LAKE COUNTRY CHRISTIAN SCHOOL

FOUR YEAR OLD PRESCHOOL

PARENT MANUAL

Train a child in the way he should go,
and when he is old he will not turn from it.
Proverbs 22:6

Lake Country Christian School
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Our School

Lake Country Christian School was founded in 1980. The preschool program began in 2002 and is committed to excellent, age-appropriate, creative education to provide your child with a strong academic and spiritual foundation.

The mission of Lake Country Christian School is to educate, equip, and encourage Christian leaders to fulfill their God-given purpose and impact their culture.

Goals: Foundation Building

The overarching goal of the Lake Country Christian School preschool program is to develop in children a Biblical worldview and a heart for Jesus Christ. In addition, the goal is to equip students with a strong foundation in all areas of learning: academic, physical, spiritual, and social. This foundation will help them to be successful in their following school years and enable them to recognize and develop their God-given talents to become active participants in lifelong learning in a changing culture.

General Information

We offer two programs for four-year- olds in preschool: 5 day and 3 day (M, W, F).

5 day: 8:00 a.m. – 3:15 p.m. with option for extended care after school

3 day: 8:00 a.m. – 3:15 p.m.

The school offices close for business at 4:00 p.m.

- *Cut off date for entry; Age 4 by September 1*
- *Classes taught by one teacher, assisted by one aide.*
- *Dress Code: uniform dress code*
- *Two snacks provided*
- *Students may bring or purchase a cafeteria lunch.*
- *students must be potty trained (not requiring pull ups and can manage bathroom needs independently)*

Withdrawal from School

Parents should notify the school at least two weeks prior to withdrawal. A withdrawal form will be completed and parents will need to sign the form and pay all debts to the school.

The Lake Country Christian School
Preschool Program

The LCCS Pre-Kindergarten program, which recognizes each child as a uniquely created individual, is designed to do the following:

- Nurture developing Christian character
- Encourage academic excellence
- Develop the child's spirit, intellect, emotions, physical skills, and social relationship
- Provide meaningful, multi-sensory experiences
- Promote logical thinking and problem solving skills
- Teach by the example of the Master Teacher, Jesus, the expert in telling stories and asking questions to bring about life change
- Integrate instruction and enrich learning opportunities across subjects such as Bible, language arts, math, science/discovery, social studies, and creative expression in the fine arts
- Reflect scientific research in brain growth, child development, and effective learning

Brain Research

Scientific research in brain development, educational research on how young children learn and develop, and Biblical principles all agree that children who are taught following the above guidelines are more likely to have future success in school in all areas: academically, socially, physically, emotionally, and spiritually. Our pre-kindergarten program has been designed to promote children's academic success by contributing to their ability to solve problems creatively and by enhancing their skills for intellectual, physical, spiritual, emotional, and social growth. Our desire is to help you prepare your child for school; our partnership with you as parents is essential in creating the best possible experience for your child.

Gesell Developmental Screening

One distinctive feature at LCCS is that our preschool and kindergarten teachers have been trained by the Gesell Institute of Human Development to use developmental screening to measure the accomplishment of developmental milestones, educational growth, and classroom skills. The tool enables teachers to plan developmentally-appropriate classroom activities. Our teachers understand that children are individuals and grow through developmental stages in their own unique way and at their own pace.

Instructional Methods and Practices

The preschool program centers on an ambitious set of goals and learning objectives for students. The curriculum is planned to follow an instructional program that is developmentally appropriate for three-, four- and five-year-olds. Developmentally appropriate practice recognizes that certain learning experiences for preschoolers to reach high academic achievement in the following school years. The program intention is not to simply teach skills and give information, but to develop within students a positive disposition for learning. This will give them the strong foundation they need to construct knowledge throughout their school careers and lives.

For the daily program, teachers plan hands-on, minds-on, age-appropriate, projects and activities that actively involve children in learning. All domains of development (cognitive, social/emotional, physical, and spiritual) are included in the learning process. Activities are chosen that will be meaningful to the children and provide experiences to challenge, but not frustrate or overwhelm them. Most activities are assigned by the teacher. Students also have opportunity to choose from activities, designed by the teacher, that best fit their interests, developmental levels, and learning styles.

