

# Parent Handbook



**(INCLUDING Classroom GOALS)**

## **Belin Creative Learning Center**

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# Belin Creative Learning Center Parent Handbook

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## Statement of Purpose

Belin Creative Learning Center has been established by the Belin Memorial United Methodist Church as a mission of the church.

Belin Creative Learning Center's goal is to provide a loving, educational preschool and childcare program supporting families in a Christian environment.

## Welcome!

The faculty and staff welcome you to this new school year at Belin Creative Learning Center. You are now a part of the Belin family and we are excited to have you here. The staff is eager for the new year and is looking forward to nurturing your child physically, socially, emotionally, spiritually and academically. Our faculty and staff are committed to continual professional growth and development and to working with you, the parents, to provide the very best quality of child care and training. Please know that we always have your child's best interest at heart. Please feel to communicate with us so that we can make your experience at Belin positive and productive for your child and for you.



# BCLC Parent Club

## **I. Mission Statement/Purpose**

The objective of the Parent Club of Belin Creative Learning Center (BCLC) is to support the teachers and staff of BCLC in their goal of providing a loving and educational pre-school and childcare facility in a Christian environment by providing funding beyond BCLC's operating budget.

## **II. Club Members**

**All parents are members of the Parent Club!**

### **How parents can help:**

- Take an active interest in your child's work and life at school.
- Get to know your child's classmates and teachers by spending time volunteering and attending events.

### **Leadership**

The Parent Club Committee is a working group whose main function is to organize Parent Club meetings, organize fundraising activities, and promote parent involvement. The Parent Club helps to ensure a working relationship among students, teachers, and parents. They work with parents and teachers to keep communication open throughout the school year and help coordinate Room Parents at each age level to assist each classroom.

## **III. Goals**

- provide services to students and teachers
- increase communication among parents, school, and child
- raise funds to support school activities
- be a social group - meet other parents and have fun.
- use our talents, interests and energies to help enrich and diversify the lives and well-being of all students

## **IV. Room Parents**

- Coordinate holiday parties
- Recognize teacher birthdays
- Assist in planning teacher appreciation week
- Liaison between classroom, director, and Parent Club

## BCLC Staff Directory

### **Director of BCLC**

Amanda Romance	843-651-2930	<a href="mailto:amandar@belinumc.org">amandar@belinumc.org</a>
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### **Assistant Director of BCLC**

Cindy Parsons	843-651-2930	<a href="mailto:cindyp@belinumc.org">cindyp@belinumc.org</a>
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### **Business Office**

Paul Gardner		
Church Administrator	843-651-7168	<a href="mailto:paulg@belinumc.org">paulg@belinumc.org</a>
Cheri Humble		
Administrator	843-651-2898	<a href="mailto:cherih@belinumc.org">cherih@belinumc.org</a>

**Please feel free to contact your child's teacher to leave messages through the main BCLC phone number, 843-651-2930.**

## Schedule

### Hours of Operation

7 AM – 5:15 PM

Monday through Friday for full-time children in all programs

8:30 AM – 12:30 PM

Monday through Friday for part-time: Ages 3, 4

### Drop Off Times

The best care and learning environment is offered when all children arrive around the same time each day and are not late.

***All children must be present by 8:45 AM.  
No children will be accepted after 12:30 PM.***

Please notify the director of any emergency or extenuating circumstance that may prevent you from having your child here by 8:45 AM. **If a child is continuously tardy, the parent will be charged a late fee for drop-off of \$3.00/minute.** This is to reduce disturbance to the classes and the other children.

Part time hours are 8:30 AM - 12:30 PM. Please do not let your child miss out on planned curriculum and activities.

### Pick Up Times

Our staff is dedicated to providing quality care for your child at all times. We are staffed based on closing the center at 5:15 PM; our budget does not allow for staff overtime. Please note that there is a late fee assessed for each minute (\$3.00/minute) that staff is required to stay beyond 5:15 PM on our time clock. We understand that emergencies will arise, but in cases of habitual lateness in picking up children, parents may be asked to make other day care arrangements for their child.

If you must pick your child up early, please make sure it is not during naptime (12:30 PM - 2:30 PM).

