. <b>b.</b> Experience a variety of healthy food choices and encourage them to try them. <b>c.</b> Begin to exercise and understand the importance of it.	<b>a.</b> Begin to understand the importance of health and nutrition. <b>b.</b> Continue to experience a variety of healthy food choices and encourage them to try them. <b>c.</b> Begin to exercise and understand the importance of it.	<b>a.</b> Understand the importance of health and nutrition. <b>b.</b> Continue to experience a variety of healthy food choices and encourage them to try them. <b>c.</b> Continue to exercise and understand the importance of it.

## 6. CURRICULUM & PROGRAMS

**CURRICULUM PHILOSOPHY:** Our school philosophy focuses on the developmental aspect of growth, which is reflected in the curriculum we have adopted. Our curriculum emphasizes monthly thematic teaching units that are broken down into sub-themes for each week.

Since our curriculum is Christ-centered and our activities relate to God's Word, holidays will be observed as follows:

- **Halloween:** Focus is harvest and thanking God for His bounty.
- **Thanksgiving:** Focus is the Thanksgiving feast and thanking God for His provisions and blessings.
- **Christmas:** Focus is the birth of Jesus Christ.
- **Easter:** Focus is the death and resurrection of Jesus Christ.

Halloween costumes, Santa Claus, and the Easter Bunny do not play a part in our curriculum. Please understand that we do not teach against these secular traditions, but that our emphasis at the school is scriptural.

**DAILY SCHEDULE:** The following is a basic overview of your child's time spent in preschool for both morning and afternoon sessions. Inside and outside schedules are rotated among classes to allow more room for playing on the playground. Variations to this schedule can be made according to class and teacher desires. In addition, inside and outside times may change due to weather and/or special events.

AM Classes	Daily Activities	PM Classes
8:30-8:45	<b>"APE" Time:</b> "APE" means Action-Packed Experience-an engaging and curiosity-provoking transition time, in which the children will participate in a fun, Teacher-planned activity. "APE" time will be used as a transition for parents not able to get their child to school by the new early start time. This time will allow children to get wiggles out before sitting down to Opening Circle Time.	12:30-12:45
8:45-9:05/9:15	Opening Circle Time: Children are invited to join their	12:45-1:05/1:15

	teacher in Circle Time. The calendar, weather and daily schedule are discussed. Monthly curriculum themes are introduced through stories and interactive activities. Language skills are reinforced as they participate in discussions. Monthly alphabet letters are introduced through the Alpha Friends Phonics program. Circle time also includes Bible Time. “Helping-Hands” tasks are given out for the younger classes, and the Helper of the Day leads the group with Jobs.	
9:15-9:55	<b>Outside Time:</b> Free play, play dough/clay, easel painting, bike-riding, gardening, swinging, feeding animals, crafts, nature walks, water play, carpentry, etc.	1:15-1:55
10:00 – 10:15	<b>Chapel:</b> Bible stories, Christian concepts, song, prayer, honor birthdays.	2:00-2:15
10:15-10:30	<b>Snack:</b> The Preschool provides a daily snack.	2:15-2:30
10:30-11:10	<b>Inside Time:</b> Free play, music, creative arts/crafts, blocks, books/quiet time, dramatic play, science/nature, “Show and Tell” sharing, records/listening, stories, cognitive learning through games, etc.	2:30-3:10
11:15-11:30	<b>Closing Circle Time:</b> Stories, sharing, music, etc.	3:15-3:30
Various Times	<b>Music and Movement</b>	Various Times
11:30–12:30	<b>Lunch Bunch:</b> Only for those with pre-reservations	11:30-12:30
11:30–6:00	<b>Above &amp; Beyond:</b> for those with pre-reservations. Includes time to eat lunch, rest time, creative play and exploration of current month’s curriculum themes.	3:30–6:00

\* Classes go to Music and Movement, once a week. This is a time is where emphasis is given to balance, spatial relationships, body image, eye-body-foot-hand coordination, hopping, jumping, and skipping skills, etc. We will be working on the basic systems of the body, including the vestibular, bilateral, proprioceptive and motor planning system. Activities are designed for each class, taking into consideration appropriate skill and age levels.

\*\*Through singing and body movement, children will learn the fundamentals of music. Their experience will include exposure to various instruments, rhythm training, ear training, and of course, lots of fun.

***“And these words which I command you this day shall be upon your heart, and you shall teach them diligently to your children, and shall talk of them when you sit in your house, and when you lie down, and when you rise.” Deuteronomy 6: 6 & 7***

The curriculum for our Pre-k and Older Four-Year Old programs encompass “The Peabody Language Development Program” (PLDP). Our Younger Three-Year classes are introduced to the PLDP curriculum during the second part of the year. The PLDP provides practice in labeling, language, constructing sentences, and thinking logically. The program’s wide range of appealing materials encourages young children to become active participants in a possible 360 lessons. The use of puppets (depending upon the age level), bring the PLDP program to life. The children dramatize, imagine, reason, compare, sing, dance, and tell stories. Each week you will see their improvement in expressing thoughts and feelings, in thinking, and in problem solving. The PLDP focuses on the following important skills: brainstorming, classifying, comparing, describing, labeling, pantomiming, discussing, following directions, identifying, imagining, and it helps our preschoolers with the following:

- **Problem Solving:** Evaluating possible solutions to a hypothetical problem to arrive at a satisfactory answer.
- **Relating:** Determining connections between two or more items.
- **Remembering:** Bringing to mind images, ideas, or information from the past. Storing images, ideas, and/or information in the mind.
- **Sentence Building:** Generating sentences based on a given model.
- **Sequencing:** Determining and demonstrating the proper order of a series of items or events.

- **Storytelling:** Telling or re-telling a story or part of a story.
- **Vocabulary:** Learning the definitions of specific words.

**CHAPEL/BIBLE STORIES:** We take every opportunity to teach and model Biblical standards and characteristics, as well as to use everyday occurrences to teach God’s character and creation. Therefore, each day the children enjoy a special Chapel time. The entire school gathers together to have a “chapel story,” sing Christian songs, and learn about God’s love.

Our primary focus is to relate Bible stories with the Godly character traits addressed in Chapel. You will find these listed in the Yearly Curriculum document on the school website, with each month’s curriculum. Songs, along with hand motions, are selected to emphasize God’s love. It is our desire, not to teach specific doctrine, but to teach the children about Jesus and what a special friend He can be to us.