Activities alternate between physically active and more sedentary or quiet ones. All activities are designed to promote academic learning and meaningful skill development, with emphasis on higher-level reasoning abilities rather than rote drill. Full-day students participate in enrichment classes in music and creative movement, sports, science discovery, art, and other special activities.

Students are taught as a whole group, in small groups, or individually. The methods used in teaching all subjects are those necessary for a child under age six to learn successfully and enjoy school. Methods include: 1) a one-to-one relationship with the teacher and interaction with peers, 2) teacher demonstration and modeling, 3) student participation, practice, and performance, 4) verbal communication, and 5) the use of minds, bodies, hands, and senses to experiment, create, and explore. If preschoolers are to gain understanding, they must be allowed to perform physically and connect socially and spiritually the tasks they are asked to do mentally.

The classroom is organized into learning centers for: reading, writing, math manipulatives, blocks, dramatic play, discovery manipulatives, and art. By working in centers the children learn to work independently and cooperatively, and to make choices about their work. The assignments and "jobs" in centers also provide opportunities for hands-on, multi-sensory learning and working in small groups, both which are beneficial for young children's learning.

Because a young child's learning styles are integrated, it is best if their curriculum is integrated also. Therefore, rather than studying subjects one at a time in isolation, the academic curriculum is organized around theme units. Each month, we explore a different

theme that is interesting and meaningful to young children. The children's knowledge and skills in language, literacy, math, social studies, science, and the fine arts are developed in a context important and familiar to them. The theme units help young children connect and make meaning of all the different, new skills and concepts they are learning. In addition, the success and enthusiasm generated by integrated learning encourages the children to continue investigating and achieving as creative, motivated learners.

Class Description and Curriculum

School Readiness

Children are prepared for higher-level thinking and problem solving for their continued school learning through activities using: manipulatives, blocks, experiments, investigations, movement, music, language, dramatic play, children's literature, and games. In addition, their development in preparation for abstract thought is enhanced with activities involving: motor skills, visual discrimination, auditory discrimination, space relationships, following directions, and vocabulary for concept development in: comparing, sorting, categorizing, recognizing time relationships, and sequencing. Children are also encouraged and guided in social-emotional development, especially as related to the school setting and peer relationships.

Bible

Biblical principles are incorporated into all areas of the curriculum. Biblical concepts are studied centered around a specific Bible story and/or figure each week.

Text: Purposeful Design, ACSI

Language Arts

Phonemic awareness is cultivated through the multi-sensory use of stories, poems, finger plays, songs, and rhymes. The phonetic sounds of the letters of the alphabet, common blends, and word families are emphasized. Phonetic sounds are learned in association with letter recognition, words, and concrete objects.

The teacher models reading strategies and reads to children daily using children's literature, big books, charts, and class made books. Literacy is integrated with all other subjects throughout the day. Children engage in reading activities and creative writing.

Text: Frog Street Pre-K

Also used: Children's Literature

Handwriting

Careful consideration is given to the proper development of small muscle skills and eyesight through readiness activities to prepare students for handwriting and correct letter formation.

Text: Handwriting without Tears

Mathematics

Activities are designed to help children gain a concrete understanding of math concepts and the procedures used for: counting, computation, problem solving, patterning, spatial relationships, and measuring.

Text: Frog Street Pre-K

Science/Discovery

Unique science tools and activities for investigations of science skills and concepts provide hands-on activities for all learners.

Text: Frog Street Pre-K

Enrichment Classes

Students have additional instruction in Spanish, music, P.E., and library.

The following two sections are provided as a resource for parents of young children.

SPIRITUAL GROWTH OF CHILDREN--Ages 0 to 4

Truths Worth Teaching: What Your Children Need to Know

I. Knowing

A. Who is God?

1. God exists.
2. God loves you.
3. Jesus loves you.
4. God wants to take care of you.

B. What has God done?

1. God created everything.
2. God created you.
3. God gave us the Bible.
4. God's Son, Jesus, died for your sins so you can be with God.

II. Loving

A. You can have a relationship with God.

1. Prayer is talking to God in Jesus' name.
2. You need to talk to God regularly.
3. You need to frequently listen to Bible stories about God and Jesus.