\*Please pick up part time program children promptly at 12:30 PM.

A late fee of \$3.00/minute will be assessed for part time program children picked up after 12:30 PM and for full time children picked up after 5:15 PM.

## Rates and Fee Schedule

### **Annual Registration, Supply Fee & Curriculum Fee** – to be paid with registration

\$70.00 registration fee per child per year

\$80.00 supply fee per child per year

\$60.00 curriculum fee per child per year 2's, 3's and 4's classes only

### **Weekly Rates - to be paid each Monday**

\*Rates are subject to change\*

Infants = \$215 per week

Toddlers = \$205 per week

2 years of age = \$195 per week

3 years of age = \$185 per week (\$160 per week for part-time)

4 years of age = \$180 per week (\$150 per week for part-time)

\$10.00 discount per week for each additional child from the same family enrolled full-time.

### **Late Pick Up Fee**

\$3 per minute is charged for each minute after 12:30 PM on our time clock for Preschool program, half-day children and for each minute after 5:15 PM on our time clock for full-time children in all programs. This late fee will be added to the next billing cycle and payment is expected at that time.

### **Payment instructions and Service Charges**

Invoice reminders will be placed in cubbies on Wednesdays, and fees are due the following Monday UPON ARRIVAL. **A \$30 late fee will be charged after Tuesday at 5:00 PM.** If a tuition payment is one week late, the Business Office of Belin Memorial UMC will contact the parents by telephone. Non-payment for a second week will result in the parents being asked to make other arrangements for their child.

Parents may pay weekly or in advance - monthly, quarterly, or semi-annually; however, advance payments must be received on or before the first day of the pay period for which you are paying (month, quarter, or half year).

**A \$30 late fee will be charged if not received on time.** Belin will accept automatic bank drafts (EFT Transfers) for tuition. Parents may go to [www.belinumc.org](http://www.belinumc.org), click on "Giving," and follow the directions. Weekly payments should be set up for Friday the week before payment is due if using bank draft to ensure your payment is received and processed on time. We will also accept credit cards for tuition payments through the website. Payments must be submitted by Friday for the following week if using a credit or debit card. If paying online by credit card, please add 3% of your tuition to your payment in the "Credit Card Fees" field. Unpaid credit card fees will be added to your tuition invoice. Please contact the church business office if you have questions. **A \$30.00 fee will be charged for all returned checks.**

### **Please note:**

In order to keep fees and tuition at the lowest rates possible, we operate on the basis of 100% fee payment weekly. We cannot make arrangements for paying partial tuition or extend financial assistance other than the discount for multiple children and employees' children.

### **Vacation Rate for the Christmas Holiday**

The only week that the center is closed completely is for the winter Christmas holiday. For this week only, parents will not be charged for the week. The Belin Creative Learning Center has a continuous enrollment policy meaning that tuition is paid for fifty-one weeks a year.