**“ABOVE & BEYOND” PROGRAM:** Above & Beyond is an exciting program to accommodate families looking to extend their preschooler's day or days of attendance. Classes will be setup with mixed ages (similar to Lunch Bunch) and will be a 12:1 ratio. Preschoolers must be enrolled in a GCS preschool session in order to participate in the Above & Beyond Program. Above & Beyond is offered in the afternoons only (11:30 a.m. – 6:00 p.m.), Monday through Friday, unless noted on the school calendar. Take advantage of the lower cost pricing when you commit to a set schedule for the school year. This program is also available at a Drop-in rate; to be used as a need arises, if space is available. Drop-in is offered for two different times/costs to accommodate preschoolers attending an AM or PM class session: 11:30 a.m. – 6:00 p.m. and 3:30 p.m. – 6:00 p.m.

**11:30 a.m. – 6:00 p.m.:** Tuition includes Lunch Bunch for this time frame. Parents need to provide a nutritious and nut-free lunch, a “snuggly item” to help settle their child. School will provide a sheet and blanket. Teachers will be cautious not to overstimulate children, as the majority of the children will have already attended classes in the morning. After eating lunch, children will have a quiet/rest time, followed by a time of creative play and exploration of the current month's theme, a school-provided snack, and outside time on the playground. Although children will not attend Chapel for a second time, staff will continue to expand on Biblical character traits each month as well as reinforce the memory verse for the month. Above & Beyond will have weekly themes, following along with the monthly preschool curriculum.

**3:30 p.m. – 6:00 p.m.:** This is a great option for children attending a PM class session. Children will be walked over after class and checked into Above & Beyond. Students will enjoy a time of creative play and exploration of the current month’s theme and a school-provided snack. Above & Beyond will have weekly themes, following along with the monthly preschool curriculum.

**Late Pick-Up Fees:** For children attending Above & Beyond, there is no grace period after 5:30 p.m. If you arrive after 5:30 p.m. you will incur a \$10 charge and an additional \$1 for every minute after 5:30 p.m.

**LUNCH BUNCH PROGRAM:** Lunch Bunch is available, most school days, from 11:30AM to 12:30PM, to preschool students (both AM and PM) who have a pre-reserved spot. There are a few days, throughout the school year, that Lunch Bunch is not available, due to staff meetings, holiday events, etc. All those dates are posted on our school calendar and do not show as available on the Lunch Calendar on ParentsWeb. Each day, Lunch Bunch is available, we have 24 spots available for our preschool students. When the program is full, it will automatically close down on the Lunch calendar. Lunch Bunch closes at 3:00 the night before to allow for proper staffing. It is a first-come/first-filled program and has to be closed when full.

Each Lunch Bunch session is \$6.00 per child, and there are no discounts for siblings. Sign-ups for Lunch Bunch are done through our parent online access, ParentsWeb. You may sign-up for as many days as you want at one time. When you log into your ParentsWeb account, click Lunch, under Student Information, and follow prompts to see the dates and place order. When ready, click Create Web Order. Payment, by e-check, is required at the time the order is placed. There are no refunds, date exchanges, or carryovers.

All children, in Lunch Bunch, are to bring nut-free lunches in a lunch box, with child’s name clearly marked on outside. Children in the AM sessions keep lunch boxes in their school bag. Please: No sodas and/or candy allowed. Parents are asked to supply a nutritious, “NUT FREE” lunch each day. Any food we observe to violate our allergy request will be thrown away, and a notice placed in the lunch box. If we feel our lunch requirements are being ignored, you will be asked not to attend Lunch Bunch in the future. Please understand that nut allergies in children are often very serious. Help us keep our campus safe!

**AM STUDENTS:** Teacher's take their Lunch Bunch children, to the Lunch Bunch room, immediately following class. Children wash their hands, pray, eat lunch, and play with their friends. Please pick your child up at 12:30PM at the black-iron side gate across the courtyard from the entry to the Worship Center. Children are walked to the gate for pick-up. NOTE: It is important that you be prompt when picking up your child, as we have afternoon classes in session. If you are more than 10 minutes late, you will incur a fee of \$10.00, and an additional \$1 for every minute late after the 10 minute "grace period."

**PM STUDENTS:** PM children, meet for Lunch Bunch in Room 102, (Enter through back door on playground) at 11:30 AM with his/her lunch. You will sign your child in at the door. At 12:30 PM, your student will be escorted to his/her classroom.

**RAINY DAY PICK UP:** On rainy days, pick up your child from Lunch Bunch outside Room 108, unless otherwise posted.

***A directional map is available in the School Office for your convenience.***

**PARENT VOLUNTEER PROGRAM:** Our Parent Volunteer Program is an opportunity for you to be a part of our school activities. Opportunities begin in October and only while your child is here at school. Although, this is not "one-on-one time" with your child, you will have the opportunity to assist in our program, and we guarantee it will be fun! **DUE TO INSURANCE REGULATIONS, SIBLINGS MAY NOT ACCOMPANY YOU.**

- Playground Volunteer-Under the direction of our Outside Teacher, you will assist with art activities, bunny cage area, or be another "watchful eye" on our preschoolers at play.
- Special Events-We have many special events where volunteers are very much appreciated and needed, i.e. PTF Room Parent, Picture Day, Christmas Boutique, Book Fair, Child-care and Teacher Appreciation Luncheon. Please check the school calendar on the website for specific dates.

Volunteer forms are available in the School Office.

## **7. OPERATIONAL POLICIES & PROCEDURES**

**CELL PHONES:** Please turn off your cell phone before entering our campus. We appreciate your cooperation, especially if attending a birthday celebration in Chapel or volunteering either on campus or on a field trip. Cell phones can be very distracting for the user and also those nearby.

**PARKING LOT PROCEDURES: "Family Safety is our Number One Priority"**

- **ABSOLUTELY NO CELL PHONES WHILE DRIVING IN PARKING LOT!**
- Be aware of the "Stop" sign upon entering the parking lot.
- For everyone's safety, DRIVE SLOWLY at all times whenever on the school property. Be extra cautious at the crosswalk areas and always yield to pedestrians.
- Vehicles are to follow the direction flow as shown on the map. Proceed to drive one-way down lanes to increase safe traffic flow and move through lot in a counter-clock wise fashion. To alleviate congestion at the main exit, those who turn right on Trabuco, please go through the upper parking lot to exit. Please refer to the Parking Lot Diagram (available in the School Office) for further explanation.
- Avoid walking through parking spaces to cut across the lot. Use crosswalks. This is for your safety and helps traffic flow. Hold your preschoolers hands or have them hold onto your stroller until you are all safely inside building area.
- When backing out of parking spaces, DO NOT rely on electronic "car sensors" to see what is behind you. Physically look over your shoulders and check blind spots, check your mirrors, back up slowly and cautiously, remaining alert.
- Express Drop-Off is ONLY available for Elementary students. Families with both elementary and preschool students, can use the Express Drop-Off for elementary student(s), then park to walk their preschool student(s) to his/her classroom.
- Elementary Express Drop-Off ends at 8:15 a.m. If you arrive at school before 8:15 a.m., it is our suggestion that you remain in your car, with your preschooler(s) and any young siblings, until the Express Drop-Off is finished. At that time, the cones will be put back into place, and the lane closest to the educational building will be closed to traffic, for your safety.