III. Living

A. You can be all God wants you to be.

1. God wants you to be good, kind, and loving, just like Him and Jesus.
2. God wants you to see and think good things.

B. You can do all God wants you to do.

1. God wants you to go to church.
2. God wants you to obey your parents.
3. God wants you to learn to share your things with others.

Taken from Chapter 29: "From Hugs to Hosannas: What Your 0--4-Year-Old Can Learn" in *Parents' Guide to the Spiritual Growth of Children* edited by John Trent, Rick Osborne, and Kurt Bruner; published by Focus on the Family 2000.

Readiness Checklist

While there's no perfect formula that determines when children are truly ready for preschool, the following checklist will help you think about some important skills needed for our older preschool class.

Social

- can work independently or in a group
- can sit and wait their turn
- can follow directions
- begin to control oneself
- begin to share with others

Physical

- large muscle coordination such as walking, running, climbing
- fine muscle coordination such as holding a pencil, crayon or scissors correctly
- visual and auditory discrimination of objects and sounds

Intellectual

- recognize and/or name colors
- match or sort items by color and shape
- understand concepts such as: in, out, under, on, off, front and back
- correctly count four to ten objects
- use descriptive language
- sing or recite nursery rhymes
- ask questions about how things work in the world around them

Emotional

- enjoys being at school
- can separate from parents without being upset
- is cooperative with peers and adults
- uses words to solve problems rather than physical aggression
- *students must be potty trained (not requiring pull ups and can manage bathroom needs independently)*

DEVELOPMENTALLY APPROPRIATE CLASSROOMS

At Lake Country Christian School, our preschool classrooms are designed to be developmental and to allow each child to feel secure and successful in school. Our developmentally appropriate classrooms include the following characteristics:

- Spiritual, language, motor, personal-social and intellectual growth are integrated goals.
- Our classrooms seek a balance between active, child-initiated learning and teacher-directed instruction.
- Integrated theme learning will allow children to live and think in the classroom as they do naturally the rest of the week.
- Integrated theme learning permits are, music, and drama to be at the center of the classroom, not on its fringes.
- Themes encourage spontaneous and instructive play.
- Curriculum content is based on developmental progress in reading, math, writing, science, and social studies.
- Teachers understand development and respect individual differences.
- Classroom planning is made easier because our teachers use developmental assessments and gather information from a variety of sources.
- Teachers provide understanding about academic or adjustment difficulties.
- Our preschool program respects each child's needs for training, activity, outdoor playtime, and adequate rest.
- The learning environment includes literacy training and phonics instruction; block play, dramatic play, toys and games; art, library, music, movement, Spanish, and discovery opportunities.

SCHOOL CALENDAR AND EVENTS

A school calendar with planned school events, holidays, important dates to remember, and special activities will be available the first week of school.

First day of school

This is a very exciting day to familiarize children with the classroom, school activities. You are welcome to come to school with your child to visit his or her teacher, meet classmates and bring school supplies on the first day of school.

First week of school

Children must be dropped off at the classroom each morning. During this first week of school, we want to help you and your child transition to the school environment and ease their separation from Mom and Dad.

All School Events (please look at the school website for the school calendar of exact dates)

Fall:

Elementary School Open House

Preschool Thanksgiving Feast

Grandparent's Day

Thanksgiving Vacation - No school

Winter:

Class Christmas Party - The last day before Christmas break, we will celebrate Jesus' birthday with a party

Christmas Vacation- No school

Class Valentine Party - On Valentines Day, children exchange valentines with special emphasis on the special love of God

Spring:

Spring Break - No school

Preschool Easter Egg Hunt

Preschool Celebration

School will be dismissed for teacher in-service days which are scheduled occasionally for either full days or just afternoons, refer to the school calendar for specific dates.

POLICIES, PROCEDURES, & HELPFUL INFORMATION

Morning Arrival

Children can be dropped off in the morning at their designated drop off place between 7:30 and 8:00 a.m. Children may not be dropped off earlier than 7:30 a.m. Children will be escorted by an adult to their classroom. If your child arrives at school after their designated drop off area is locked then they will need to be walked into the front office. From the office an adult will walk them to their classroom.