## General Information

1. Annual registration will occur in April. The registration and supply fee payments are required at the time the registration forms are submitted in order to guarantee a place for your child in August.
2. September 1st is the cut off date for assignment to age appropriate groups. The Director reserves the right to assign children to appropriate classes based upon individual needs and staffing restrictions. In no cases are children moved up to the Preschool program (3-4 year olds) after the "school year" has begun. See your individual "Program Goals" section for more details on class assignment and movement.
3. A dated waiting list for each class is maintained when there are more requests than vacancies. There is a \$30 non-refundable fee to be added to the wait list. The wait lists are updated in April of each year. It is the parents' responsibility to notify BCLC if they wish for a child to remain on the waiting list. Priority for vacancies is given according to the date of the vacancy, the request for admission date, and according to the following priority categories:
  - a. An additional child of a Belin member family
  - b. An additional child of a family already enrolled at BCLC (non-Belin member)
  - c. A child of a Belin member family with no sibling in attendance
  - d. A child of a non-Belin member family with no sibling in attendanceParents of children invited to fill vacancies are given two weeks from the date of the invitation to register their child (by paying registration and instructional fees) and begin attendance. If they do not respond, pay registration fees, and attend/pay tuition by the end of that period, the opportunity to enroll for said vacancy is forfeited and the next eligible child will be invited.
4. Parents who plan to withdraw their child are asked to give BCLC a minimum of two week's notice in writing. This enables BCLC sufficient time to notify other families who may be on the waiting list of vacancies.
5. Lunch will be provided for all programs at no additional fee.
6. BCLC provides a balanced lunch and two (2) snacks daily. If a child is required to be on a special diet, the parent must provide their food. **It is asked that CANDY not be brought into the center unless there is a pre-approved party scheduled and there are enough treats to share with the whole class.** Lollipops (or any candy on a stick), hard candy, and chewing gum are not allowed.
7. Telephone calls - Parents may call any time of the day to check on a child. If you call at a busy time for the teacher, a message will be taken and the teacher will return your call as soon as possible.
8. Room Parents are important people who help the Parent Club and teachers in many ways! The responsibilities of a Room Parent may vary depending on the age of the children and the program or teacher's needs. Often having two room parents per class is ideal for sharing the responsibilities and serving as a backup when scheduling conflicts occur. The administration of the BCLC will provide Room Parents with contact information for all parents in their child's class. We ask that Room Parents NOT post any lists requesting parents to bring in items, but rather make individual contact with parents by phone or e-mail.

Generally speaking, the roles and responsibilities of Room Parents are as follows:

- The primary role of the Room Parent is to establish and maintain open lines of communication between the teacher, parents, and school administration to ensure the best possible experience for every child!
- Room Parents coordinate social events such as holiday parties. Most classes celebrate the six main holidays (Halloween, Thanksgiving, Christmas, Valentine's Day, Easter, and End-of School) with a special snack and activity such as a craft or reading a story.

- Room Parents are also asked to assist with recruiting parent volunteers to help with a wide variety of activities in the classroom and for special events outside the classroom (Blessing of the Inlet and other fundraisers throughout the year).
  - Room Parents may also share with parents an “All About Me” information sheet on your child’s teachers.
  - Room Parents are asked to attend one meeting per year to discuss their roles and planned projects, and gain their input. This meeting will be announced annually by the BCLC Parent Club.
10. Field trips/transportation – There will be 2 scheduled field trips each year for the four year olds. For the safety of the children, we require parents to provide transportation to and from the field trip. Parents will be responsible for each child’s supervision while on the field trip. Students that do not have transportation and supervision for the field trip will be required to stay at BCLC in another classroom during the field trip hours.
  11. Inclement weather - BCLC may open late or be closed due to inclement weather. BCLC will follow Georgetown County School District closing and delays unless otherwise communicated by the Director. In the event of school closings and delays full tuition will be billed. In the event of closer that extends beyond 5 days tuition will be evaluated by the director and church administration.
  12. Staff education - All staff members are required to have CPR and first aid training. Each staff member is required to complete 15 hours of additional continuing education per year.
  13. BCLC carries limited supplemental coverage accident insurance to supplement the parent’s medical insurance for enrolled children. If the child is covered under any other medical insurance, the parents must file with their insurance first. BCLC will provide forms for the parent/guardian to file a secondary claim. If the child is not covered by any other insurance, BCLC will file for primary coverage under its insurance program. This will be handled through the Director’s office.
  14. Christian education environment – Abeka Christian Curriculum will be implemented for ages (2) through (4). BCLC is committed to teaching the Christian values of love, friendship, service, and sharing.
  15. It is extremely important that BCLC maintain up-to-date addresses, e-mails, working telephones and cell phone numbers for all parents. Please notify BCLC immediately, by phone, in writing, or by e-mail, if you have a change in any of your contact information so that in an emergency we will be able to reach you.
  16. Throughout the year we will have several total school assemblies and special celebrations to which parents and families will be invited. We enjoy sharing your child’s successes and growth with you and encourage you to attend!
  17. Parties - Arrangements may be made in advance with your child’s teacher for parents to bring cookies or cupcakes to share with the class on your child’s birthday or for other special holidays. Cameras are welcome. No lollipops or gum, please.
  18. Accountability – A tracking form is maintained by the teacher/s of each class in order to account for the presence of each child throughout the day. Records are kept as children enter and exit the BCLC premises, enter or exit a vehicle, or move to a new location in or around the center.
  19. Confidentiality – Information regarding each child is kept in strictest confidence in a locked cabinet. Staff members are also held accountable to ensure confidentiality.