**ARRIVAL & DEPARTURE POLICY:** Preschool students and parents enter the building through the double-glass door entrance and proceed to classroom. DO NOT ENTER THROUGH THE ELEMENTARY CHAIN LINK

GATE. Room 113B enters classroom from door on parking lot side of educational building.

Classroom doors open at 8:30 AM for morning classes and 12:30 PM for afternoon classes. For the first 15 minutes of classroom time, we are going “APE.” “APE” means Action-Packed Experience and will be an engaging and curiosity-provoking transition time, in which the children will participate in fun, Teacher-planned activities. “APE” time will be used to introduce new games, get the kids excited about the day’s themes, and also get their wiggles out before we sit down for Circle Time.

“APE” time may include different exercises, music, hunting around the classroom for themed items, or table top games, etc. “APE” will serve as a way to be sensitive to our families that cannot be at school by the earlier time, while offering a rich preschool experience. Circle Time will begin 15 minutes later.

The State of California requires that all children be signed in and signed out to school each day. **Please sign your full name, not initials**, and wait until the teacher receives your child into the classroom before leaving. According to Title 22 Regulations, we are not legally responsible for your child until he/she has been signed in and received by the Teacher.

School ends promptly at 11:30 AM and 3:30 PM. **Please be on time!** Children can become anxious and unsettled if you are not there on time. If you are detained and cannot pick up your child on time, please make arrangements for one of your *authorized people* to pick him/her up for you. You must keep the Student file, in the School Office, up-to-date with any/all emergency contacts and/or pick-up authorizations. **Hand-written notes and/or verbal authorizations to the Teacher will NOT be accepted! If you must send someone who is not on your pick-up list, a phone call to the School Office, giving authorization, is sufficient for that day only.** The Office will notify your child’s teacher. Proof of identification may be requested by the Teacher. **No child will be released without authorization by the parent or guardian.** It is our policy that **no one under the age of 18 is allowed to pick a child up from school.**

**FEES FOR LATE PICK-UP:** A late pick-up fee may be assessed if your child has not been picked up within ten minutes after the close of his/her AM or PM preschool class session. The charge is \$10.00 and an additional \$1 for every minute late after the 10 minute “grace period.”

For children attending the Above & Beyond Program, there is no grace period after 6:00 p.m. If you arrive after 6:00 p.m. you will incur a \$10 charge and an additional \$1 for every minute past our closing time.

**SCHOOL CLOTHING POLICY:** **Please have your child wear play clothes! Keep in mind that your child will be climbing, painting, digging, sitting in sand, playing with water, and helping himself/herself with toilet needs. We emphasize having a good experience rather than keeping special clothes spotless.** Clothing with many buttons, buckles, belts, and straps are hard for little hands to maneuver. Overalls are difficult when it comes to “potty time.” Children can manage elastic-waisted shorts or pants with ease. You help your child toward independence in dressing by selecting clothing he/she can manage easily on his/her own. Jewelry is **NOT** appropriate. Please keep an extra change of clothing, in a zip-lock bag, in the bottom of your child’s school bag, in case of an emergency. If it becomes necessary for your child to change clothing, privacy is provided, and we do all we can to save the child from embarrassment.

**For safety sake, boots, sandals, “flip-flops,” and/or “CROCS” are not permitted! Tennis shoes or rubber-soled, close-toed shoes are required! Be sure to mark all removable clothing with your child’s name.**

**SNACKS & NUTRITION GUIDELINES:** Your child’s nutrition is important to his/her overall health. Proper nutrition can also prevent many medical problems, including becoming overweight, developing weak bones, and developing diabetes. It will also ensure that your child physically grows to his/her full potential. The best nutrition advice to keep your child healthy includes encouraging him/her to: eat a variety of foods, balance the food you eat with physical activity, choose a diet with plenty of grain products, vegetables, and fruits, choose a diet low in fat, saturated fat, and cholesterol, choose a diet moderate in sugars and salt, and choose a diet that provides enough calcium and iron to meet their growing body’s requirements.

You can also help promote good nutrition by setting a good example. Healthy eating habits and regular exercise should be a regular part of your family's life. It is much easier if everyone in the house follows these guidelines, than if your child has to do it all alone. Avoid buying high fat, empty calorie desserts or snacks, such as snack chips and regular soft drinks.

The food Guide Pyramid for young children was designed by the U.S. Department of Agriculture to promote healthy nutrition in children over two years of age. It is meant to be a general guide to daily food choices. The

main emphasis of the food pyramid is on the five major food groups, all of which are required for good health. It also emphasizes that foods, which include a lot of fats, oils, and sweets, should be used very sparingly.

- Children 2 and 3 years of age need the same variety of foods as a 4 to 6-year old, but may need fewer calories. Offer them smaller amounts.
- To estimate a serving for a 3-year old child, give about 2/3 of what counts as a regular Food Guide Pyramid serving.
- 2 to 6-year old children need a total of two servings from the milk group each day.
- Younger children often eat small portions. Offering smaller servings and allowing them to ask for more, satisfies their hunger and does not waste food
- By the time children are 4-years old, they can eat amounts that count as regular Food Guide Pyramid servings eaten by older family members—that is, 1/2 cup fruit or vegetable, 3/4 cup of juice, one slice of bread, 2 to 3 ounces of cooked lean meat, poultry, or fish.
- Offer new foods in small “try me” portions—perhaps 1 or 2 tablespoons. Let your child ask for more.

Remember, variety is the key for the whole family. Offer a variety of foods from the five major food groups as follows: **GRAIN GROUP**-1 slice of bread, 1/2 cup of cooked rice or pasta, 1/2 cup of cooked cereal, 1 oz. of ready-to eat cereal; **VEGETABLE GROUP**-1/2 cup of chopped raw or cooked vegetables; **FRUIT GROUP**-1 piece of fruit or melon wedge, 3/4 cup of juice, 1/2 cup of canned fruit, 1/4 cup of dried fruit; **MILK GROUP**-1 cup of milk or yogurt, 2 ounces of cheese; **MEAT GROUP**-2 to 3 ounces of cooked lean meat, poultry, or fish, 1/2 cup of cooked dry beans, or 1 egg counts as 1-ounce of lean meat, 2 tablespoons of peanut butter count as 1-ounce of meat; **FATS AND SWEETS**-Limit calories from these. For more information on good nutrition, go to website [www.mypyramid.gov](http://www.mypyramid.gov).