Afternoon Pick-Up

If someone different than usual picks up your child, please notify his or her teacher in writing the morning of the change. If that is not possible, call the school office as early in the day as possible to notify us of the change. This is for your child's safety. Any person other than the child's parent will be asked to show identification. Only the person(s) listed on the authorization form will be allowed to pick up your child. In emergency situations, parents sometimes need other person(s) not on the authorization form to pick up the child. In such cases, the parent must give written authorization or verbal authorization over the phone.

Preschool dismisses at 3:15 outside the main elementary office (by the flag pole). Preschool parents (or persons picking up preschool students) will be allowed to come directly to the line up by the elementary office and skip the kindergarten through 2nd grade pick up line which will be lined up before the stop sign in the parking lot. You may come around to the flag pole and pick up your child in your car or park in the parking lot and walk up to get your child. Please do not get out of your car in the pickup line. We will help children into their cars on the curbside for safety. We need you to stay in the car so we can move quickly and efficiently through the line before elementary dismisses.

RAINY DAY/Cold Day DISMISSAL: On rainy days or cold days students will be brought to you in the pick up line and put into the car (curbside). Please do not get out of your car.

Early Dismissal - Late Arrival

Early Dismissal: Please let the teacher know by note, if you plan to pick up your child early and at what time, so we can have your child ready to leave without disturbing the class. When you arrive, sign your child out at the office, and we will bring them to the office to meet you.

Late Arrival: When arriving late, please sign your child in at the office. Someone will escort him or her to the classroom.

- No tardies will be counted in Pre-K
- Only full day absences will be counted for Pre-K

Dress Code

Uniforms are required for the preschool program. Uniforms must be purchased through our uniform vendors. Primary vendor: School Closet, 877-725-6467, online only.

Limited stock: FlynnO'Hara Uniforms, 817-292-5437, online or retail location 1125 Oakland Boulevard, Fort Worth, 76103

Most Fridays throughout the year are designated Spirit Gear days on which students can wear any approved spirit gear shirts. Spirit gear items may be purchased through our online Spirit Store.

All clothing should be free of holes and in good condition. Clothing should be appropriate for active learning and easy for students to manage by themselves. Shirts must have the LCCS logo on them and purchased through the uniform store.

Belts are not required for the preschool children.

Girls need to wear shorts under jumpers and skirts. Skorts are very difficult for the children to fasten; therefore, jumpers are recommended.

Athletic shoes and socks are most practical for all activities and required for physical education class in the gym. No sandals, dress shoes, boots, or house slippers of any kind are allowed.

During seasons of changeable weather, make sure your child wears or brings a jacket. We go outside in both the morning and the afternoon.

Please send an extra change of clothes labeled in a ziplock bag to be kept at school. These do not have to be uniform clothes but something close in style and school colors usually ease children when they might have to change due to unexpected accidents.

Personal Possessions

The school cannot assume responsibility for any toys or personal belongings brought to school. Only personal items requested by the teacher for classroom procedures and instruction or special occasions such as show and tell or stuffed animal days, etc. may be brought to school. Any items that have pictures, symbols, slogans, or characters that depict or encourage violence, unruly behavior, the occult or Eastern and New Age religion are not permitted. Example: Pokemon, Tela-Tubbies, Harry Potter, ghosts, etc.

Medications

Medication must be brought in the original container with the doctor's prescription clearly labeled. Medications needed by the students during the day must be kept in the respective offices with the label on them. At the first of the year, you will receive some medication slips to fill in and send to school with any medications sent. This will help us make sure your child has medication given at the right time and in the correct dosage.

Health Services

Minor first aid will be administered by school personnel. Serious injuries will receive first aid by the office, school nurse, or by the emergency services of the Fort Worth Fire Department. Parents are required to sign an authorization for emergency care which identifies the physician and the hospital preferred in the even that the parents cannot be reached. Parents should keep this information current by notifying the school of any changes. **No child with a fever of 100 degrees will be allowed to remain in class. Children with stomach viruses with or without fever also will not be allowed to remain in class. The child must be fever free or symptom free for 24 hours before returning to school.** Any rashes or eye infections may require the child to go home when there is a question of contagion. A child may return to school when the symptoms disappear and there is no longer a possibility of being contagious. The school will conduct visual, hearing, and scoliosis screenings of students each year as required by law. Parents will be notified if the screening indicates further examination might be needed.

