



Grace Christian Preschool

A Foundation for Early Christian Education



"I have no greater joy than to hear My children walking in the truth."
3 John 4

**A Member & Accredited School by ACSI
(Association of Christian Schools International)**

License #300602967

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Dear Grace Christian School Parents and Potential Parents,

Welcome! We know that there is a great deal of thought and prayer that goes into selecting a Christian school for your child. Thank you for considering Grace. We have a great reputation for the biblical integration we provide in our classrooms. We all agree that more than ever our society needs those who understand and live by a Biblical worldview!

Enrolling your children at Grace Christian Schools is the beginning of the spiritual training for your children and a *portion* of what your children need. We believe that *parents* are designed by God to be the primary spiritual influencers of their children and that God said to the parents of Israel, "*These commandments that I give you today are to be upon your hearts. Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up.*" (Deuteronomy 6:6-7).

Which is why at Grace Community Church, we want to help equip *you* as parents to raise your children with a Biblical worldview. If you currently have a church home, please continue investing there: praying for and supporting your leaders, serving with your gifts and growing in Christ. If you do not have a church home, we would love to have you join us at Grace. Our passion is loving God and loving people through truth, discipleship, and service. We have many different ministries that can impact your family spiritually:

- Worship Services on Sundays at 10:00 a.m.
- Grace Kids Ministry Sundays at 10:00 a.m.
- Groups for Men and Women

If you would like information regarding these or anything else about Grace Community Church, please visit our website at gracesv.org, call the Church Office at (949) 581-4248, or ask in our Church Office when you're on campus. If you would like us to pray for you, please call the Church Office or email your request to prayer@gracesv.org. We're praying for an amazing year!

Grace Community Church

Dave Evans
Interim Teaching Pastor
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A Letter from our Preschool Director



Dear Preschool Families,

It is with my sincere gratitude for the opportunity to partner with you in our upcoming school year at Grace Christian Schools. It is with great anticipation and enthusiasm that we seek to continue our commitment to providing a Christ-centered education that integrates spiritual, academic, social, physical, and emotional training. Our goal remains steadfast in guiding students toward a life of commitment and service to God.

We are dedicated to fostering an environment where children can develop and mature in a positive, Christ-centered setting that effectively integrates faith and learning. The nurturing of Biblical training and academic excellence continues to be our priority as we prepare for the upcoming academic year.

As we embark on this journey, we truly value support from families such as yours. We are excited about the possibilities that the school year holds for our students and the entire Grace Christian Schools community.

Thank you for your continued partnership and commitment to our shared mission and vision.

In His Service,

Mrs. Nicole Cilderman

Preschool Director

INTRODUCTION

HISTORY OF THE SCHOOL

Grace Christian Preschool opened its doors in 1979. After several years of successful early childhood education and sharing a desire to continue our students' Christian education, the Elders of Grace Community Church approved the establishment of Grace Community Elementary School, to provide a Christ-centered education for the families of the Saddleback Valley. Grace Community Elementary School opened September 2004. In 2005, Grace Community Elementary School came under the leadership of Grace Christian Preschool to become Grace Christian Elementary School. In 2017, Grace Christian Jr. High School opened. Today, all schools combine as one: Grace Christian Schools (GCS) with grades Preschool, Elementary, and Jr. High. GCS is founded on the principle that education is to prepare the student in body, mind, and spirit for a life that will be lived according to the truth of the Bible, leading to a life of service for God.

Grace Christian Schools continues with the same high standards and spirit, ministering to an enrollment of approximately 190 preschool-age children, from the church and surrounding community. 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)

SCHOOL BOARD

Galvin Chia – Board Chairman
Anna Douglas
Steve Douglas
Dave Evans
Fran Speer

ADMINISTRATION

Wendy Hansen, Head of Schools/Elementary-Jr/High Principal
Nicole Cilderman, Preschool Director
Karye Alvarado, Co-Assistant Director
Michelle Maniscalco, Co-Assistant Director

OFFICE STAFF

Natalie Adams, Preschool Office Administrator
Kim Wininger, Elementary/Jr. High Office Administrator
Ming Chang, Elementary/Jr. High Administrative Coordinator
Vanessa Yoder, Communications
Debra Motz, Student Accounts
Karen Mitchell, Accounting

PRESCHOOL TEACHERS & TEACHER AIDES

(Listed in alphabetical order)

Karye Alvarado	Eydie Jones	Alyssa Renteria
Nicolle Brandino	Rebecca Kapanka	Ashley Renteria
Darla Buckels	Nina Kim	Maricruz Renteria
Caroline Burton	Haley Maniscalco	Jackie Rossetti
Carrie Cisneros	Michelle Maniscalco	Jacky Schnicker
Kara Clark	Jeanette Miller	Leann Rogers
Lindsay Crumbacher	Annette Picard	Courtney Yacovone
Linda Gonzalez	Alicia Quesada	

“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

AFFILIATION

Grace Christian Preschool is a ministry and extension of Grace Community Church. The School Board and Preschool Director are under the guidance of the Church Elder Board.

PHILOSOPHY

MISSION STATEMENT

GCS endeavors to help students develop and mature in a positive, Christ-centered environment that integrates faith and learning by emphasizing biblical training and academic excellence.

VISION STATEMENT

GCS is committed to providing a Christ-centered education integrating spiritual, academic, social, physical, and emotional training, leading to a life of commitment and service to God.

CORE VALUES

GCS staff subscribe to the following statements of philosophy:

- 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).
- Partner with families by providing opportunities and resources to increase their knowledge of child development and parenting skills (Genesis 18:19).
- Provide children with a safe, loving, and nurturing environment where children can experience success and failure (Isaiah 54:13).
- Provide opportunities for each child to build self-worth and confidence (Joshua 1:9).
- Provide opportunities for children to interact with peers and adults outside the family unit Hebrews 10:24-25).
- 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

GCS, out of a love for the Lord Jesus Christ, have a desire and commitment to the following:

- Teach students biblical truths that they can integrate into all knowledge.
- Teach students the ability to coherently articulate godly truths.
- Teach students to measure all knowledge based on those biblical truths (John 17:17-19).
- Present a well-developed educational program, provided by a dedicated administration and Staff that is committed to meeting the 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. Biblical character traits are introduced monthly to the children, along with teaching life applications. Bible verses are memorized through music and movement. 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. Parent workshops, Grace-at-a Glance, (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 in the classrooms and on the playground.

Special events are held giving opportunities for families to socialize with each other. Parents are encouraged to set up playdates 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.

EDUCATIONAL PHILOSOPHY

GCS 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 the Living Word, Jesus Christ, the written word, the Bible, and through 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.

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 experiences that are meaningful to him/her. It encompasses all the following areas:

1. **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:

- A. Teaching the Bible as the true word of God with a daily Chapel that includes prayer, Bible stories, drama, and music.
- B. Christian role modeling by teachers and staff, i.e., classroom prayer, displaying love and forgiveness.
- C. Teaching and developing character traits within the child, i.e., forgiveness, kindness, obedience, orderliness, etc.

2. **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

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

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

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

1. Provide playdough, puzzles, manipulatives, painting, scissors, a low writing table with paper, crayons, markers, stamps, and hole punches.

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

3. **SOCIAL (Relating to Others)**

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

- A. Aid the child in developing interpersonal skills:
 - 1. Cooperating with others
 - 2. Using basic manners
 - 3. Learning with and from others
 - 4. Interfacing with teachers and peers
 - 5. Learning to help others and work as part of a group
 - 6. Learning to care and cooperate with others, i.e., *taking turns on a swing*
 - 7. Problem solving with others by talking, i.e. *“How can we move all these blocks?”*
 - 8. Developing social knowledge, i.e., *dramatic play*
- 4. **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

 - A. Develop the child’s confidence by understanding self, family, and culture:
 - 1. Promoting self-help skills, i.e., *servicing snacks, pouring a drink, setting a snack table, and performing “Helper of the Day” jobs.*
 - 2. Health skills, i.e., *hand washing, toilet skills, and proper disposal of Kleenex tissues.*
 - 3. Personal skills, i.e., *putting on shoes and clothing, learning to button, zip, and tie.*
 - 4. 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.*
 - 5. Share family photos, vacations, career, or holiday observations.
 - 6. Provide classrooms with toys and dolls that have an ethnic mix.
 - 7. Learning the names of the body parts, their location and function, i.e., *ears for hearing, the tongue for tasting, touch your elbow, etc.*
 - 8. Bring in family members for sharing or special events.
- 5. **COGNITIVE (Child’s Intellectual Development)**

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

 - A. 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.
 - 1. Teacher adapts materials and activities to respond to the changing and expanding needs of the developmental age ranges within her class, i.e., *puzzle tables with different skill levels within the 3- to 5-year age range.*
 - 2. 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.*
 - 3. Develop emergent literacy skills (reading), i.e., *dictate a story, and share a favorite book, telling the story in the child’s own words.*
 - 4. Develop vocabulary with share time, finger plays, songs, nursery rhymes, dramatic play, rhyming words, and field trips.
 - 5. Facilitate children recognizing printed language, i.e., *first and last names, labeled class items, spelling simple words requested by the child.*
 - 6. 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.*
 - 7. Provide emergent math activities, i.e., sorting, numeration, and classification.