## Policies and Guidelines

### Dropping off and picking up children

To drop off your child you will park and walk your child up to the covered walkway. A staff member will come out to take your child and walk your child in the building. Only staff and children are permitted to enter the Monday through Thursday, Friday, parents may come into the building to drop off and pick up their child. We will have each child wash their hands before entering the classrooms. Drop off times are between 7am-8:45am. No child will be permitted to enter the building after 8:45am without a doctor's note.

If someone other than the parent is picking up your child, the teacher or Director must be notified in person or in writing beforehand. That same individual must show proof of identification when picking up your child. In the absence of such notification, the child **WILL NOT** be permitted to leave until the parent can be reached for verification. Once a child is signed out for the day, they become the responsibility of the person who picked up the child. Please do not send older siblings to pick up your child. They will be released to an adult only. Please use the Pikmykid app to announce when you are 5-10 minutes away from picking up your child. When you arrive to pick up your child, park and walk to the side door and a BCLC employee will bring your child out to you. Never allow children to go to the parking lot unescorted.

### Clothing

Washable play clothes are the most suitable choice for children at BCLC. If your child can use the potty by themselves, please do not send them in clothes they cannot fasten by themselves. Each child must have an extra change of clothing at all times in case of an accident such as spilled food/drinks or toilet accidents. Extra clothing, underpants, coats, caps, sweaters, etc. should be clearly marked with the child's name. Please dress your child for the weather. Some activities are conducted in other buildings on campus. Children will also go outside to play on winter days when conditions are conducive. Long skirts and clothing with trailing parts can be dangerous during play on equipment and interfere with some art and physical activities. Children are requested to wear tennis shoes. **Shoes with backs and closed toes are required - no flip-flops, or crocs.**

### Toys

BCLC has ample toys for playtime activities and encourages the children to learn by sharing them. **Please do not permit your child to bring any toys or jewelry to school.**

### Visitors

All parent / adult visitors are asked to check with the Director before entering the building. In the absence of the Director, please see the person designated by the Director to be in charge. Children are not allowed to bring friends or child family members with them to BCLC.

### Smoking

Smoking is not permitted by anyone in or around the BCLC building or the playground. Belin is a smoke free campus.

### Discipline

Corporal punishment will NOT be used as a disciplinary technique with any child in this program. BCLC uses the method of "Time Out," which means a child sits or stands in a designated spot for a specific amount of time, depending on age. Rule of thumb is one minute per year of age. When a child's behavior is unacceptable, the teacher will gently, but firmly, remind the child that the behavior is not tolerated. The second time, the teacher will divert the child's attention to other work, toys or games. The third time the child is spoken to, he or she will sit in time out for a certain amount of time. If these methods are not effective, a conference with the teacher, parent and/or Director will be scheduled.

Acceptable behavior includes walking feet inside, quiet voices inside, sharing, taking turns, respecting personal belongings and personal space, allowing others to do their work alone, returning toys to the same place from which they were taken, kind and considerate behavior toward classmates, teachers and other adults. Unacceptable behavior includes the following: running inside, physically hurting another person in any way, foul or abusive language, and biting. If a child displays unacceptable behavior he/she will be sent home for the day as determined by the director.

### Biting

While biting others sometimes happens with young children, this is a very serious problem. We will report all incidents of biting to parents and will work with parents to develop an individual plan to eliminate this habit. If a child bites another child on the face or breaks skin, or bites two times or more, he/she will be sent home for the day. If a child has a serious problem with biting that simple interventions cannot control, this can result in being asked to withdraw from attendance.