GCS provides a mid-day snack for each child, consisting of 100% juice (various types) or lemonade, and crackers with or without cheese, apple sections, carrot sticks, pretzels, etc. **If your child has any allergies, please inform the School Office by noting all allergies on your enrollment forms.** Every precaution will be taken to protect your child from foods that will cause him/her an allergic reaction. If the allergy is so severe that our normal snacks could possibly cause harm, we will ask you to provide the snack for your child.

Our daily snack menu is posted on our website, [www.gracechristianschools.org](http://www.gracechristianschools.org), and any changes are posted immediately.

**NUT-SENSITIVE CAMPUS:** In order to protect all our children attending Grace Christian Schools, **there is a ban on ALL nut products, making our campus a nut-sensitive school.** All snacks served by the school are nut-free and we do not purchase anything processed or possibly contaminated with nut products. Teachers are required to check labels on incoming purchased treats and question parents as homemade treats are brought to school. We also take great care in choosing food vendors for school wide events. If your child has a nut allergy, let us take a moment to remind you that although we make every effort to remain nut-sensitive, there are so many avenues in where our campus may become compromised. This is why we state we are a "Nut-Sensitive" campus. An example of possible contamination would be a "goodie bag" from a classmate, which is sealed and sent home in a child's school bag. Make sure to check contents and labels when opening something provided from another classmate.

**SHARE ITEMS & TOYS:** Each room is well equipped with toys that are appropriate for the child's age. At first, some children may feel the need to bring something from home. This is all right, as it may give needed security. The toy can be brought in the school bag and returned each day during the first part of school. After that, we ask that the children bring toys to school only for specified “Share Time.”

All classes have a special time set aside for each child to share each week. As the year progresses, help your child select an appropriate item, as the monthly theme warrants, to help develop thinking and decision-making skills, as well as reinforce something being taught (colors, shape, etc.). Books, tapes, pets, and even family members are good sharing items also. Be sure your child remembers to bring the “*sharing*” home that day. **WAR TOYS, GUNS, MODERN WEAPONS, OR VIOLENT-TYPE TOYS, ARE NOT ACCEPTABLE AT SCHOOL.**

**ACCIDENTS & INJURY PROCEDURES:** In case of a minor injury, an “Ouch Report” will be sent home with your child noting the injury and treatment or care given. In case of a more serious accident, we will make an immediate attempt to contact a parent, in addition to contacting 911, if necessary. If we cannot reach the parent, we may call the child's physician. **It is extremely important that you keep the School Office informed of all phone numbers where you can be reached (home, work, cell phone, pager, etc.) and any**

changes that occur throughout the year.

**ATTENDANCE PROCEDURES:** We appreciate knowing whether your child is ill, or absent for another reason. It is not necessary to contact the School Office to report your child absent. **Please leave a message directly on your Teacher's extension or report an absence through the school website.** **Notify us immediately if your child has a contagious disease,** so that we may issue the necessary notices.

**BIRTHDAYS:** We encourage you to celebrate your child's birthday with us at school. Your teacher will arrange with you a date to either celebrate your child's actual birthday or a half birthday (*if your child's birthday is during the summer*). On that day, she will make a birthday crown for your child to wear throughout the day. During chapel, your child will come up front to be honored. He/she will count pennies correlating to his/her age and place them into the "Chapel Birthday Can," followed by everyone singing "*Happy Birthday.*"

Following chapel, you are welcome to bring & serve a special birthday snack to your child's classmates. Since we emphasize health and nutrition during the school year, we ask you to bring in "healthy" birthday treats for the children to enjoy. Some suggestions are fruit muffins, Rice Krispy treats, Chex Mix (**REMEMBER, BECAUSE OF CHILDREN WITH SERIOUS ALLERGIES, WE ARE TOTAL NUT-SENSITIVE SCHOOL**), jello-jigglers, frozen fruit juice pops, low-calorie cookies (recipes available at cooks.com), fruit kabobs, or chocolate dipped pretzel sticks. Please make all necessary arrangements with your teacher.

If you are planning a birthday party for your child, please be sensitive to the feelings of others. **Please mail invitations, unless you are inviting the entire class.** Class lists, with addresses and phone numbers, are available to our families.

**LOST & FOUND:** Baskets marked "Lost and Found" are kept in the Parent Resource Center in the breezeway under to the school boards. The staff will collect any found and/or unclaimed items and place them in the "Lost and Found." After a reasonable time has passed, if no one has claimed these items, they will be donated to a charitable organization. More valuable items found, will be kept in the School Office, for a reasonable amount of time, with hopes of finding its' owner.

**CARPOOLING:** When carpooling other preschool children, you must sign them in and out at their classroom, just as a parent would. Parents, **make sure all carpool drivers are included on your authorized pick-up list of names in order for your child to be released. Names and/or any changes to your transportation list are made through your ParentsWeb account. It is important** to include spouses, if there is any possibility they might be picking up your child.

**SCHOOL VISITS:** We have an "Open Door Policy" for parents of children who are currently enrolled to come and visit the school and your child's class anytime during the school year. We want you to be well-informed of your child's progress throughout the school year. When visiting, please stop by the School Office to get a "Visitor Badge," so that you are recognized. Prospective families are invited to tour our school on Tuesdays and/or Wednesdays at 9:30 AM. Additional tour times may be scheduled by calling the School Office.

**FRIENDS & SIBLING VISITS:** Due to insurance reasons, we are not able to have a child bring another child/sibling to visit and remain at the school.

**EMERGENCY PREPAREDNESS:** As required, each class practices fire and/or earthquake drills monthly. In the event of a real disaster, as part of our comprehensive disaster plan, the Preschool has water to supply each child on campus for approximately 3 days, as well as a medical trauma kit and blankets. Families are asked to provide "Comfort Kits".

**CUSTODY POLICIES:** The splitting of a family is traumatic for parents and particularly for students. Consequently, the focus of Grace Christian Schools is on the safety and well-being of your student and our instituted policies are to further those goals.