GRACE COMMUNITY CHURCH OF SADDLEBACK VALLEY STATEMENT OF FAITH WITH SCRIPTURE REFERENCES

GCS will teach these Biblical principles as Truth and we strive to lead all students into a continuing commitment to Jesus Christ as Savior and Lord.

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 SPIRIT**

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).

FAMILY LIFESTYLE STATEMENT

Grace Christian Schools biblical role is to work in conjunction with the home to mold students to be "Christ-like." On occasion, the atmosphere or conduct within a home may be in opposition to the biblical lifestyle the school teaches. This includes, but is not necessarily limited to, sexual immorality, sexual orientation, gender identity than the birth sex chromosomal level, or inability to support the moral and biblical principles of the school. In such cases, the school reserves the right, within its sole discretion, to refuse admission of an applicant or to discontinue enrollment of a student (1 Corinthians 6: 19-20, Matthew 19:4-6, and Deuteronomy 22:5).

FAMILY LIFE VALUES STATEMENT

GCS is a ministry of Grace Community Church of Saddleback Valley and exists to help children grow spiritually, emotionally, socially, physically, and intellectually in Christian surroundings as a supplement to the home environment. We are a Christian ministry and believe in the inerrant truth of the Bible:

Each of our staff members has a personal relationship with Jesus Christ as Lord.

"For God loved the world so much that He gave His one and only Son, so that everyone who believes in Him will not perish but have eternal life." John 3:16

Our curriculum is taught from a Christian perspective and based upon biblical principles:

We value the parenting roles and responsibilities as stated in Scripture.

"...For this reason, a man will leave his father and mother and be united with his wife, and the two will become one flesh. So, they

are no longer two, but one. Therefore, what God has joined together, let man not separate.” Matthew 19:5, 6

We teach that all people are created in God’s image. Each is created with equal value and that God loves each. *“...When God created man, he made him in the likeness of God. He created them male and female and blessed them. And when they were created, he called them man.” Gen. 5:1, 2*

God has ordained the family. When a man and woman marry, they create a singular, separate family unit. *“Wives, submit to your husbands as to the Lord. For the husband is the head of the wife as Christ is the head of the church...Husbands, love your wives just as Christ loved the church and gave Himself up for her.... Children, obey your parents in the Lord, for this is right.” Ephesians 5:22, 23, 25; 6:1*

God has established the family unit as the institution for raising children. All members of the family have biblical responsibilities. God’s direction provides for good order and growth among the family members. Our aim is to support and facilitate the family unit. *“These commandments that I give you today are to be upon your hearts. Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up.” Deuteronomy 6:6, 7*

The primary teachers of children are their parents. Parents are responsible for instruction to the children on an ongoing basis. It is the goal of Grace Christian Schools to help parents by teaching biblical principles that can, and should be, reinforced in the home environment. We stand behind the parents and offer them the opportunities to fulfill this command. *“For I know the plans that I have for you,” declares the Lord, “plans for welfare and not for calamity to give you what a future and a hope.” Jeremiah 29:11*

We believe that when children receive a taste for godliness and scriptural training, God will ensure that it will stay with them as they age. Godly training is a gift that will last a lifetime, and we want to give that gift to all children. *“Train up a child in the way he should go, and when he is old, he will not turn from it.” Proverbs 22:6*

DISCIPLINE

Discipline is approached with love, gentleness, and respect for each child’s unique needs. Our goal is to foster positive self-esteem and encourage the development of Christ-like character. Teachers use kind, affirming, and positive-reinforcement techniques to promote good behavior and attitudes. Undesired behavior is addressed through calm, respectful dialogue between teacher and child.

Staff follow these steps:

1. **Redirection:** When assisting children during problem solving, we utilize re-direction whenever possible. If a child does not respond to redirection, an alternative activity may be offered to help guide behavior constructively.
2. **Re-entry:** Children are encouraged to rejoin the activity or area where difficulty occurred, allowing them to end the experience on a positive note.
3. **Explanation and Support:** Staff explain the reason behind rules and offer language and guidance to help children resolve conflicts peacefully.
4. **Fostering Independence:** As the school year progresses, children are encouraged to resolve minor issues independently, with staff nearby to provide support as needed.

If a behavior concern persists, the child may be temporarily removed from the classroom and brought to the Director’s Office for a brief time. The Director will speak with the child and notify a parent of the incident. All discipline will be administered in accordance with California licensing regulations, which prohibit corporal punishment, humiliation, or any form of punitive isolation.

STAFF POLICY

Grace Christian Schools is blessed with a loving, dedicated Christian teaching staff committed to nurturing each child’s spiritual, emotional, and academic growth. Staff members are motivated by their desire to serve God and share his love with young children.

All Preschool staff meet or exceed California licensing requirements, including:

- Completion of Early Childhood Education units or degrees (B.A., A.A., or Early Childhood Certificate)
- CPR and First Aid Certification
- Ongoing professional development and classroom best practices.

The staff of Grace Christian Schools will:

1. Relate to children in a loving and caring manner, stimulate and encourage play, and provide child-directed activities.
2. Extend the child's thinking by posing problems, suggestions, complex tasks, and open-ended questions.
3. Discipline in a firm and loving manner, using redirection, modeling, and time to regroup-giving children space to reflect on choices and consequences.
4. Prepare a rich learning environment with multiple areas of interest, centers for group and individual activity, quiet spaces, engaging materials, organized storage, and safe, clean, well-lit classrooms.
5. Uphold a strong code of ethics, maintain high professional standards, show respect for students, parents, and colleagues, and remain open to new ideas and lifelong learning.

DEVELOPMENTAL GOALS FOR PRESCHOOLERS

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

<u>SPIRITUAL</u> <i>A Child's Understanding of God</i>		
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.		
<p style="text-align: center;"><u>2's – Young 3's</u></p> <ul style="list-style-type: none"> - Learn the Bible is "God's Word." - Learn the Bible is Truth, that the stories are fact, not fiction. - Learn to love the Bible through stories and songs. - Learn simple Bible verses. - Become aware of Character Traits that God wants us to have: love, kindness, self-control, forgiveness, etc. - Learn Bible Truths and how to put them into action. 	<p style="text-align: center;"><u>Older 3's – Young 4's</u></p> <ul style="list-style-type: none"> - Understand the Bible is the "Word of God." - Recognize the Bible as True, that it is God's Word and our guide for life. - Learn basic Bible stories – Creation, Adam & Eve, Noah, Jesus' Birth, The Easter Story, etc. and can recall people and events. - Learn simple Bible verses. - Begin to learn the character traits that God wants us to have: love, kindness, self-control, forgiveness, etc. - Learn Bible Truths and how to put them into action. 	<p style="text-align: center;"><u>Older 4's – 5's</u></p> <ul style="list-style-type: none"> - Understand the Bible is the "Word of God." - Understand the Bible as True, that it is God's Word and our guide for life. - Understand basic Bible stories – Creation, Adam & Eve, Noah, Jesus' Birth, The Easter Story, etc. and can recall people and events. - Know simple Bible verses. - Beginning to understand character traits God wants us to have-love, kindness, self-control, forgiveness, etc. - Learn Bible Truths and how to put them into action.
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.		
<p style="text-align: center;"><u>2's – Young 3's</u></p> <ul style="list-style-type: none"> - Learn that God created the world and everything in it. - Become aware that they were uniquely created and are special to God. - Begin to observe and have an awareness of God's world around us, and how we should treat it with respect. 	<p style="text-align: center;"><u>Older 3's – Young 4's</u></p> <ul style="list-style-type: none"> - Understand that God created the world and everything in it. - Know they were uniquely created and are special to God. - Know that God wants each person to respect and take care of the world and all that is in it. 	<p style="text-align: center;"><u>Older 4's – 5's</u></p> <ul style="list-style-type: none"> - Understand that God created the world and everything in it. - Know they were uniquely created and are special to God. - Know that God wants each person to respect and take care of the world and all that is in it.
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.		

<p><u>2's – Young 3's</u></p> <ul style="list-style-type: none"> - Learn that there is only One True God. - Learn that Jesus is God's Son. - Learn that the Holy Spirit is God's Helper and was sent to help and comfort them. - Learn that God loves them, and Jesus is their friend. - Learn about God's forgiveness and that they need to ask for it. - Learn that God watches over us and takes care of us. 	<p><u>Older 3's – Young 4's</u></p> <ul style="list-style-type: none"> - Know that there is One True God and learn about the attributes of God: love, all-powerful, all-present, all-knowing, etc. - Know that Jesus is God's Son and our friend. - Know that the Holy Spirit is God's Helper was sent to help and comfort them. - Begin to understand sin and the need for God's forgiveness. - Learn about God's forgiveness and how to ask for it. - Begin to understand God's Plan for Salvation through Jesus' death and resurrection. 	<p><u>Older 4's – 5's</u></p> <ul style="list-style-type: none"> - Understand that there is One True God and continue to learn about God's attributes – love, all-powerful, all-present, all-knowing. - Understand that Jesus is God's Son and our Friend. - Understand the Holy Spirit is God's Helper, and he helps and comforts us. - Continue to understand sin and the need for God's forgiveness. - 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.
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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.