### Potty Training

BCLC will assist with the potty training of children in the classes for two year olds and toddlers as appropriate. **Children should be potty trained to be enrolled in the three year old program.**

# Health Policy

## Immunization Records

BCLC is required to maintain an immunization record for each child. The parent/guardian is responsible for providing this form to BCLC and updating it each time the child receives new immunizations. You have one month after the expiration date on the certificate to provide BCLC with an updated copy. After this, your child may not attend until proper documentation is provided. No child will be allowed to attend without proper immunization forms complying with DHEC regulation. The BCLC will accept religious exemption forms.

## Medical Emergencies

BCLC will seek emergency medical treatment if a child is in crisis, including but not limited to, allergic reactions, breathing problems, unconsciousness, broken (or suspected broken) limbs, or any condition which might need a doctor's immediate attention. A staff member of the Learning Center will call 911 and will then call the emergency contact person listed on the child's records. The child will be transported to Tideland's Waccamaw Community Hospital. A staff member will bring the child's records and will accompany or follow the child to the hospital and stay with the child until a parent or guardian arrives.

## Medication

BCLC must have a parent's written permission in order to administer any medication, and the medication will be given only upon specific directions from the parent. All medications must be brought to the center in the original container. In order for a child to receive medication, the following required information must be provided on the form found on the door of each teacher's room: date, medication name, dosage, time(s) to give, time last given, signature of parent and child's name. It is necessary to sign in the medication daily, as needed. BCLC adheres to DSS requirements concerning medication. BCLC will not administer a fever reducer to any child. This only masks a fever and in return may mask a serious illness.

## Guidelines for Illnesses Requiring Exclusion

The following policies are adopted from DHEC guidelines, The American Academy of Pediatrics and The American Public Health Association. Please refer to the DHEC website for any further information: [www.dhec.sc.gov](http://www.dhec.sc.gov).

### Covid-19

The BCLC Administration Team will call DHEC to continually update our policy on Covid-19 recommendations.

### Fever

1. All children with a temporal artery thermometry (forehead) by our physician grade thermometers with reading of 100.4 degrees or higher will be sent home.
2. Any child sent home with a fever cannot return the next day, and may return once they are fever free for 24 hours.
3. Fever following immunizations - If possible, please try to make your child's immunization appointments on a Friday afternoon. This will allow your child a brief recovery period with minimal loss of school time and time off work. If this is not possible then the child may return to BCLC when fever free.

### Vomiting

1. \* Children may not attend BCLC if they have vomited 2 or more times within the previous 24 hours. A medical note may be required.

### Diarrhea

1. \* Children may not attend BCLC with 2 episodes of uncontained diarrhea. Children must be diarrhea free for 24 hours before returning to BCLC.

\*OR a combination of vomiting once and 1 uncontrolled diarrhea in a 24 hour period \*

### Eyes

1. In the event of Conjunctivitis or Pink-eye, defined as pink or red eyes with white or yellow drainage, often with matted eyelids, a child must be sent home and may return to BCLC after being on antibiotic drops for 24 hours. A medical note is required for return to class.

### Mouth

1. If a child has mouth sores they will need to be sent home unless the sores are non-infectious. A medical note is required for return.

### Skin

1. A child may not attend BCLC when rash is present until it has been determined to be non-communicable. A medical note is required stating that the child is not contagious before returning.
  - a. Infestations- example; scabies or head lice. The child may return to BCLC 24 hours after treatment has begun and absence of nits (eggs).
  - b. Impetigo- the child may return to BCLC 24 hours after treatment has begun and if sores are getting smaller and have stopped oozing.
  - c. Ringworm - the child may return to BCLC after prescription oral medication has begun.
  - d. Chicken pox - the child may return to BCLC when blisters and sores have dried and crusted.

### Surgeries or Procedures

1. If a child has a medical procedure or surgery done we ask that they be out of school for 48 hours to make sure that they are fully recovered upon arriving back at school. We recommend that most procedures take place on a Wednesday or Thursday as this will allow the child an extended weekend to fully recover.
2. Upon returning after the 48 hours please provide a doctor's note to the director that states your child can return to all normal activities. Any types of alternative activities (such as resting or quiet environment) are not in compliance with our center schedule and we request that your child continue to stay out until they can return to their normal day.