**Custody Documentation-**At the time of enrollment, parents shall provide all relevant documents concerning custody or visitation of each student enrolled at Grace Christian Schools. Parents of enrolled students shall have an ongoing duty to provide any documents and information relevant to a change in current custody or visitation rights to Grace Christian Schools within seven days of change or at a time of re-enrollment if the school has dismissed for summer break. This documentation is required for enrollment or re-enrollment. A court order is required to be on file if a parent is not allowed to pick up his/her child.

**School Records-**A non-custodial parent shall have the right to access school records related to his or her student unless prohibited by a legally binding instrument.

**Dismissal and Early Releases-**No student shall be released to any individual other than a custodial parent unless express written permission is given to Grace Christian Schools by a custodial parent or a valid legally binding instrument granting release is on file with Grace Christian Schools. All early dismissal requests shall go through the Preschool Director's or Principal's Office. A parent cannot ask the school to withhold release of his or her student to the other parent or parent's representative, without a legally binding instrument.

**Parent-Teacher Meetings-**Grace Christian Schools will provide separate parent-teacher meetings, as the need arises or if there is a court order. The school is to be informed within a reasonable time.

**School Communications-**In a joint custody arrangement, Grace Christian Schools will provide both parents with school communications, i.e. newsletters, as long as a court order does not prohibit it.

## **8. PARENT COMMUNICATIONS**

**PARENT ALERT:** Periodically throughout the school year, you may receive a Parent Alert via text or email according to the preferences you have selected in ParentsWeb during your Online Enrollment. By setting your requested parameters in ParentsWeb, you are agreeing to be responsible for any charges incurred by receiving text messages to your cell phone or mobile device as "Standard text messaging rates may apply". Check with your phone carrier provider. Parent Alerts are used for emergency notifications, event reminders, field trip updates or rescheduling due to weather, etc.

**PARENTS WEB:** ParentsWeb is a private and secure parents' portal that allows our parents to communicate with teachers and other school staff online whenever necessary. Each parent may have their own ParentsWeb account. Access to the school's calendar and classroom calendar, student accounts, along with announcements, is also available on ParentsWeb. We also provide a FREE subscription to current families for the RenWeb Home App which is available for download in the Google Play Store or the App Store.

### **INFORMATION BOARDS:**

**Teacher Boards-**Outside each classroom, teachers will post sign-in/out sheets, a brief description of the day's activities, sign-up sheets for various activities and events, and any other important information. Please take a moment each day you come to school to read these items. Often, you will gain insight into what your child is doing in the classroom and can then show your interest in the activities of his/her day.

**Parent Resource Center-**In the breezeway off Room 101, the Parent Resource Center will post copies of any pertinent handouts that have gone home; free parenting literature, licensing information, and parent volunteer sign-ups. Periodically, legislative measures that affect the family are posted for your information. At times, we will post ads for various needs for our families, i.e. sale items, babysitting, etc. **Prior to posting any items for sale or services offered, you must get prior approval from the School Office.**

**EMAIL FROM GCS:** Email is the number one way we communicate with our school families. Please add the following domains to your email address book: "gcs-email.org" and "renweb.com." Every month you will receive a Newsletter and every Friday you will receive a "Week at a Glance" email to highlight the upcoming week's events.

**SCHOOL CALENDARS:** Accessible through the school website or by signing into ParentsWeb. Skip ahead by using the forward arrows by the month title. Hover over a date to see more information. Preschool also has a second calendar where parents can see what we are serving for snack under the "Snack Calendar." The Snack calendar is on the website while the current month is posted on campus in the Parent Resource Center. Future events/snacks are subject to change so please visit the calendars often.

**SCHOOL WEBSITE:** From our school website, parents are able to report an absence, view the calendar, find a school form/flyer/ or document, and much more. Families are encouraged to become familiar with the website and frequent it often. Of special importance: Preschool Calendar, Preschool Snack Calendar, and the Preschool Document Library.

**PRESCHOOL CURRICULUM GUIDE FOR PARENTS:** Accessible from the school website. This document is a monthly guide to Learning Themes including letters, shapes, colors, science, character trait(s), Bible verse, and suggested ideas of how to reinforce what your child is learning.

**PARENT INVOLVEMENT:** It is in the best interest of your child that parents and teachers communicate freely with one another. It is important for the staff to understand situations at home, which may influence the typical behavior of the child. Please feel comfortable in discussing with your Teacher and/or Director anything, which will help to make your child's time with us the best possible experience. When talking informally with your Teacher about your child, please be sensitive to what your child may hear. A phone call to your Teacher might be better.

**If you have a problem with your child's teacher, please discuss it with her or the Preschool Director, not with other parents.** We are here to serve you and parent communication should be gossip-free. Please remember, the school office has an "open door policy."

**Classroom Observation:** In the event of a situation where the teacher, or parent, sees the benefit of scheduling an observation, the parent will be invited into the class to simply "observe" their child. The teacher may provide a list of questions to help guide the parent to make the most of this time. This provides the opportunity to see how your child interacts with classmates and teacher. We request the parent refrain from cell phone use and/or trying to engage the teacher or other staff member during this time.

**Parent Teacher Fellowship (PTF):** Grace Christian Schools' Parent Teacher Fellowship (PTF) partners with elementary and preschool staff and families, hosting meetings, special events, and fundraisers throughout the school year. The special events planned will develop relationships between the school families, and the funds earned through fundraisers are used toward classroom technology, staff appreciation gifts, playground equipment, PTF activities, mission projects and family support. PTF meeting location and dates are posted on the website and ParentsWeb Calendar.

**Room Parents:** We encourage each teacher to have a room parent help assist her, as needed throughout the school year. Room parents not only offer support to the teacher but also encourage ways to build relationships with classroom parents, i.e. scheduling playdates, organizing a teacher gift for birthday or holiday, coordinating events during Teacher Appreciation Week, etc. The Room Parent will also work closely with PTF Leadership Team.

**CHANGE OF STUDENT/FAMILY INFORMATION:** Any changes of address, phone number, e-mail address, emergency contacts, etc. is done through ParentsWeb. Please keep your information up to date.

**PARENT MEETINGS:** From time to time, special meetings may be held for the parents and/or family members. These meetings are important, and we ask that you make every effort to have at least one member of your family attend. We **strongly** encourage you to participate in these activities to help your child progress through his/her development. Please refer to the calendar section for specific dates for the following:

**New Parent Orientation** – This is an important information night especially for first-time parents. We encourage both Mom and Dad to attend. It is a lot of fun as well as informative. We will be introducing the staff and reviewing highlights about our program. Then, it is your turn to come to Preschool and experience, first-hand, a day in the life of a preschooler. Time will be spent with our staff presenting highlights of a typical preschool day; everything from "Circle" and story time, to finger painting and block play, to Motor Development, as well as important information from the school office.