<p><u>2's - Young 3's</u></p> <ul style="list-style-type: none"> - Learn that praying is talking to God and Jesus. - Begin to learn how to pray. - Begin to learn that they can pray at anytime, anywhere and for others. - Learn to initiate own prayer. - Learn to be thankful for all that God gives us. 	<p><u>Older 3's - Young 4's</u></p> <ul style="list-style-type: none"> - Begin to understand the importance of prayer. - Learn how to pray. - Continue to learn that they can pray at anytime, anywhere and for others. - Know how to initiate own prayer. - Continue learning to be thankful for all that God gives us and to pray for others. 	<p><u>Older 4's – 5's</u></p> <ul style="list-style-type: none"> - Begin to understand the need for prayer. - Demonstrate an understanding of how to pray. - Begin to understand that they can pray at anytime, anywhere and for others. - Initiate own prayer. - Learn to understand how to ask Jesus to help us in our daily lives.
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5. Learning to participate in corporate worship/Chapel

Building Blocks/Benchmarks: Modeling chapel manners; provide Praise & Worship opportunities in the classroom; sing songs in circle time.

<p><u>2's - Young 3's</u></p> <ul style="list-style-type: none"> - Learn that music is important in the worship and praise of God. - Learn that singing is a form of worship and is talking to God (prayer). - Learn manners & respectful behavior in corporate worship/Chapel. 	<p><u>Older 3's - Young 4's</u></p> <ul style="list-style-type: none"> - Learn to understand importance of music in worship and praise of God. - Learn they can sing to God anytime and anywhere. That this is a form of talking to God (prayer). - Demonstrate the appropriate manners and respectful behaviors in Corporate worship/Chapel. 	<p><u>Older 4's – 5's</u></p> <ul style="list-style-type: none"> - Continue to understand importance of music in Worship and Praise of God. - Know they can sing to God anytime and anywhere-Tis is a form of talking to God (prayer). - Demonstrate and model the appropriate manners and respectful behavior in corporate worship/Chapel.
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6. Freely share about God, Jesus, and the Bible with others.

Building Blocks/Benchmarks: Read Bible in class and chapel; Use Wordless Book; Provide opportunities to participate in Outreach Ministries; Provide opportunities to pray for others.

<p><u>2's - Young 3's</u></p> <ul style="list-style-type: none"> - Begin to learn that God/Jesus want them to share what they have learned about God and the Bible with others. - Become aware of God's Power through His miracles as something only God can do. - Learn that God wants us to help others. - Learn how we can help others. - Learning to respect differences in others. 	<p><u>Older 3's - Young 4's</u></p> <ul style="list-style-type: none"> - Begin to understand that God/Jesus want them to share what they have learned about God and the Bible with others. - Know of God's Power through His miracles and that they are something only God can do. - Learn how we can help others. - Learning to respect differences in others. Begin to understand that they can help others. 	<p><u>Older 4's – 5's</u></p> <ul style="list-style-type: none"> - Understand that God/Jesus want them to share what they have learned about God and the Bible with others. - Learn to understand God's Power through His miracles and they are something only God can do and that they are real. - Understand that they can help others. - Learn how we can help others. - Learning to respect differences in others.
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SOCIAL / EMOTIONAL
Relating to Others / A Child's Sense of Self & Security

1. Valuing relationships and understanding the importance of obeying parents & teachers.

<p><u>2's - Young 3's</u></p> <ul style="list-style-type: none"> - Learn to feel secure when separating from parents. - Interact with teacher comfortably. - Learn to listen and obey adults. - Learn to show respect and an appreciation for the family God gave them. - Learn to understand and accept consequences of behavior. - Learn to follow re-direction with teacher assistance. 	<p><u>Older 3's - Young 4's</u></p> <ul style="list-style-type: none"> - Start to feel secure when separating from parents. - Interact with teacher and other adults at school comfortably. - Learn to listen and obey adults the first time. - Learn to demonstrate respect and an appreciation for the family God gave them. - Able to understand and accept consequences of behavior. - Learn to follow re-direction without teacher assistance. 	<p><u>Older 4's – 5's</u></p> <ul style="list-style-type: none"> - Demonstrate they feel secure when separating from parents. - Interact with teacher and other adults at school comfortably. - Listen and obey adults the first time. - Begin to demonstrate respect and an appreciation for the family God gave them. - Able to cooperate and accept consequences of behavior. - Able to follow re-direction without teacher assistance.
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2. Initiate and enjoy friendships with a variety of individuals

<p><u>2's - Young 3's</u></p> <ul style="list-style-type: none"> - Learn to transition and be directed by other adults. - Learn to experience and participate in group play and activities. - Learn to use good manners. - Begin to move from the Solitary Stage of play to Parallel Stage. 	<p><u>Older 3's - Young 4's</u></p> <ul style="list-style-type: none"> - Able to transition and be directed by other adults. - Able to experience and participate in group play and activities. - Practice good manners. - Begin to move from a Parallel Stage of play to Cooperative Stage. 	<p><u>Older 4's – 5's</u></p> <ul style="list-style-type: none"> - Easily transitions and be directed by other adults. - Willing to participate in group activities. - Demonstrate good manners. - Reach a Cooperative Stage of Play.
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3. Begin to learn the art of sharing.

<p><u>2's - Young 3's</u></p> <ul style="list-style-type: none"> - Learn to share and take turns. - Begin to share their ideas with friends and family. - Learn to listen quietly while others are speaking. 	<p><u>Older 3's - Young 4's</u></p> <ul style="list-style-type: none"> - Able to share and take turns. - Able to share their ideas with friends and family. - Begin to listen quietly while others are speaking. 	<p><u>Older 4's – 5's</u></p> <ul style="list-style-type: none"> - Willing to share and take turns. - Willing to share their ideas with friends and family. - Able to listen quietly while others are speaking.
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4. Use language to express self-developing a positive conflict resolution.		
<p><u>2's - Young 3's</u></p> <ul style="list-style-type: none"> - Learn to use words and build vocabulary to communicate wants, needs and feelings. - Learn to resolve conflicts with peers with teacher assistance. 	<p><u>Older 3's - Young 4's</u></p> <ul style="list-style-type: none"> - Begin to use words and build vocabulary to communicate wants, needs and feelings. Begin to resolve conflicts with peers without teacher intervention. 	<p><u>Older 4's – 5's</u></p> <ul style="list-style-type: none"> - Able to use words and vocabulary to communicate wants, needs and feelings. - Attempt to resolve conflict with peers without teacher intervention.
5. Begin showing empathy & kindness.		
<p><u>2's - Young 3's</u></p> <ul style="list-style-type: none"> - Learn to show respect and have an awareness of other's feelings. - Learn to show kindness toward others. 	<p><u>Older 3's - Young 4's</u></p> <ul style="list-style-type: none"> - Learn to understand and respect other's feelings, space and belongings. - Begin to show kindness toward others. 	<p><u>Older 4's – 5's</u></p> <ul style="list-style-type: none"> - Accept responsibility and show respect for other's feelings, space and belongings. - Show kindness toward others.
6. Develop self-confidence at school.		
<p><u>2's - Young 3's</u></p> <ul style="list-style-type: none"> - Learn to initiate independent play/activities. - Begin to learn to accept unexpected changes and new environments. - Learn to begin problem solving with teachers assistance. - Begin to take care of personal needs; i.e., toileting, hand washing, personal property. - Begin to learn to be responsible for self and clean up after self. 	<p><u>Older 3's - Young 4's</u></p> <ul style="list-style-type: none"> - Begin to initiate independent play & activities. - Learn to accept unexpected changes and new environments. - Begin to problem solve on their own. - Able to take care of personal needs; i.e., toileting, hand washing, personal property. - Learn to be responsible for self and clean up after self. 	<p><u>Older 4's – 5's</u></p> <ul style="list-style-type: none"> - Initiate independent play/activities. - Accepts unexpected changes and new environments. - Able to problem solve on their own. - Demonstrate the ability to take care of personal needs; i.e., toileting, hand washing, personal property. - Demonstrates the ability to be responsible for self and clean up after self.
7. Begin to exhibit self-control.		
<p><u>2's - Young 3's</u></p> <ul style="list-style-type: none"> - Begin to learn how to demonstrate self-control. - Begin to learn to raise a quiet hand and wait to be called on. - Begin to learn and understand their feelings and how to express them appropriately. 	<p><u>Older 3's - Young 4's</u></p> <ul style="list-style-type: none"> - Learn how to demonstrate self-control. - Able to raise a quiet hand and wait to be called on. - Learn to understand their feelings and how to express themselves appropriately. 	<p><u>Older 4's – 5's</u></p> <ul style="list-style-type: none"> - Continue to learn how to demonstrate self-control. - Demonstrates the ability to raise a quiet hand and wait to be called on. - Start to demonstrate an understanding of their feelings and how to express themselves appropriately.
8. Participate comfortably in group.		
<p><u>2's - Young 3's</u></p> <ul style="list-style-type: none"> - Learn to follow routines and rules at school. - Begin to feel comfortable raising their hand and providing an answer. 	<p><u>Older 3's - Young 4's</u></p> <ul style="list-style-type: none"> - Able to follow routines and rules at school. - Learn to feel comfortable raising their hand and providing an answer. - Learn to provide an answer when called upon. 	<p><u>Older 4's – 5's</u></p> <ul style="list-style-type: none"> - Accepts rules and routines at school. - Willing to raise their hand and provide an answer. - Able to provide an answer when called upon.