If your child is sent home with a fever, or for any of the above illnesses, they may NOT return the next day. Staff is unable to provide adequate care to ill children without compromising the health and safety of others. Children must be picked up within 30 minutes of being notified to ensure the well-being of others. **PLEASE do not send your child to BCLC on a fever reducer.** This may mask a more serious illness. If necessary, situations may be considered on a case to case basis.

## Emergency Tuition Assistance Program

### **Emergency Tuition Assistance Program**

The purpose of the Emergency Tuition Assistance Program of the Belin Creative Learning Center is to provide a one-time temporary tuition assistance award to parents who have a child (children) enrolled for at least 6 months and participating full time (five days per week, full day) at BCLC. They must have a genuine need for tuition assistance in order to be able to have their child (children) remain enrolled in BCLC.

## Program Objectives

The following pages provide information on the programs planned for your child. Teachers work continually to provide developmentally appropriate care and activities to promote healthy growth and development.

BCLC staff is always available to discuss your child's progress and even suggest possible home reinforcement activities as well. In the programs for three and four-year olds, BCLC provides semi-annual conferences with parents to discuss your child's progress. We will be happy to discuss your suggestions and questions any time.



# Infants

Welcome and congratulations! Thank you for choosing Belin Creative Learning Center. We, the teachers in the infant room/s, think you and your child will be pleased with your choice of childcare. We promise to provide the same loving Christian environment and care we would provide to our own children and grandchildren. Each staff member is required to take part in continuing education seminars and training events annually. We look forward to making your child's time with us safe and nurturing.

Children of this age grow and develop very quickly; however, each child's growth pattern and development is unique and individual. Child development, and not age, determines the timing of introducing new experiences.

In the Infant Room we will initially, of course, carry out the schedule of feedings that you have established with your child at home. Over time, children will develop more standardized routines for feeding and naps. With a child/caregiver ratio of 5:1 with an assistant, we can provide very personal care and nurture. We will continually talk with, soothe, encourage, and respond to your child in ways that will help them feel secure and loved.

We will employ care, nurture, and interaction techniques that foster healthy physical, social/emotional, cognitive and language development. The following list of developmental goals and skills exists on a continuum of readiness and there is never pressure to rush or to perform. These should be thought of as exit goals to be mastered around the time of moving on to the Toddler Rooms.

## Self-help Eating and Drinking Skills

- Master holding bottle independently by 4-6 months
- Introduce and practice the proper use of a spoon by 6 months
- Master using a "sippy" cup by 12 months
- Master drinking milk and eating small foods with hands

## Social Development

- Teach proper manners through teacher modeling and prompting.
- Build self-esteem and self-confidence
  - The teacher will encourage the child to explore the immediate environment
  - The teacher will recognize and reward every effort attempted by the child
  - The teacher will continuously deliver positive reinforcement, praise, and smiles of approval

## Attending and Self-structure Skills

- Introduce self-structure and independent play
  - The teacher will encourage the child to explore new play opportunities
  - The teacher will facilitate independent play by initially providing one-on-one direction
  - The teacher will continuously make attempts to lengthen the independent play-time to approximately two minutes unless the child chooses to continue the activity
  - The teacher will gradually provide less one-on-one direction, encouraging independence, self-regulation, and self-structure

## Cognition / Expressive and Receptive Language Development

- Introduce identifying body parts by pointing
  - The teacher will focus on mastering the eyes, ears, nose, mouth, and hair
- Expand receptive language skills
  - The teacher will encourage the expansion of receptive language by continuously labeling a stimulus (i.e.: objects, actions, people) in the child's environment. The teacher will facilitate the child's understanding of vocabulary by providing a non-mastered word followed through with an example of the word (i.e. "Where is the ball?" The teacher will then find a ball and say, "Here is the ball.")
- Expand expressive language skills
  - The teacher will provide a stimulus and verbally label it, encouraging verbal imitation from the child by watching the teacher repeat the word with exaggerated pronunciation
  - The teacher will encourage simple words to be repeated back to them (i.e., Ma Ma, Da Da, ball)
- Introduce following one-step instructions
  - The teacher will provide modeling and redirection when an instruction is not understood
- Demonstrate the appropriate use of toys
- Responds to attempts to participate in songs and finger-play