**Meet the Teacher** – Children and families are invited to briefly meet the child's teacher and visit the classroom in an effort to help make it a smooth and comfortable entrance into the classroom setting on the first day of school. If you are not able to attend, please call the school office to see if a special time can be set up for you and your child to meet the teacher prior to the first day of school.

**Informal Parent/Teacher Meetings** – In the fall, shortly after the beginning of the school year, we have an informal Parent/Teacher conference which allows the teacher to inform parents on their child's adjustments to school and progress made thus far. Any concerns are addressed at this time. Parents are invited to work alongside their child's teacher in partnering together in an effort to help the child through these areas. Teachers will post sign-up sheets for appointments. If you find you must cancel, reschedule directly with your Teacher.

**"Come Play with Me" Day** – Teachers will invite parents to participate in a "Come Play with Me" day at preschool. This time will be used for the parent to enjoy interacting with their child during a preschool class setting. Parents will gain new insight into their child's development by observing him/her as he/she interacts in a school setting, along with gaining helpful information from the teacher.

**Spring Parent/Teacher Conference** – A second Parent/Teacher conference is offered at various times from

January to March depending on the age of the child. This is more of a formal conference using a detailed assessment of the child, including all the developmental areas. Teachers begin observing the children on the first day of school. Anecdotal records are kept on each individual child throughout the school year. Teachers will also discuss any testing that was performed during the school year and will include recommendations for the next school year's class placement. The goal is to partnership with parents in continuing to lay a strong foundation for the child's development in order to benefit them during the educational years ahead. Teachers will post sign-up sheets for appointments. If you find you must cancel, reschedule directly with your Teacher.

**Dad's, Donuts, and Devotions** – On a designated school morning, we invite our **Dads only** to come to school with their children, for a time to enjoy donuts together, as well as a time of Devotions. After spending this time together, dads will walk their preschooler to class where they will enjoy a typical school day. If the event falls on a day that your child does not typically attend, please plan to join us as your schedule permits. You and your child will then be able to return home. **Sorry . . . . . absolutely no Moms and/or siblings not enrolled in the school.**

**Celebrate Moms** – Held in May. On a designated school morning, we invite our **Moms only** to come to school with their children, for a time to enjoy donuts together, as well as a time of Devotions. After spending this time together, dads will walk their preschooler to class where they will enjoy a typical school day. If the event falls on a day that your child does not typically attend, please plan to join us as your schedule permits. You and your child will then be able to return home. **Sorry . . . . . absolutely no Dads and/or siblings not enrolled in the school.**

**Visiting Grandparents** – Grandparents are able to come on any day throughout the year, as long as it is set up with the teacher ahead of time. If Grandma and/or Grandpa live out of the area, and you know they will be in town, talk to your teacher and set up a day to let them come and stay. All visitors must check in through the School Office prior to going to a classroom.

**Parent Seminars** – Depending on parental interest, special mini-seminars and times of fellowship may be offered during school time or an evening, on subjects ranging from discipline and child-rearing skills to handling the holidays with less stress, etc. Watch for information in your newsletters.

## **9. FINANCIAL OBLIGATIONS & POLICIES**

Enrollment begins October 15 for the next consecutive school year. On this date, existing GCS families can reenroll their student. The Registration Fee will be invoiced as of January 1.

Families, enrolling more than one child, will pay a total Family Registration Fee of \$130.00. A discounted Registration Fee for a preschool student with one Grace Christian Elementary sibling is \$55.00. The Registration Fee, for a preschool student with more than one enrolled Grace Christian Elementary sibling, is waived. If more than one discount applies to your student(s), only the highest one will be applied. The Registration Fee, when enrolling on or after January 1, is due when submitting the online enrollment packet. The Registration Fee must be paid in full to secure your child's placement.

Tuition can be paid by cash, check, e-check, ACH Debit-Bank Draft, Visa, MasterCard, American Express, Discover Card, and/or debit card. Tuition is reduced for payments made by cash, check, e-check, and/or ACH Debit-Bank Draft.

Annual tuition is divided into 12 equal monthly payments. Tuition is due in the months of June, July, August, September, October, November, December, January, February, March, April and May on the day of the month you indicate on your online enrollment packet.

Payments **MUST BE RECEIVED** within 5 days of the payment due date. A \$25.00 late fee will be added to your account if your tuition payment is more than 5 days late. Failure to maintain timely payments may result in the student being dropped from the program.

Multiple student, full-time ministry discounts (as approved by the School Administration), GCC Membership, and discounts for active US Military families are available. If more than on discount applies to your student(s), only the highest one will be applied.

**GRACE COMMUNITY CHURCH MEMBERSHIP DISCOUNT:** Upon confirmation with GCC, member must be in "good standing." Discount is 15% on each the first and second student; a 25% discount on the third sibling and each thereafter.

**MULTIPLE STUDENT DISCOUNT:** A 10% discount is given to a sibling of a student enrolled in either the Preschool or the Elementary School at GCS. In addition, a 25% discount is given to a second sibling, and a 50% discount is given to a third sibling and any additional siblings. The discount will apply to the lesser annual tuition.

**FULL TIME MINISTRY DISCOUNT:** Documentation is required and contingent on the approval of the Preschool Director.

**ACTIVE US MILITARY DISCOUNT:** Documentation is required and contingent on the approval of the Preschool Director.

### **REFUND POLICY:**

#### **Refunds**

**If it becomes necessary to withdraw your child before the end of the school year, a written notification must be received in the school office 30 days prior to your child's last day. It is your responsibility to continue paying tuition during this 30 day period. If your child will not attend these last 30 days, you choose to forfeit their attendance. Refund checks will be issued during the child's last week of school. If notice of withdrawal is received on or after March 1, of any given school year, no refund of tuition paid will be refunded.**

#### **Summer Withdrawal Policy Tuition Refunds**

**GCS secures a student's classroom placement (enrollment) based upon an annual enrollment fee and paid tuition. GCS contracts with teaches and incurs annual expenses based upon student enrollment commitments. Therefore: If a student withdraws after July 1 and before September 1, one month's tuition based on a 10 - month instruction schedule is required and any remaining balance is REFUNDABLE. If a student withdraws after September 1, the payer is responsible for monthly tuition payments up through the end of the month in which the student is withdrawn. Refund of tuition after the 1st day of school will be calculated based on a 10 - month instruction schedule.**