COGNITIVE
A Child's Intellectual Development

1. Expressive Language

Building Blocks/Benchmarks: 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 & Actions in Pictures; Pantomime; Answering Open Ended Questions; Responding correctly to “Who, What & Where” Questions; Puppets; Dramatic Play Kits; Singing Simple Songs; Sharing; and Games.

2's - Young 3's

- Begin to build descriptive language.
- Begin to dictate ideas and stories.
- Begin to learn to respond to questions with appropriate response.
- Begin to learn to tell story/event in sequence (Beginning/Middle/End).

Older 3's - Young 4's

- Continue to build descriptive language and build vocabulary.
- Able to dictate ideas and stories.
- Begin to understand how to respond to questions with an appropriate response.
- Able to tell story/event in sequence (Beginning/Middle/End).

Older 4's – 5's

- Able to use descriptive language and continue to build vocabulary.
- Able to dictate ideas and stories using at least two sentences.
- Able to respond to questions with an appropriate response.
- Able to tell story/event in a progressive five step sequence.

2. Receptive Language

Building Blocks/Benchmarks: 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 & Actions in Pictures; Pantomime; Answering Open Ended Questions; Responding correctly to “Who, What & Where” Questions; Puppets; Dramatic Play Kits; Singing Simple Songs; Sharing; and Games.

2's - Young 3's

- Begin to identify parts of their body.
- Begin to learn to follow positional directions.
- Begin to understand categories.

Older 3's - Young 4's

- Able to identify most parts of their body.
- Understand and follow positional directions.
- Understand at least three categories.

Older 4's – 5's

- Able to identify most parts of their body.
- Understand and follow positional directions.
- Understand at least five categories.

3. Visual Discrimination

Building Blocks/Benchmarks: 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.

2's - Young 3's

- Able to put together a simple 4-piece puzzle.
- Learn same and different.
- Begin to understand and compare small/big.

Older 3's - Young 4's

- Able to put together a 6–8-piece puzzle.
- Understands same and different.
- Understand and compare small, medium and large.

Older 4's – 5's

- Able to put together an 8–12-piece puzzle.
- Understand same and different.
- Understand and compare smallest to largest.

4. Visual Memory

Building Blocks/Benchmarks: 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><u>2's - Young 3's</u></p> <ul style="list-style-type: none"> - Begin to recognize their first name. - Begin to recognize the 8 basic colors. - Begin to recognize the 8 basic shapes. - Begin to understand patterning. - Begin to understand and sequence 3 items. 	<p><u>Older 3's - Young 4's</u></p> <ul style="list-style-type: none"> - Able to recognize their first name and begin to recognize their last name. - Able to recognize the 8 basic colors. - Able to recognize most of the 8 basic shapes. - Begin to understand and complete patterns. - Understand and sequence 4 items. - Able to recognize numbers 0-10 out of sequence. - Able to recall missing item. - Begin to recognize alphabet letters. 	<p><u>Older 4's - 5's</u></p> <ul style="list-style-type: none"> - Able to recognize their first and last name. - Able to recognize all 8 basic colors. - Able to recognize the 8 basic shapes. - Understand and complete patterns. - Understand and sequence 4 items. - Able to recognize numbers 0-10 out of sequence. - Able to recall missing item. - Able to recognize most of the upper and lower case letters.
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5. Auditory Discrimination

Building Blocks/Benchmarks: Listening Games & Activities; Stories on Tape/Records; Singing; Story – Recall events; Finger plays; Rhymes/Rhyming Activities; Rhythm Activities; Music & Movement; Directional Activities (2 or 3 step); and Alphabet Play.

<p><u>2's - Young 3's</u></p> <ul style="list-style-type: none"> - Able to identify everyday sounds. - Begin to listen for rhyming patterns. 	<p><u>Older 3's - Young 4's</u></p> <ul style="list-style-type: none"> - Able to identify different categories of sounds. - Begin to recognize words that rhyme. - Begin to hear differences in beginning sounds. 	<p><u>Older 4's - 5's</u></p> <ul style="list-style-type: none"> - Able to identify different categories of sounds. - Able to provide words that rhyme. - Continue to hear differences in beginning sounds.
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6. Auditory Memory

Building Blocks/Benchmarks: Listening Games & Activities; Stories on Tape/Records; Singing; Story – Recall events; Finger plays; Rhymes/Rhyming Activities; Rhythm Activities; Music & Movement; Directional Activities (2 or 3 step); and Alphabet Play.

<p><u>2's - Young 3's</u></p> <ul style="list-style-type: none"> - Understand and follow a 2-step direction. - Begin to recall story details. - Begin to repeat a simple rhythm. 	<p><u>Older 3's - Young 4's</u></p> <ul style="list-style-type: none"> - Understand and follow a 3-step direction. - Able to recall some story details. - Able to repeat and follow a rhythm. 	<p><u>Older 4's - 5's</u></p> <ul style="list-style-type: none"> - Understand and follow a 3-step direction. - Able to recall story details. - Able to repeat and follow a rhythm.
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7. Comprehension

Building Blocks/Benchmarks: Math Activities; Games; Manipulatives; Classify; Comparisons; Opposites and Recalling Events.

<p><u>2's - Young 3's</u></p> <ul style="list-style-type: none"> - Begin to learn and understand opposites. - Begin to learn one-to-one correspondence with 5 items. - Begin to name objects within a classification. - Begin to make comparisons. 	<p><u>Older 3's - Young 4's</u></p> <ul style="list-style-type: none"> - Understand opposites. - Begin to understand one-to-one correspondence with 10 items. - Able to name objects within a classification. - Able to make comparisons. 	<p><u>Older 4's - 5's</u></p> <ul style="list-style-type: none"> - Understand opposites and provide examples. - Understand one-to-one correspondence with 10 items. - Able to name objects within a classification. - Able to make comparisons.
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8. Creative Expression

Building Blocks/Benchmarks: 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>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"> - Begin to use their imagination. - Begin to express themselves through their art. - Begin to express themselves through music and movement. - Begin to express themselves through storytelling. 	<ul style="list-style-type: none"> - Begin to understand how to use their imagination. - Continue to express themselves through their art. - Continue to express themselves through music and movement. - Continue to express themselves through storytelling. 	<ul style="list-style-type: none"> - Understand how to use their imagination. - Continue to express themselves through their art. - Continue to express themselves through music and movement. - Continue to express themselves through storytelling.

PHYSICAL

A Child's Gross & Fine Motor Development

1. Large Motor Skills

Activities during each classes **Motor Development Time** (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; **A.P.E.** (Action Packed Experiences) Time – (i.e., Music and Movement; Outdoor Obstacle Courses; etc.); **Outdoor Environment:** climbing, bikes, scooters, large blocks, large grass area activities, swings, sand area, balance beams; **Classroom Activities:** Music and Movement, Stomp Boards, Belly Boards, Hopscotch, Blocks, Large Floor Puzzles, PEEK and P. Mooney Lessons.

<u>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"> - Begin to learn about body awareness and their body in space. - Begin to walk forward on a balance beam without assistance. - Begin to jump with feet together. - Begin to hop in place on one foot (left & right) to count of 3. - Stand on one foot to count of 3. - Learn to throw a ball or beanbag at a target. - Learn to catch an underhand thrown ball. - Learn to pedal a tricycle. - Learn to copy body movements of simple patterns and rhythms. - Begin to gallop. 	<ul style="list-style-type: none"> - Learn about body awareness and their body in space. - Walk forward on balance beam without assistance. - Able to jump and land with feet together. - Able to hop in place on one foot (left & right) to count of 5. - Stand on one foot to count of 5. - Able to throw a ball or beanbag at a target. - Able to catch an underhand thrown ball. - Able to pedal a tricycle. - Able to copy body movements of simple patterns and rhythms. - Able to gallop. 	<ul style="list-style-type: none"> - Continue to learn about body awareness and their body in space. - Walk forward on balance beam without assistance and begin to walk backward. - Able to jump and land with feet together. - Able to hop in place to count of 5. - Stand on one foot to count of 5. - Able to throw a ball or beanbag at target with accuracy. - Able to catch an underhand and overhand thrown ball. - Confident in pedaling a tricycle. - Able to copy body movements of simple patterns and rhythms. - Able to gallop and beginning to skip.

2. Fine Motor Skills

A.P.E. Time – (i.e., play dough, cutting, tearing paper, etc.); **Outdoor Environment:** play dough, sensory table, sand toys and area; **Classroom Activities:** Play dough, clay, scissors, puzzles, lacing, stringing, Writing Center, Sensory Table, Art activities, Tabletop activities.