Immunization Requirements

The State Health Department audits Lake Country Christian School immunization records annually to assure compliance with state regulations. ***Pre-Kindergarten students must also provide a statement of good health.*** A dated, signed statement of the child's current health status from a health professional is required by all preschool students. The statement of health shall be obtained at the time of admission or within 30 days after admission. Parents must respond promptly to inquiries from the school relating to these records to maintain student enrollment at Lake Country Christian School.

The school will conduct visual, hearing, and scoliosis screenings of students each year as required by law.

Medical Emergencies

All teachers are certified in infant/child CPR and first aid. In the case of an accident, assessment and treatment of the injury will be given. If further treatment is deemed necessary, the parent, guardian, or emergency contact person will be called. All accidents are recorded on an accident report form that requires the signature of the parent.

Emergency Form

Information including parents' home and work emergency contact information along with known allergies to foods or medications will be obtained for the classroom teachers and the office. LCCS is not a nut free facility. Release for emergency medical treatment and a release for field trips shall also be obtained and kept on file in the office.

Tornado and Fire Drills

Tornado and fire drills are held on a monthly basis in order to familiarize the children with proper safe procedures for emergency exit of the building. In the case of a tornado warning, students will be escorted to a safe shelter. In the event of a fire, students will be evacuated according to plan. The school is inspected on a regular basis by the fire marshal.

Deliveries

When bringing late lunches or delivering medication or other necessities, please go to the receptionist's office. They will bring items to the classroom as soon as possible. This will help to not disrupt children in their learning environment.

Playground Procedure

Students are instructed on the safe usage of all playground equipment. Students must not throw rocks and fighting (real or play fighting) is not allowed. A teacher is on the playground duty at all recess times. Siblings of students may not play on the playground while a class is at recess.

Parent Conferences

If at any time you would like a conference with the teacher, please send a note or email the teacher to make an appointment. We want to be available to you, but ask that there be no informal conferences when the teacher is responsible for instructing or supervising students. Also, please do not interrupt class or recess to ask questions. It is important that we give our full attention to our class of students at these times.

Parent Communication

The teacher will send you regular news about the exciting things happening in the classroom and any information you need regarding the classroom or school activities and responsibilities. Should you need to communicate with your child's teacher, you may call the school office, email the teacher or send a note in your child's folder. Teachers will get back with you as soon as possible.

Home-to-School Communication Folders

Your child will bring home a folder daily with work completed in class. Anytime we have notes of communication from the teacher, principal, or school, we will send them in the same folder. **PLEASE CHECK THE FOLDER DAILY AND READ ALL INFORMATION CAREFULLY**. You may send notes to the teacher, money, and any other communication or paperwork back to school in the same folder, teachers will check it daily.

Kindergarten Readiness Testing

Kindergarten readiness testing will be done in the spring by the kindergarten teachers. If you wish to discuss testing, you may set up an appointment to review the test.

After School Care

Students who cannot be picked up by 3:30 pm may be enrolled in the after school program until 6:00 pm. for an additional fee.

Rest Time

Students will have a 1 to 1 ½ hour rest time. All preschoolers need a quiet time to rest as part of a stimulating, active day with many other children. Children will need a rest mat (20" X 45" X 1") to leave at school. If necessary for comfort, they may also bring a SMALL blanket and/or stuffed animal to leave at school or take back and forth daily. The animal/blanket needs to fit in their cubby or backpack.

Student of the Week

Every student will have one week during the year that is their special week for the class to learn more about how God made them as a special individual. Children will share their unique interests, characteristics, and abilities. You will be notified several weeks in advance of when your child's special week.

Parent Involvement

We welcome parent involvement in the preschool classroom, and we feel that it benefits not only the preschool but the parent and child as well. Chaperoning on pre-k field trips, helping with class projects and parties, or special-day themed events and helping during teacher appreciation week is a huge benefit.

Snacks

Two snacks will be provided by the school daily. Students are welcome to bring a healthy snack from home if they choose.