**All fees are non-refundable.**

### **ADDITIONAL & OPTIONAL FEES:**

- **School bags and t-shirts** are available for purchase in the School Office. (Optional).
- Most preschool classes will be going on at least two field trips each school year. Your preschooler's ticket and one adult ticket is paid for by the school. Parents are asked to pay for additional adult(s) attending. Transitional Kindergarten classes sometimes take extra field trips and extra fees may apply. The first school wide field trip takes place in October to **Tanaka Farms**, Irvine. The children will be visiting the vegetable patch and each child will take home their hand-picked veggies and a pumpkin. In the spring we also attend a local venue and in the past have visited: the Strawberry Picking Tour at Tanaka Farms or Irvine Park Zoo & Train Ride. We thank you for attending and we thank you for finding childcare for any siblings.....**ABSOLUTELY NO SIBLINGS ALLOWED ON FIELD TRIPS!** Please refer our Field Trip Policy section within the handbook.
- **Mike Gillmore Photography** will be here in September taking individual and class pictures. He offers several reasonably priced packages to choose. (Optional)
- **Southern California Sensory Screening** will be offering tests in October for hearing, vision, speech, and color blindness. (Optional)
- **Chancy & Bruce Educational Resources** will be here in January offering their developmental testing profile. (Optional)

**ABSENCES & HOLIDAYS:** Tuition is based on an annual tuition amount; therefore, a full month's tuition is payable for partial months, i.e. *school beginning in mid-September, Thanksgiving holidays, Christmas vacation, winter recess, Easter vacation, and school ending mid-June, etc.* **No credit** is given for illness, holidays, or vacations.

## **10. STUDENT HEALTH**

**IMMUNIZATION REQUIREMENTS:** Children need protection against Polio, Diphtheria, Tetanus, Pertussis (Whooping Cough), Measles, Mumps, Rubella Chickenpox, Meningitis, and Hepatitis. For some diseases, only

one immunization is needed, others require a series of immunizations and/or a booster.

Once the School Office receives a record of your child’s immunizations, we will inform you of any missing immunizations or requirements not yet met. TB tests are not required for entrance into preschool, although we do recommend you discuss giving your child a TB test with your Pediatrician.

According to the Department of Social Services Licensing Regulations, Title 22, the following is required for each child in order to enter preschool:

<b>The State of California Health Department requires documentation of the following immunizations for each child prior to starting preschool.</b>		
Polio	-----	3
DTP	-----	4
MMR	-----	1 – On or After 1 <sup>st</sup> Birthday
HIB	-----	1 – On or After 1 <sup>st</sup> Birthday, Only pertains to children up to age 4 years, 6 months.
Hepatitis B	-----	3
Varicella (Chickenpox)	-----	1 – Unless has had disease

Those claiming a medical exemption, must provide documentation from their Pediatrician. **As per the Department of Health, in the event of an outbreak of an immunized disease, that child will be required to remain home for an incubation period up to 21 days.** Tuition will continue to be due and payable.

As per Title 22, Department of Social Services Licensing Regulations, within thirty days of acceptance in the Preschool, you are required to submit the Physician’s Report (included in your enrollment packet), signed and stamped by your child’s physician, with an overall assessment of your child’s general health. This is to be dated no earlier than one year prior to acceptance into our school.

**HEAD LICE:** Adult Head Lice are grey or brown, wingless insects approximately 1/8 inch in length. Adult females lay eggs (Nits) by gluing them to the hairs near the base. Lice do not fly or jump and can be detected by parting the hair and examining near the scalp; most commonly found near the ears and back of the neck. Children ages 3 to 11-years old are at the highest risk for Head Lice infestation.

When a child is found with Head Lice, parents will be notified immediately, and the child will need to be picked up from the School Office. At that time, a specific letter will go home with the child regarding procedures for treatment. In addition, a confidential notification will be sent out to classmates explaining the possibility of exposure to Head Lice and some precautionary procedures. Treatment for Head Lice is necessary for children diagnosed with an active infestation. All household members and other close contacts should be checked; those persons with evidence of an active infestation should be treated as well.

Grace Christian Schools has a “No-Nit” policy regarding Head Lice. Children determined to have Head Lice, either by the school or diagnosed at home by the parent, will not be allowed to return to school until a minimum of 24 hours after their first treatment. Upon return to school, the child is required to come to the School Office to be checked by School Personnel before being allowed to return to class.

When notified, by a parent, that a child has Head Lice, the following is a list of classroom treatment measures followed by Teachers in the room where the student attends:

1. Dress-up clothing, pillows, and other items that the infested person used during the two days before treatment, are machine washed and dried using the hot water (130°F) laundry cycle and the highest heat drying cycle.
2. Hats, scarves, gloves, non-washable clothing, stuffed animals, “Reading Center” pillows, and any other non-washable cloth items, are sealed in a plastic bag and then stored for two weeks.
3. Floors and furniture are vacuumed, particularly where the infested person sat or lay. However, the risk of being infested by a louse is very small. Head Lice survive less than 1-2 days if they fall off a person and cannot feed; nits cannot hatch and usually die within a week if they are not at the same temperature as found close to the human scalp.
4. Fumigant sprays are not used in the classroom, as they can be toxic if inhaled or absorbed through the skin.

**ALLERGIES:** Please make sure the School Office is notified of any type of allergies that your child is susceptible to, **especially any type of food allergy.** We do our best to monitor food allergies and make a conscientious effort to make sure that your child is not exposed to anything that would cause an allergic reaction.

**COMMUNICABLE DISEASES:** Keeping all our children healthy is very important to us! If your child is experiencing abnormal symptoms, i.e. fever, drowsiness, runny nose (with thick and colored discharge), excessive cough, please do not send him/her to school. Daily, as your child is greeted at the classroom door, your child’s Teacher will give a brief health check. Your child will be sent home if he/she appears to be ill or demonstrates any of the above symptoms. We will make every effort to reach the child’s Mom or Dad.

If your child has been exposed to a communicable disease, it is very important to **notify the School Office** ASAP. If there is any possibility that a child was exposed while at preschool, we will send a confidential notification to parents with the date of the possible exposure and the condition, along with a list of general symptoms to look for in your child.