<p><u>2's - Young 3's</u></p> <ul style="list-style-type: none"> - Begin to manipulate 2 small objects at the same time. - Begin to hold and use crayons. - Able to trace name. - Begin to hold and use scissors. - Draw a circle and line. Begin to draw self-portrait. - Begin to learn to tear paper 	<p><u>Older 3's - Young 4's</u></p> <ul style="list-style-type: none"> - Learn to manipulate 2 small objects at the same time. - Begin to develop 3-finger pencil grasp and demonstrate good control. - Write first name so it can be recognized. - Begin to hold scissors using correct grasp and cut on a line. - Able to draw a self-portrait and begin to draw pictures to represent people, animals, objects or concepts. - Continue to learn to tear paper. - Able to copy simple shapes; circle, square, V and cross. 	<p><u>Older 4's – 5's</u></p> <ul style="list-style-type: none"> - Able to manipulate 2 small objects at the same time. - Continue to develop 3 finger grasp and demonstrate good control. - Write first name so it can be recognized. - Able to hold scissors using correct grasp and cut on a line. - Draw a picture to represent people, animals, objects or concepts. - Able to tear paper. - Able to copy simple shapes; circle, square, V and cross.
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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.

<p><u>2's - Young 3's</u></p> <ul style="list-style-type: none"> - Introduce and learn about health and nutrition. - Experience a variety of healthy food choices and encourage them to try them. - Begin to exercise and understand the importance of it. 	<p><u>Older 3's - Young 4's</u></p> <ul style="list-style-type: none"> - Introduce and learn about health and nutrition. - Experience a variety of healthy food choices and encourage them to try them. - Begin to exercise and understand the importance of it. 	<p><u>Older 4's – 5's</u></p> <ul style="list-style-type: none"> - Understand the importance of health and nutrition. - Continue to experience a variety of healthy food choices and encourage them to try them. - Continue to exercise and understand the importance of it.
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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
8:30-8:45	“APE” Time	“APE” means Action-Packed Experience – an engaging and curiosity-provoking transition time, in which the children will participate in a fun, Teacher-planned activity. This time will allow children to get wiggles out before sitting down at Opening Circle Time.
8:45-9:05/9:15	Opening Circle Time	Children are invited to join their teacher at 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	Outside Time	Free play, play dough/clay, easel painting, bike-riding, gardening, swinging, feeding animals, crafts, nature walks, water play, carpentry, etc.
10:00-10:15	Chapel	Bible stories, Christian concepts, song, prayer, honor birthdays.
10:15-10:30	Snack Time	The Preschool provides a daily snack.
10:30-11:10	Inside Time	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.
11:15-11:30	Closing Circle Time	Stories, sharing, music, etc.
Various Times	Music & Movement	A time where emphasis is given to balance, spatial relationships, body image, eye-body-foot-hand coordination, hopping, jumping, skipping skills, etc. Activities are designed for each class, taking into consideration appropriate skill and age level.
11:30-12:30	Lunch Bunch	For students that attend AM (8:30-11:30) class session only. Pre-registration is required.
11:30-6:00	Above & Beyond (A&B)	For pre-registered students. Includes time to eat lunch, rest time, afternoon snack, creative play and exploration of current month’s curriculum themes.

* Classes go to Music & Movement once a week.

“ABOVE & BEYOND” DAILY SCHEDULE

<u>Times</u>		<u>Daily Activities</u>
11:30-12:00	Afternoon Welcome	Welcome children and have them sit down for lunch. Assist children who need help opening food items.
12:00-12:30	Transition Time	Have children use the bathroom and get ready for rest time.
12:15-2:00	Rest Time	Children who do not sleep will need to rest quietly for 35 to 45 minutes. At 1:15, they may have the opportunity to get up and go outside if there are two teachers available. When two teachers are not available to go outside, children should be participating in quiet activities at the tables. Due to sharing the yard, all preschoolers need to be inside by 2:00pm .
2:00-3:00	Inside Time	Children participate in classroom activities and have an afternoon snack time, before they transition to pick up at 3:00pm or finish their time in our later A&B class.
3:00-3:10	3:00 Pick Up	Children that are enrolled until 3:00pm are picked up at this time.
3:10-3:55	Outside Time	Outside time (weather permitting). If the children need to stay inside due to the inclement weather, they will be in Room 106.
3:55-4:00	Clean Up Time	Clean up time and begin to transition to Room 113.
4:00	Story Time	Story Time in Room 113
4:00-6:00	6:00 Pick Up	Playtime as children leave for the day. They will have the opportunity to participate in activities that are set up in Room 113.

*“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

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 different thematic teaching units that are broken down into sub-themes.

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

1. **Halloween** - Focus is harvest and thanking God for His bounty.
2. **Thanksgiving** - Focus is the Thanksgiving feast and thanking God for His provisions and blessings.
3. **Christmas** - Focus is the birth of Jesus Christ.
4. **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 school is scriptural.

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, and our Two-year Olds are introduced to the puppets in the PLDP. 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) brings the PLDP program to life. The children dramatize, imagine, reason, compare, sing, dance, and tell stories. 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:

1. **Problem Solving** - Evaluating possible solutions to a hypothetical problem to arrive at a satisfactory answer.
2. **Relating** - Determining connections between two or more items.
3. **Remembering** - Bringing to mind images, ideas, or information from the past. Storing images, ideas, and/or information in the mind.
4. **Sentence Building** - Generating sentences based on a given model.
5. **Sequencing** - Determining and demonstrating the proper order of a series of items or events.
6. **Storytelling** - Telling or re-telling a story or part of a story.
7. **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.

MUSIC & MOVEMENT

Music & Movement 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. This class is also a music class where the children will have exposure to different instruments, rhythm training, ear training, and learn some basic music dynamics, through singing and body movement. Activities are designed for each class, taking into consideration appropriate skill and age levels.

IN-HOUSE FIELD TRIPS

Our children are developing their understanding of life and the world around them. There will be two In-House Field trips during the school year. There will be one in the Fall and another one in the Spring. The In-House Field Trips will expose them to everyday life in a setting where their teacher can help them connect what they're learning to what happens in the real places in their community. Experiential learning (authentic, first-hand, sensory-based learning) through on-site field trips is a way for children to reflect on and apply their new knowledge.

PRESCHOOL SUMMER CAMP

Preschool Summer Camp is offered to Preschool students that are enrolled for the current and incoming school year. Registration begins in late April/early May. Preschool Summer Camp operates for nine weeks, beginning in June and ending in August. Each week of camp will have a theme that is enhanced by art projects, outdoor and indoor activities, music, Bible stories, and more. We will have chapel once a week and present a Bible story and learn Bible verses. Our preschool staff run our Summer Camp exclusively.

Payment for Holiday Camps will be processed the week before each camp begins via your FACTS account. Tuition costs are set and will not be prorated for days not used. A one-time registration fee of \$25 will be applied for each student. There are NO refunds, credits, date exchanges, or carryovers for days missed due to illness, vacations etc.

If you receive a GCS Church member, GCS staff member, sibling, ministry or military discount on tuition during the school year, it will be applied to summer camp. For the sibling discount, siblings must be attending the preschool or elementary school camp at the same time for the discount to apply.

PRESCHOOL HOLIDAY CAMPS

We offer Preschool Camps during our extended holiday closures for Thanksgiving, Christmas, and Easter. Campers enjoy this time together with their peers. Their busy days include creative play, holiday themed crafts, playground time, rest time, and a Bible devotional time. Preschool holiday camps are for currently enrolled Preschool students only. Our preschool staff run our holiday camps exclusively.

Payment for Holiday Camps will be processed the week before each camp begins via your FACTS account. Tuition costs are set and will not be prorated for days not used. There are NO refunds, credits, date exchanges, or carryovers for days missed due to illness, vacations etc.

Discounts applied to the students' yearly tuition will not apply to Holiday Camps as these camp prices are already a discounted rate. Missed days due to illness or vacation are not eligible for a refund or transfer of days.

"BREAKFAST CLUB" EXTENDED CARE PROGRAM

If you need to drop your child off before 8:30 am you can enroll in our Breakfast Club Extended Care program. This program is only offered to preschool children enrolled in **AM classes Monday through Friday**, unless noted on the school calendar. Parents can commit from 2-days a week up to 5-days a week, to set a schedule of the same day(s), for the entire school year. Choose day(s) when your child regularly attends their class session. Tuition for Breakfast Club is paid through your regular monthly tuition installment. **If you should need Breakfast Club Extended Care for your child as a drop in, you will need to get prior approval from the Director to make sure there is room for your child that day.**

Drop off begins at 7:00 am in Room 112. You may ring the doorbell on the window to alert staff you have arrived. Please feed your child breakfast before coming or pack a nut-free breakfast to eat at school if you arrive after 7:45. We do not provide breakfast for the children. Children will transition to the playground at 8:00 am. You may drop off your children on the playground through the gate off the elementary black top if you arrive after 8:00 am. At 8:30 am your child will be delivered to their classroom teacher by the Breakfast Club staff.

LUNCH BUNCH

Lunch Bunch is available from **11:30am to 12:30pm** to students that attend an **AM class (8:30-11:30)**. Lunch bunch is perfect for families that need just a little bit more time for their child at school after their morning session.