Special Diets and Substitutions: Any food allergies or special diet instructions must be submitted to the teacher and the health clerk. LCCS is not a nut free facility. Parents may provide the teacher with substitute snacks for their child if necessary for health or nutritional reasons.

Treats from Home

Treats may be brought from home for special occasions like birthdays, if they fit into the classroom routine and are prearranged with the teacher. A healthy mind and a healthy body go together. Please use your creativity in choosing healthy snacks.

Lunch

Students may bring a lunch from home or order from our vendor program. Milk or juice is also available at school, if you choose to purchase it.

Guidelines for Sack Lunches:

All lunch items need to be packaged so that students can open them easily by themselves.

Include protein

Non-carbonated drinks only

No squeezable containers for pudding, yogurt, etc.

Do not send glass containers, or containers with peel-off sharp metal lids

Please send all necessary spoons, napkins, straws, etc. in lunch boxes.

If sending fruit, please make sure that it is washed and peeled or cut up if needed.

No lunch items can be heated.

Please do not send candy or sweet treats.

LCCS is not a nut free facility.

Children who are enrolled in LCCS should be potty trained. A potty trained child should be able to do the following:

- be able to tell the teacher they have to go potty before they have to go.
- be able to pull down their clothes and get them back on.
- be able to get off the potty by themselves.
- be able to wipe themselves after going potty.
- be able to get through nap time without using pull ups or having frequent accidents.

Nutrition and Food Service Policy

Well- balanced meals provide the food children need to grow, think, fight infection and fuel their bodies.

* Each child in care for four to seven hours must be offered one meal, and two snacks, equal to 1/2 of their daily food needs.

* A supply of drinking water is always available to each child and is served in a safe and sanitary manner.

* Snacks must be nutritious and include at least one of the following, which can be included in the child's daily food needs:

a. one serving from the fruit or vegetable group;
b. one serving from the milk group
c. one serving from the grain group; or
d. one serving from the meat or meat alternative group

*You must post daily menus showing all meals and snacks prepared and served by the program where parents and others can see them. Date menus and keep copies for review for three months. If you rotate menus, keep a record of which menu was used for each date.

** LCCS preschool posts a lunch menu from the school vendors online. A snack menu is also posted listing the snacks that are served and that day's specific snack choices are clearly marked in each classroom.

* You must have written approval from a physician or a registered or licensed dietician in the child's records to serve a child a therapeutic or special diet. You must give this information to all employees preparing and serving food.

*Parents can provide snacks and share with other children but they must meet the needs of children who require special diets. They must be stored properly and safely.

Food Preparation

* All food and drinks must be of safe quality and must be stored, prepared, distributed, and served under sanitary and safe conditions, including but not limited to the following:

a. the school must sanitize food service equipment, dishes, and utensils after each use;

b. the school must discard single-service napkins, dishes, and utensils after use;

c. caregivers with open wounds and/or any injury that inhibits hand washing, such as casts, bandages, or braces, must not prepare food;

d. the school must serve children's food on plates, napkins, or other sanitary holders and you must not place food on a bare table or eating surface, which includes the floor;

e. The school must cover all food stored in the refrigerator;

f. meals must be prepared away from the eating, play, and bathroom areas. You must not use the food preparation area as a passageway while food is being prepared; and

g. the school must not store poisonous or toxic materials and cleaning supplies with food.

* Adults wash their hands before preparing or serving food, or after handling any raw food that requires cooking (e.g., meat, eggs, poultry)

Proper hand-washing procedures are followed by adults and children and include the following:

- using liquid soap and running water;
- rubbing hands vigorously for at least 10 seconds, including back of hands, wrist, between fingers, under and around any jewelry, and under fingernails; rinsing well; drying hands with a paper towel, a single-use towel, or a dryer; and avoiding touching the faucet with just-washed hands

Sanitation Policies and Procedures

At LCCS we desire to maintain a clean, healthy and safe environment for our children. This includes, but is not limited to:

* setting aside toys and equipment that are placed in children's mouths, or are otherwise contaminated by bodily secretion or excrement, to be sanitized before handling by another child; daily
* machine washing cloth toys, if used, at least weekly and when contaminated
*machine washing all linens at least weekly, and when soiled;
*sanitizing sleeping equipment before a different child uses it and when soiled; parents take home twice a week.
*maintaining sand boxes and sand tables in a sanitary manner; (sand changed yearly and covered when not in use.)
* keeping all floors, ceiling, and walls in good repair and clean. Paint used in the classroom must be lead-free;
* keeping all areas of the building used by children well heated, lighted, and ventilated;
* sanitizing table tops, furniture, and other similar equipment used by children daily and when soiled or contaminated with matter such as food, body secretions, or excrement;
* when spills of bodily fluids occur, staff clean them up immediately and sanitized
* when a child soils his or her pants, the child will be sent to the main office and the parent will be called to come change the soiled clothing and clean up the child. They can then go back to class. When a child wets their pants, the child is given a wipe to clean the best they can and is required to put on clean, dry underwear and bottoms. Our teachers will then put the wet clothing in a bag and send home at the end of the day. Pullups are not allowed to be worn at any time of the preschool day.
* clearly marking cleaning supplies and other toxic materials and keeping them separate from food and inaccessible to children.

Sanitizing daily those items that children are likely to place in their mouths. The sanitation procedure requires the following five-step process:

1. Washing with water and soap;
2. Rinsing with clear water;
3. Soaking in or spraying on a disinfecting solution (at least 10 minutes).
4. Rinsing with cool water.
5. Allowing the surface or article to air-dry.

Caregivers must wear gloves when handling bodily fluids. Disposable, nonporous gloves must be worn when handling blood, vomit, or other bodily fluids that may contain blood. The gloves must be discarded immediately after one use. After using and disposing of the gloves hands must be washed.

The program follows these practices regarding hand washing:

* staff members and children who are developmentally able to learn personal hygiene are taught hand-washing procedures and are periodically monitored.
* hand washing is required by all staff, volunteers, and children when hand washing would reduce the risk of transmission of infectious diseases to themselves and to others.
* staff assist children with hand washing as needed to successfully complete the task. Children wash either independently or with staff assistance.

Children and adults wash their hands

* on arrival for the day;
* after handling bodily fluids (e.g. blowing or wiping a nose, coughing on a hand, or touching any mucus, blood, or vomit);
*after playing in water that is shared by two or more people;
*after handling pets and other animals or materials such as sand, dirt, or surfaces that might be contaminated by contact with animals; and

Adults also wash their hands

*after assisting a child with toileting; and
* after handling garbage or cleaning.

Proper hand-washing procedures are followed by adults and children and include the following:

* using liquid soap and running water;
* rubbing hands vigorously for at least 10 seconds, including back of hands, wrists, between fingers, under and around any jewelry, and under fingernails; rinsing well; drying hands with a paper towel, a single-use towel, or a dryer; and avoiding touching the faucet with just-washed hands (e.g. by using a paper towel to turn off water)

Except when handling blood or body fluids that might contain bleed (when wearing gloves is required), wearing gloves is a supplement, but not a substitute, for hand washing in any required hand-washing listed above.

* staff wear gloves when contamination with blood may occur.
* staff do not use hand-washing sinks for removing smeared fecal material
* in situations where sinks are used for both food preparation and other purposes, staff clean and sanitize the sinks before using them to prepare food.

NOTE: The use of alcohol-based hand rubs in lieu of hand washing is not recommended for early education and child care settings. If these products are used as a temporary measure, a sufficient amount must be used to keep the hands wet for 15 seconds. Since the alcohol-based hand rubs are toxic and flammable, they must be stored and used according to the manufacturer's instructions.

AREA	CLEAN	SANITIZE	Frequency
Classrooms/child care/food areas			
Countertops/tables	X	X	Daily and when soiled
Food preparation and service surfaces	X	X	Before and after contact with food activity; between preparation of raw and cooked foods
Floors	X	X	Daily and when soiled
Door and cabinet handles	X	X	Daily and when soiled
Carpets and large area rugs	X		Vacuum daily when children are not present. Clean with a carpet cleaning method approved by the local health authority. Clean carpets only when children will not be present until the carpet is dry.
Small rugs	X		Shake outdoors or vacuum daily. Launder weekly.
Utensils, surfaces, and toys that go into the mouth or have been in contact with saliva or other body fluids	X	X	After each child's use; or disposable, one-time use utensils or toys.
Toys	X		Weekly and when soiled
Dress-up clothes not worn on the head	X		Weekly
Sheets and pillowcases, individual cloth towels (if used), combs and	X		Weekly and when visibly soiled (used only by one child) sent home with parent s to be cleaned