**Before returning to school after an absence due to illness, the child needs to have been free of symptoms and/or fever for at least 24 hours. Some illnesses and/or lingering symptoms may require a release note from your physician.**

Any medication(s) your child might need to have administered while at school, i.e. inhaler, EPI Pen, Benadryl, EVEN sunscreen, etc. is to be secured through the School Office prior to the date given as there is necessary paperwork to be completed. **No medication is to be given to the Teacher or sent with your child to school.**

<b>YOUR CHILD WILL NOT BE ADMITTED TO CLASS IF ANY OF THE FOLLOWING SYMPTOMS OF ILLNESS ARE PRESENT</b>	
Trouble Breathing/Sore Throat/Loss of Voice	Fever
Runny Nose With Thick and/or Colored Secretions	Watery and/or Inflamed Eyes
Conjunctivitis (Pink Eye)	Ear Ache and/or Headache
Persistent Hacking Cough	Diarrhea and/or Nausea
Marked Drowsiness and/or Dizziness	Draining Sores, Burns, and/or Abscess
Rash and/or Constant Itching	Head Lice or Nits (See Next Section)

The following is a breakdown of many of the common communicable diseases preschoolers may come in contact with, and general guidelines regarding these diseases:

<b>DISEASE</b>	<b>INCUBATION PERIOD</b>	<b>CONTAGIOUS PERIOD</b>	<b>EXCLUSION FROM SCHOOL</b>	<b>SYMPTOMS</b>
<b>Chickenpox</b>	2-3 Weeks/ Commonly 13-17 days.	As long as 5 days, usually 1-2 days prior to eruption of first vesicles & not more than 5 days after eruption of first vesicles.	5-7 days after first vesicles appear & until vesicles become dry & scabbed over.	Slight fever, crops of red, raised type eruptions that change to vesicles & then form scabs.
<b>Measles (Rubeola)</b>	10-14 Days	About 1 week before & 4 days after onset of rash.	4 days after onset of rash.	3-4 days of cough, varying degrees of fever, red-raised rash that becomes blotchy, Conjunctivitis & sensitivity to light
<b>Measles (Rubella/German)</b>	14-23 Days	During the acute stage of illness. Virus may remain in stool for 2-3 weeks.	7 days after onset of rash.	Fine pink rash, enlarged glands behind ears & back of neck, & slight fever.
<b>Hand/Foot/Mouth Disease (Coxsackie Virus)</b>	3-5 Days	Greatest before onset of rash & probably not communicable after onset of rash.	During the acute stage of illness. If child has lesions not accompanied with symptoms of acute illness, there are no restrictions.	Fever, malaise, sore mouth or throat, not eating well. Lesions in mouth, on palms, fingers, and/or soles of feet.

<b>Fifth Disease</b>	4-20 Days	4-48 hrs. after appropriate treatment starts.	During Acute Illness	Redness of cheeks (as in slapped face), lacy-like rash on trunk & extremities, which fades but may recur with exposure to sun/heat.
<b>Impetigo</b>	1-3 Days with Streptococcal, 4-10 Days with Staphylococcal	48 Hours after treatment starts.	48 Hours after treatment starts.	Begins with blister-like eruptions-Becomes pustular in appearance Y spreads. Most commonly on face.
<b>Ringworm</b>	Scalp 10-14 Days/ Body 4-10 Days	During course of active infection.	After treatment starts. Active lesions s/b covered with clothing, if possible.	Lesions tend to be circular with central healing. On scalp, there tends to be hair loss.
<b>Strep Throat/ Scarlet Fever</b>	1-3 Days	From onset of illness until 24-48 hours after treatment begins.	48 hours after antibiotic treatment started & until fever gone.	Fever, sore throat, and/or swollen/sore neck glands. Sandpaper-type rash with Scarlet Fever.

## 11. ADMISSION & PLACEMENT POLICIES

Grace Christian Schools (GCS) has a non-discriminatory policy. We admit students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. We do not discriminate on the basis of race, color, national, or ethnic origin in the administration of our educational and scholarship/loan policies, athletics, and any other school-administered programs.

By enrolling in Grace Christian Schools, parents acknowledge that any of the policies, programs, and rules of conduct, contained in either the Preschool Parent Handbook and/or the Elementary Parent/Student Handbook, may be changed or eliminated at any time. When enrolling, parents also agree to abide by all policies and rules, set forth by Grace Christian Schools.

Children must be 3-years old by March 1 to be eligible to attend the current school year. Children, 30-36 months, do not have to be fully potty-trained to enroll, but would need to wear Pull-Ups to school and be in the midst of potty-training at home. Children older than 3 years, entering school, must be potty-trained. The collective goal, between home and school, is to have the child fully potty-trained by their third birthday.

Our Transitional Kindergarten program is for children who miss the cut-off date to begin Kindergarten or are needing a “*gift of time*” before they enter elementary school. To qualify, children must turn 5-years old by January 31.

<b>PRESCHOOL SESSIONS AVAILABLE</b>	
<b>AM Sessions – 8:30 to 11:30 a.m.</b>	<b>PM Sessions – 12:30 to 3:30 p.m.</b>
WF – Wednesday & Friday	-
MWF – Monday, Wednesday, & Friday	-
TTH – Tuesday & Thursday	TTH – Tuesday & Thursday
MTTH – Monday, Tuesday, & Thursday	MTTH – Monday, Tuesday, & Thursday
M-F – Monday – Friday	-
<b>ADDITIONAL PRESCHOOL PROGRAMS</b>	
Lunch Bunch 11:30 a.m. to 12:30 p.m., Monday – Friday	
“Above & Beyond” 11:30 a.m. to 6:00 p.m., Monday – Friday	

RE-enrollment for existing students and new students, for future years, is available through our website, [www.gracechristianschools.org](http://www.gracechristianschools.org).

**STUDENT/TEACHER RATIO:** Preschool classes have a student/teacher ratio of 12:1. In some cases, a Pre-

Kindergarten and/or Transitional Kindergarten classes may have two teachers and up to 24 children. "Above & Beyond" is a 12:1 ratio; Lunch Bunch is 8:1.

Within each classroom, we **strive** to provide an equal balance of boys and girls (as much as possible) and to keep the children's age ranges within four to six months of each other.

**CONTACT US:** The school office is open Monday through Friday, 8 a.m. to 4 p.m during the school year and 8 a.m to 3 p.m. in the summer. Clubhouse Holiday Camp Office Hours will vary. For information regarding campus closures during holidays, please refer to the school calendar on the school website. If you are trying to get in touch with "Above & Beyond" teachers and it is after 4 p.m., the school office will be closed. Please call them directly at 949-951-8683, ext. 126.

Address: 26052 Trabuco Rd., Lake Forest, CA 92630  
Preschool Office Phone: 949-951-8683, ext. 1, e-Fax: 480-247-4737  
Email: [office@gcs-email.org](mailto:office@gcs-email.org) Website: [www.gracechristianschools.org](http://www.gracechristianschools.org)



***"Let the children come unto Me and forbid them not, for theirs is the Kingdom of Heaven." Matthew 19:14***