Lunch Bunch begins in October, and an email will be sent out with an invitation to sign-up in September for the whole year or just the specific dates that you need it. Space is limited to 10 children per day and you must sign-up by 3:00 pm the day before to assure space for your child. The Lunch Bunch Rate is \$12 per day.

WORSHIP WEDNESDAY

Worship Wednesday is a devotion and worship time for students and their families. Students, parents, and staff meet in the Worship Center every Wednesday morning beginning at 8:00 a.m. Parents will then take their children to their classroom at 8:30 a.m.

"ABOVE & BEYOND" PROGRAM (A&B)

Above & Beyond is an exciting program to accommodate families looking to extend their preschooler's day or days of attendance. Our goal is to establish the Above and Beyond classes with similar age ranges from 11:30 until 3:00. and we strive to maintain a 1:8 teacher/child 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. – 3:00p.m. or 11:30 a.m. - 6:00 p.m.), Monday through Friday, unless noted on the school calendar.

11:30 a.m. – 3:00 p.m. or 11:30 a.m. - 6:00 p.m.: Tuition includes lunch time during this time frame. (There is no additional charge for lunchtime). Parents need to provide a nutritious nut-free lunch, and a “snuggly item” to help settle their child. School will provide a sheet but ask parents to provide a labeled blanket and stuffed animal (if the child wants). Naptime items need to be able to fit on their cot while they are in their stacked positions per social service standards. Teachers will be cautious not to overstimulate children, as 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.

LATE PICK-UP FEES: For children attending Above & Beyond, there is no grace period after 6:00 p.m. If you arrive after 6:00 p.m. you will incur a late fee of \$3 per minute for every minute after 6:00 p.m. and you will be invoiced through FACTS.

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! Special Events-We have many special events where volunteers are very much appreciated and needed, i.e. Picture Day, Room Mom Coordinator, Family Bingo Night, Bubble Run, Grace Gala, Book Fair, and Staff Appreciation Luncheon, End of Year Campout. Please check the school calendar on the website for specific dates.

Teachers or as a Room Mom who helps organize special events for the classroom, will ask for volunteers if needed.

SCHOOL SAFETY, OPERATIONAL POLICIES & PROCEDURES

SAFETY MEASURES

At Grace Christian Schools, we do our best to ensure that our students and staff are safe. Due to safety concerns, specific information regarding our safety protocols remain confidential; however here are some safety measures we have implemented:

1. We have an on-site armed security guard during school hours.
2. Displayed Everalert Dynamic Systems are installed in all preschool, elementary and junior high classrooms for communication and emergency purposes.
3. Cameras throughout the school and on the outside grounds. Students, staff, and visitors are monitored on camera through the campus, 24/7.
4. ADT, professional alarm service.
5. GCS is a secure campus with locked fencing and locked doors.
6. Visitors must check-in through the School Office and obtain a visitor's badge.
7. The City of Lake Forest has conducted a site safety evaluation with recommendations that are implemented.
8. A deputy from the Orange County Sheriff's Department completed a site safety evaluation with recommendations that are implemented.
9. A deputy from the Orange County Sheriff's Department conducted active shooter training for all of our staff.
10. A deputy from the Lake Forest Sheriff's Station is assigned to conduct routine patrols and check-ins with school administration.
11. Prior military and law enforcement personnel on-site during school hours.
12. School administration and staff are alert and proactive toward any adults near our school
13. Unfamiliar cars and people are identified and told to vacate our private property. If they refuse to leave, the Orange County Sheriff's Department is contacted immediately.
14. GCS is a member of an ACSI community group called School Safety, which is a think take for ACSI school administrators to share safety information.

CELL PHONES

Please silence your cell phone before entering our campus. We appreciate your cooperation, especially if attending a birthday celebration in Chapel or volunteering on campus. Cell phones can be very distracting for the user and those nearby.

PARKING LOT PROCEDURES

“Family Safety is our Number One Priority”

1. **ABSOLUTELY NO CELL PHONES WHILE DRIVING IN THE PARKING LOT!**
2. Be aware of the “Stop” sign upon entering the parking lot.
3. 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.
4. 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 the lot in a counterclockwise 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.

5. 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 the building area.
6. 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.
7. 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.
8. Elementary Express Drop-Off ends at 8:15am. If you arrive at school before 8:15am, 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.
9. No child under the age of 18 may be left unattended in a vehicle, regardless if it is on or off.

ARRIVAL & DEPARTURE POLICY

Preschool students and parents enter the building through the double-glass door entrance and proceed to their child's classroom. Room 113B enters the classroom from the door on the parking lot side of the educational building. Our double glass doors will be open from 8:15 a.m.-9:00 a.m. with our Security Guard monitoring this area at this time. If you arrive after 9:00 a.m. you will check in with the Security Guard to gain admittance onto campus. You will check your child in at the office and a staff member will walk your child to class. If the Security Guard is unavailable, you will call the phone number on the double-glass doors and a staff member will come to open the doors and assist your child to class.

Classroom doors open at 8:30 AM for morning 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 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 tabletop games, etc. "APE" time gives the children time to warm up to school and serves to accommodate our families that cannot be at school by the earlier time, while offering a rich preschool experience. Circle Time will begin 15 minutes later at **8:45 am**.

The State of California requires that all children be checked in and checked out of school each day by an approved pick-up person designated by a parent or guardian in their Parents Portal. Please use your personal code or QR code to check in before your child enters their class. According to Title 22 Regulations, we are not legally responsible for your child until he/she has been checked in and received by the Teacher. If your child is not checked in, you will be called back to campus to check your child in within 30 minutes.

Any person added to a child's approved pick-up list will be required to set up an account with Brightwheel for the ability to check out your child with their personal code or QR scan.

School ends promptly at 11:30 AM. **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, your Parent Portal, and Brightwheel 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 will 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.**

PICK-UP PROCEDURES

Since pick-up times will vary among our students, when returning to campus to pick up your child, please follow these procedures:

1. **11:30AM & 3:00PM** – You will pick up your child from the same classroom number you dropped off in the morning. If your child is in Room 101 and stays for A&B, they will be picked up from Room 105.
2. **12:30PM (Lunch Bunch)** – If you registered your child for Lunch Bunch, pick up is from Room 104.
3. **BETWEEN 3:15-4:00PM** – Enter through the side black gate that enters the Elem./Jr. High black top and proceed to the Preschool playground to pick up your child. If it is too hot to go outside, please pick up your child from Room 106 (blue door) and ring the doorbell.
4. **AFTER 4:00PM** – Please pick up your child from Room 113. This classroom faces the parking lot, with the black rod iron gate.

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 preschool class session. The charge is \$3 for every minute late after the 10 minute “grace period.”

For children attending Above & Beyond, there is **no grace period after 6:00 p.m.** If you arrive after 6:00 p.m. you will incur a late fee of \$3 per minute for every minute after 6:00 p.m. and you will be invoiced through FACTS.

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's sake, boots, sandals, and “flip-flops,” 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 must 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.

1. 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.
2. To estimate a serving for a 3-year-old child, give about 2/3 of what counts as a regular Food Guide Pyramid serving.
3. 2- to 6-year-old children need a total of two servings from the dairy group each day.
4. Younger children often eat small portions. Offering smaller servings and allowing them to ask for more, satisfies their hunger and does not waste food
5. 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.
6. 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:

1. **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.
2. **VEGETABLE GROUP** - 1/2 cup of chopped raw or cooked vegetables.
3. **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.
4. **MILK GROUP** - 1 cup of milk or yogurt, 2 ounces of cheese.
5. **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.
6. **FATS AND SWEETS** - Limit calories from these. For more information on good nutrition, go to the website www.mypyramid.gov.

GCS provides a mid-day snack for each child, consisting of 100% juice (various types), and snack mixes, pretzels, and or crackers with or without cheese, apple sections, carrot sticks, bananas, oranges 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, 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 which our campus may become compromised. Therefore, 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 by 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 or month. 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/Incident Report” will be sent home with your child noting the injury and treatment or care given. If there is any type of injury to the face or head the parent will be notified. In case of a more serious accident, we will make an immediate attempt to contact a parent, in addition to contacting 911, if necessary. **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 report an absence through the school website. **Notify us immediately if your child has a contagious disease** such as Covid, strep throat, Flu, pink eye, hand foot and mouth disease, etc. 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 coins 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 A NUT-SENSITIVE SCHOOL.** Please refer to previous section regarding nutrition label requirements), 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 on the Parent Portal.

LOST & FOUND

Boxes marked “Preschool Lost and Found” are kept in the alcove across from Rm 113 by the door to the student accounts office. 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. Valuable items found will be kept in the School Office, for a reasonable amount of time, with hopes of finding their owner. **Please label all of your child’s items that they bring to school so they will be easy to locate in the lost and found boxes.**

CARPOOLING

When carpooling other preschool children, you must check 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 for your child to be released to. Names and/or any changes to your transportation list are made through your Parent Portal. 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 Monday through Friday at scheduled times. Tours 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.

NO DOGS ON SCHOOL CAMPUS

Dogs are not allowed on the school campus for safety reasons. This includes the front courtyard and all interior and exterior surrounding areas. On a hot day, if a dog is observed in a car with closed windows, authorities will be contacted for the safety of the dog.