hairbrushes, washcloths, and machine-washable cloth toys			
Blankets, sleeping bags and cubbies	X		Monthly and when soiled (parents clean blankets, sleeping bags and other items weekly) Program cleans cubbies.
Hats	X		After each child's use (or use disposable hats that only one child wears)
Toilet and hand washing areas			
Hand washing sinks, faucets, surrounding counters	X	X	Daily and when soiled
Soap dispensers	X	X	Daily and when soiled
Toilet seats, toilet handles, cubicle handles and other touchable surfaces, floors	X	X	Daily or immediately if visibly soiled
Toilet bowls	X	X	Daily
Doorknobs	X	X	Daily
Any surface contaminated with body fluids: saliva, mucus, vomit, urine, stool, or blood	X	X	IMMEDIATELY

Discipline

Discipline has an important place in the preschool program. Parents and teachers will need to work together in order to be consistent and effective in training children to make appropriate choices in a classroom setting.

Discipline is to instruct and remind us of God's line of authority as revealed in His Word. Parents are responsible to God for the discipline of their children. Lake Country Christian School endeavors to work with parents when discipline is needed. It is also our desire that each child develop godly character; that they will make wise choices and learn to control their eyes, ears, mouth, body, and heart. Learning to follow directions, cooperate with others, and submit to authority are all a vital part of the preschool program.

The teacher will instruct the students in proper school behavior and expect them to follow simple rules to be safe, obedient, and kind. The teachers will use positive guidance to manage behavior such as: redirecting, offering choices and pointing out consequences, loss of privileges, and removal from an activity. If a student's behavior is disruptive to the learning environment, parents will be notified and possibly asked to come to school to pick up their child. Students will be given praise and rewards for positive behavior.

Discipline Management Plan

Rules to Follow in Class

1. Be kind

2. Be safe

3. Be obedient

Consequences for Disobeying Rules

1st Time: A warning (visual marker moved to #1)

2nd Time: A warning (visual marker moved to #2)

3rd Time: Time out (visual marker moved to #3) number written on defining character chart

After time out, the cycle begins again as necessary

Severe disruption or numerous repeated disruptions: Call Parent

Positive Reinforcements

Verbal thanks and praise from teachers

Special privileges for consistent exemplary behavior

Rewards from treasure box

Honorable character rewards

Even a child is known by his actions, by whether his conduct is pure and right. Proverbs 20:11

The class rules and expected behavior will be explained to the children. The class will spend time learning classroom rules and expectations. If any student has a challenge obeying the rules, the parent will be informed by a note and call if the child has any ongoing or severe behavior challenges. Please feel free to call if you have any concerns or questions. LCCS looks forward to helping students develop self-control and godly behavior.

Kindergarten Readiness Checklist

I can:

- Recognize and name basic shapes, square, circle, triangle and rectangle
- Recognize and name numbers 1-10, even when they are out of order
- Count to 20
- Count 10 objects pointing to each one as I count
- Say or sing the alphabet
- Recognize the letters of the alphabet, both upper and lowercase (even out of order)
- Identify colors in an 8 ct. crayon pack
- Recognize my first name
- Write my first name
- Sort items by size, color or shape
- Hold a book and turn the pages
- Tell if two words rhyme
- Identify some letter sounds
- Say my parents full names and at least one phone number
- Put on my coat and zip it up
- Take turns and share
- Sit quietly and listen
- Follow simple directions
- Use the bathroom by myself (wiping, zipping and buttoning pants)
- Put on my backpack
- Hold a pencil or crayon
- Cut with scissors
- Put things away
- Hang my backpack on a hook
- Wash my hand with soap
- Use a tissue to wipe and blow my nose
- Cough into my elbow
- Stand in line
- Drink from a water fountain
- Raise my hand and wait to be called on
- Open any food containers in my lunch (recommend using the baggies that have the zipper on top as it is a great tool for strengthening fine motor control)