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 bring in “Comfort Kits” for their child(ren) to provide food in the event of an emergency.

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 RELEASE

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 Head of School’s Office. A parent cannot ask the school to withhold the release of his or her student to the other parent or parent’s representative, without a legally binding instrument.

PARENT-TEACHER MEETINGS

GCS will provide separate parent-teacher meetings with reasonable notice ahead of time.

SCHOOL COMMUNICATIONS

GCS will provide both parents with school communication unless a court order prohibiting it is on file at the school.

PARENT COMMUNICATIONS

Everyone agrees that communication is key, as life is busy at every stage, but especially for young growing families! With everything else going on, it's easy to forget about what's going on at school; we get that! Between the GCS website, FACTS SIS Parent Portal, "Grace at a Glance" weekly emails, and Brightwheel, you will be well informed! Below are several ways GCS communicates with you:

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 Parent Portal during your Online Enrollment. By setting your requested parameters in the Parent Portal, 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.

PARENT PORTAL

The Parent Portal 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 Parent Portal account. Access to the school's calendar and classroom calendar, student accounts, along with announcements, is also available on the Parent Portal. We also provide a FREE subscription to current families for the FACTS SIS Home App which is available for download in the Google Play Store or the App Store.

COMMUNICATION BOARDS

Teacher Communication Boards are located outside each classroom, teachers will post a brief description of the week'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 next to Room 101, the Parent Resource Center will post copies of any pertinent handouts that have gone home; licensing information. Periodically, legislative measures that affect the family are posted for your information.

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: "gracechristianschools.org" and "renweb.com." Every Friday you will receive a "Grace at a Glance" email to highlight the upcoming week's events, and weekly you will receive an email from your teacher talking about all the activities at school and the fun things your child will be learning for the week.

BRIGHTWHEEL

The preschool uses an online app called Brightwheel to help build a partnership and establish communication between home and school. Each parent is required to set up an account with Brightwheel prior to the start of school. Each user will be required to read and sign the Parent User Agreement. Parents will be required to check their child in and out each day by using their personal code or scanning our QR code and signing with a full legal signature. Children are NOT permitted to sign. Parents can communicate with staff in a 1:1 message and receive periodic updates and pictures. Teachers are responsible for posting upcoming events, reminders and pictures of special events. Teachers have up to 24 hours to respond to a message. Photos and communications are not shared schoolwide but used as a means of communication between staff and parents only.

Any person added to a child's approved pick-up list will be required to set up an account with Brightwheel for the ability to check your child in or out with their personal code or QR scan.

SCHOOL CALENDARS

Accessible through the school website, Parent Portal, and Brightwheel. On our school website, you can skip ahead by using the forward arrows by the month title, and hover over a date to see more information. Preschool also has a second calendar where parents can see

what we are serving for morning and afternoon snack under the “Snack Calendar.” The Snack calendar is on the website while the current month is posted on campus on the Parent Resource Center board. Future events/snacks are subject to change so please visit the calendars often.

SCHOOL WEBSITE

From our school website, parents can 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.

OUCH/INCIDENT OR HEALTH REPORTS

Ouch reports are completed for any student who has an injury requiring an ice pack or other medical attention. Reported head injuries require a student to be sent to the School Office, and the School Office will contact the parent/guardian to communicate the incident through a phone call or email. An Incident Report can also be completed for a behavioral concern or any other issue in which a parent should be informed. A Health Report will be filled out when a student becomes sick while at school and needs to be sent home due to the child displaying any of the symptoms mentioned in our Illness Policy.

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 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 or email to your teacher might be better.

If you have a problem with your child’s teacher or staff member, you are asked to follow the following protocol.

1. Contact the staff person responsible at the time of the concern and schedule a meeting to discuss what happened and to work on resolution. (This is usually the child’s teacher but could be an aide if the problem occurred outside of classroom time.) Many issues are resolved at this step.
2. If a resolution is not reached working directly with the staff person, then the Preschool Director is asked to attend the meeting. She meets with both the parents and the staff person to understand the issue and create a plan to resolve it. Most remaining issues are resolved at this step.
3. If a resolution is not reached under the Director’s leadership, the School Board schedules a meeting with all parties to investigate the issue and determine a course of action. Note that the School Board needs to confirm that all reconciliation steps have been attempted and that all parties (the parent, staff person, the Director, as well as the School Board) are available to meet before scheduling a meeting.

We are here to serve you, and parent communication should be gossip-free. Please remember, the school office has an “open door policy.”

PARENT TEACHER FELLOWSHIP (PTF)

Grace Christian Schools’ Parent Teacher Fellowship (PTF) partners with the Jr. High, 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 Parent Portal Calendar.

ROOM PARENTS

We encourage each teacher to have a room parent to 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 the PTF Leadership Team.

CHANGE OF STUDENT/FAMILY INFORMATION

Any changes of address, phone number, e-mail address, emergency contacts, etc. are made through the Parent Portal. Please keep your information up to date. We require 24-hour notice for adding or removing someone from the Authorized Pickup list since this information is updated through the Parent Portal, and then we are notified. If you need to add someone to your Pickup list, and you do not have 24 hours, please come to the Preschool Office and complete a Temporary Pickup form.

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:**

- A. **BACK TO SCHOOL NIGHT** – This is an important information night especially for first-time parents. We encourage both Mom and Dad to attend. We begin in the Worship Center to learn about different policies and procedures related to your child’s school experience. Then you can learn about the experience your child will have in their classroom as the teacher explains different aspects of the classroom routine.
- B. **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.
- C. **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 of 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 to help the child through these areas. Teachers will post sign-up sheets or email through Sign-Up Genius for appointments. If you find you must cancel, reschedule directly with your teacher.
- D. **SPRING PARENT-TEACHER CONFERENCES** – A second Parent/Teacher conference is offered at various times from January to May 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 partner 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 or email through Sign-Up Genius for appointments. If you find you must cancel, reschedule directly with your teacher.
- E. **DADDY AND ME DAY** – On a designated day we invite our **dads only (Grandpas or uncles may attend with the child if a dad is not available)** to come to school and participate in special activities along with their child(ren). You will take your child(ren) to the preschool playground and enjoy some fun interactive activities that are planned for you and your child(ren) to experience together. We will end our time together in the Worship Center for a special Chapel. **Sorry, absolutely no moms and/or siblings not enrolled in the school.**
- F. **MOMMY AND ME DAY** – Held in May. On a designated day, we invite our **moms only (Grandmas or Aunts may attend with the child if a mom is not available)** to come and participate in special activities along with their child(ren). You will take your child(ren) to the preschool playground and enjoy some fun interactive activities that are planned for you and your child(ren) to experience together. We will end our time together in the Worship Center for a special Chapel. **Sorry, absolutely no dads and/or siblings not enrolled in the school.**
- G. **GRANDPARENTS DAY/VISITING GRANDPARENTS** – On a designated day we invite our **Grandparents only** to come to school and participate in special activities along with their child(ren). You will take your grandchild(ren) to the preschool playground and enjoy some fun interactive activities that are planned for you and your grandchild(ren) to experience together. We will end our time together in the Worship Center for a special Chapel. **Sorry, absolutely no moms, dads and/or siblings not enrolled in the school.**

While we have our special Grandparents Day, we know that not all grandparents are able to come on that designated day. Therefore, Grandparents are welcome to come on any day if 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 visit. All visitors must check in through the School Office prior to going to a classroom.

FINANCIAL OBLIGATIONS & POLICIES

Enrollment begins in January for the next consecutive school year. On this date, existing GCS families can re-enroll their students and new families can apply. The non-refundable Registration Fee will be due at the time of Re-Enrollment or upon submitting an application.

Families enrolling with more than one child will pay a total Family Registration Fee of \$800.00. For families enrolling with more than one child, each additional child's registration fee is 50% off. The Registration Fee of \$175.00, 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 will be collected by ACH Debit-Bank Draft through FACTS for monthly or annual payment plan. A 2.95% *service fee will be added when using credit cards for online payment through FACTS*. However, payments in the form of cash, or checks can be made in the school office with no additional service fees.

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 3 days of the payment due date. A \$25.00 late fee will be accessed to your account by FACTS if your tuition payment is more than 3 days late. A \$30.00 returned payment fee will be accessed by FACTS for non-sufficient funds. Failure to maintain timely payments may result in the student being dropped from the program.

Multiple students, full-time ministry discounts (as approved by the School Administration), GCC Membership, and discounts for active US Military families are available. If more than one discount applies to your student(s), only the highest one will be applied. Discounts are not applied to drop-in rates or Holiday Camp Rates.

GRACE COMMUNITY CHURCH MEMBERSHIP DISCOUNT

Upon confirmation with GCC, members must be in "good standing." The discount is 25% for each child.

MULTIPLE STUDENT DISCOUNT

A 10% discount is given to a sibling of a student enrolled in either the Preschool, Elementary or Jr. High School at GCS. In addition, a 25% discount is given to additional siblings. The discount will apply to the lesser annual tuition.

FULL TIME MINISTRY DISCOUNT

A discount of up to 50% for Pastors, Missionary or Outreach ministry, and an employee of a ministry-based employer. Documentation is required and contingent on the approval of the Preschool Director.

MILITARY DISCOUNT

A discount of 50% for active Military service and a discount of 25% for Military reserve service. Documentation is required and contingent on the approval of the Preschool Director.

REFUND POLICY

1. 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.

2. 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 teachers 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. Refunds of tuition after the 1st day of school will be calculated based on a 10 - month instruction schedule.

In the case of school closure due to property damage, a public health emergency, partial closure of class(es), or a natural disaster, no refund or credit will be given for closed days, nor will tuition be pro-rated. We will follow the recommendations of the California Health Department or the Orange County Department for Orange-County-wide situations. While a short-term dismissal will not include the stopping or reduction of tuition, should the school be closed for more than 10 school days, tuition reduction/stopping will be addressed.

Registration fees, late fees, bank fees, and credit card processing fees are all non-refundable.

ADDITIONAL & OPTIONAL FEES

1. **Dean Thomas Photography – School pictures in September or October** – Individual and class pictures. Every preschool student is photographed. Dean offers several reasonably priced packages to choose from. (Optional)
2. **Southern California Sensory Screening – October** – Yearly educational health assessment program by SoCal Sensory Screening, for ages 3 and up. Children are screened for hearing, vision, speech/language, and gross/fine motor skills. (Optional)
3. **Chancy & Bruce Developmental Screening – January** – Chancy & Bruce assesses children in the processing skill areas that are needed for formal learning. Social-Emotional maturity and attention-span maturity are also profiled. Recommendations are made in regard to school readiness, grade level placement, and if further diagnostic assessment is necessary. (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.

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 immunizations are required for each child in order to enter preschool:

The State of California Health Department requires documentation of the following immunizations for each child prior to starting preschool.	
Immunization	Required Doses
Polio (IPV/OPV)	3
Diphtheria, Tetanus, Pertussis (DTaP/DTP)	4
Measles, Mumps, Rubella (MMR)	1 (on or after 1 st birthday)
Haemophilus Influenzae Type B (HIB)	1 (on or after 1 st birthday and only pertains to children up to age 4 years, 6 months old.)
Hepatitis B (HEP B)	3
Varicella (Chickenpox) (VAR/VZV)	1 (unless child has had disease)

Those claiming a temporary or permanent medical exemption must provide documentation from their pediatrician through the CAIR-ME website. **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 of 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.

COMMUNICABLE DISEASES

Keeping a healthy classroom is important! Please do not send your child to school if he/she is ill. 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. A written doctor's clearance from the doctor's office will be required before a child can return to school if he/she has been suspected of having any communicable/infectious condition or in cases of prolonged illnesses of multiple days or more. This must include the name of the condition/illness, any medication given and assurance that the child is not contagious to other students.

Should your child become ill at school, he/she will be taken to the School Office. The parent or guardian will be called to pick up the child, and the child must be picked up within 30 minutes of notification. If we are unable to contact either parent, we will call the emergency contacts in order given on your Emergency List. An illness report, describing symptoms, temperature, and first aid measures, will be sent home with the child. If your child is sent home from school after throwing up or with a fever of 100.4 or above, they will not be allowed to return to school the following day.

Every day, as your child is greeted at the classroom door, your child’s teacher will give a brief visual health check and a temperature check if the child is exhibiting any symptoms of sickness. Your child will be sent home if he/she appears to be ill or demonstrates any of the symptoms listed in the chart below. If your child has been exposed to a communicable disease such as covid, strep throat, flu, pink eye, or hand foot and mouth 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.

Home-Based Screening and Monitoring Symptoms of Communicable Disease - If your student has any of the following symptoms, they could have a communicable disease and spread it to others. Your student needs to stay home if any of the communicable disease symptoms below are present.

YOUR CHILD WILL NOT BE ADMITTED TO CLASS IF ANY OF THE FOLLOWING SYMPTOMS OF ILLNESS ARE PRESENT		
Abscesses	Drowsiness	New Loss of Taste or Smell
Burns	Earache	Persistent Hacking Cough
Conjunctivitis (Pink Eye)	Head Lice or Nits	Rash
Constant Itching	Headache	Sore Throat
Diarrhea	Inflamed or Watery Eyes	Temperature of 100.4 and above
Dizziness	Loss of Voice	Trouble Breathing
Draining Sores	Nausea	Vomiting

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 one school day without the administration of fever reducing medication.

The following is a breakdown of many of the common communicable diseases that preschoolers may encounter, and general guidelines regarding these diseases				
Disease	Incubation Period	Contagious Period	Exclusion from School	Symptoms
Chickenpox	2-3 Weeks Commonly 13-17 days	If 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.
Measles (Rubeola)	10-14 Days	About 1 week before & 4 days after the 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.
Measles (Rubella/German)	14-23 Days	During the acute stage of illness. Virus may remain in stool for 2-3 days.	7 days after onset of rash.	Fine pink rash, enlarged glands behind ears & back of neck, & slight fever.
Hand/Foot/Mouth Disease (Coxsackie Virus)	3-5 Days	Greatest before onset of rash & probably not communicable after onset of rash.	During the acute state of illness. If child has lesions that are 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.
Fifth Disease	4-20 Days	4-48 hours after appropriate treatment starts	During acute illness.	Redness of cheeks (as in slapped face), lacy-like rash on trunk & extremities, which fade but may recur with exposure to sun/heat.
Impetigo	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 & spreads. Most commonly on the face.
Ringworm	Scalp 10-14 Days Body 4-10 Days	During course of active infection.	After treatment starts. Active lesions covered with clothing, if possible.	Lesions tend to be circular with central healing. On scalp, there tends to be hair loss.
Strep Throat / Scarlet Fever	1-3 Days	From onset of illness until 24-48 hours after treatment begins.	48 hours after antibiotic treatment started & until fever is gone.	Fever, sore throat, and/or swollen/sore neck glands. Sandpaper-type rash with Scarlet Fever.

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**. Monitoring food allergies and creating a safe school environment is top priority. Any medication(s) your student might need while at school, i.e., inhaler, EpiPen, Benadryl, sunscreen, etc. is to be administered through the School Office with the necessary paperwork to be completed. **No medication is to be given to the teacher or sent in a backpack/lunch box with your child to school.**

HEAD LICE

Adult Head Lice are gray 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 people 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.

BITING POLICY

Biting can be a common behavior among children and can be a concern for parents and staff. Biting can be painful and frightening for the child who has been bitten and also frightening for the child who bites. Biting happens for different reasons with different children and under different circumstances. This can be part of some children’s development and can be triggered when they do not yet have the words to communicate their feelings or wants.

Our goal is to always follow our positive reinforcement guidelines and to act quickly and efficiently when dealing with any case of biting. If your child gets bitten, a staff member will care for the bite wound, offering ice and washing it if necessary. An incident report will be filled out and the parents will be notified within an hour of the incident.

If your child bites another child, a staff member will talk with the child to explain that biting is not acceptable behavior. After the first time the child bites, a staff will closely monitor the child to help prevent any further incidents. An incident report will be filled out and parents will be notified within the hour of the incident. The second time the child bites, you will be asked to come and pick up your child.

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 based on 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 2-years old by November 1 to be eligible to attend the current school year. Children, 24-36 months, do not have to be fully potty-trained to enroll, but would need to wear Pull-Ups to school and be in the process of potty-training at home. Children older than 3 years, entering school, should be potty-trained or actively working on it at home. The collective goal, between home and school, is to have the child fully potty-trained when the child is ready. We will partner with you on this issue.

<u>PRESCHOOL SESSIONS AVAILABLE</u>	
AM Sessions – 8:30 to 11:30 a.m.	
2 Days – Tuesday & Thursday (TTH)	2 Days – Wednesday & Friday (WF)
3 Days – Monday, Tuesday, & Thursday (MTTH)	3 Days – Monday, Wednesday, & Friday (MWF)
5 Days – Monday-Friday (M-F)	
<u>ADDITIONAL PRESCHOOL PROGRAMS</u>	
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

Parents will go to their Parent Portal and click on the Apply/Enroll tab. Then select Enrollment/Reenrollment. Once the page opens, select Click here to open enrollment. When that page opens, Select the correct packet and complete the re-enrollment form.

STUDENT/TEACHER RATIO

Preschool classes have a student/teacher ratio of 12:1. In some cases, a Pre-Kindergarten class may have two teachers and up to 24 children. “Above & Beyond” is a 9:1 ratio; Lunch Bunch is 10:1.

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 when possible, due to enrollment.

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 3:30 p.m. in the summer. 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, and then press 6 to reach the classroom.

AMENDMENTS OR CHANGES

Grace Christian Schools reserves the right to amend, revise, supplement, delete, alter, or rescind any policies or portion of the handbook from time to time as it deems appropriate, in its sole and absolute discretion. Parents will be notified of such changes to the handbook as they occur. Occasional changes may occur on the school calendar(s). Parents agree to accept and abide by any such subsequent additions, changes, modifications, or deletions.

Address: 26052 Trabuco Road, Lake Forest, CA 92630

Preschool Office Phone: 949-951-8683, ext. 1, e-FAX: 949-209-3037

Email: preschool.office@gracechristianschools.org Website: www.gracechristianschools.org

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