## Fine Motor Skills Development

- The teacher will introduce and practice the following fine motor skills by modeling and teaching a skill with the use of hand-over-hand:
  - Pointing
  - Opening and closing hands
  - Wiggling fingers
  - Building a two block tower
  - Squeezing soft objects
  - Clasping hands together

## Gross Motor Skills Development

- The teacher will introduce and practice the following gross motor skills by modeling a skill and/or teaching it with use of hand-over-hand:
  - Clapping hands
  - Waving hello and goodbye
  - Up on all fours
  - Covering face
  - Patting the floor
  - Rolling a ball
  - Crawling
  - Walking
  - Safely holding on and pulling up on a sturdy object
  - Rolling over (stomach to back/back to stomach)

## Christian Curriculum

- Through modeling and the use of Christian care-giving tools (music, pictures, etc.) the very young child will be surrounded by stimuli that is peaceful, kind, gentle, encouraging, celebratory of fruits of the spirit (kindness, patience, love, etc.) as an introduction to our Christian heritage.



## Age Group Supplies

- All supplies should be marked with your child's name or initials.
- Supplies Needed:
  - Bottles (must be dated & must be prepared at home)
  - Diapers (average 8-10 used daily)
  - Unscented wipes
  - Food (when eating)
  - Diaper rash ointment
  - Teething gel or teething tablets (when teething)
  - Nasal syringe
  - Extra clothes at all times
  - 2 pacifiers (if needed)
  - Digital thermometer and covers (if under 4 months)
- If we see that a child is low on supplies, we will try to let you know before they run out.

## Basic Guidelines

- Children may be picked up any time of the day, however we prefer that you do not pick them up at nap time between the hours of 12:30 to 2:30 if at all possible.
- Children and teachers can potentially have allergies to scented items; so we ask that you try to limit your use of these products, please.
- Infants should arrive by 8:45 AM. After 8:45 AM, babies will only be accepted with a doctor's excuse or if prior arrangement made with the director.
- Adults should remove shoes before entering the infant rooms.
- Older siblings must stay in the hall.
- Please serve your infant breakfast before arriving for the day. Babies will be provided a morning snack between 8-9am.
- Medicine must be signed in on your child's sheet daily, as needed, and be in the original container. We cannot administer medicines not recommended for this age group.
- Bottles are warmed in hot water.
- When your child begins to pull up, they need shoes or socks with non-skid bottoms.
- Jar food must be supplied by parents, with name or initials on them. We will supply food when your child is eating table food. **NO GLASS CONTAINERS ARE ALLOWED IN THE INFANT ROOM.**
- Each child has their own crib. Only your child will use it. The sheets are changed on a daily basis.

# Toddler Developmental Goals

## Social/Emotional Development

- Develop and build appropriate play skills with others.
  - The teacher will redirect any inappropriate behavior and facilitate participation in shared play.
- Introduce and develop a stronger tolerance and understanding for turn taking and sharing.
- Build self-esteem and self-confidence
  - The teacher will encourage the child to explore new play opportunities.
  - The teacher will recognize and reward every effort attempted by the child.
  - The teacher will continuously deliver positive reinforcement.
- Introduce greeting and addressing by name of familiar children and adults.
- Demonstrate proper manners through teacher modeling and prompting.
- Introduce and build self-structure and independent playtime on task.
  - The teacher will facilitate independent play by initially providing one-on-one direction.
  - The teacher will continuously make attempts to lengthen the independent play-time to approximately 3-5 minutes unless the child chooses to continue the activity.
  - The teacher will gradually provide less one-on-one direction, encouraging independence and self-structure.
- Introduce circle time; develop tolerance and build participation in circle time.
  - The teacher will direct the children routinely to a designated area on the floor and encourage self-structure while learning or listening to a short story for approximately three minutes per curriculum time.
- Introduce and practice lining up at the door for organized transitions.
- Introduce and practice cleaning up.

## Cognitive Development

- Introduce colors
  - The teacher will focus on mastering the primary colors (red, yellow, and blue).
- Introduce shapes
  - The teacher will focus on mastering the circle, square, triangle, and star.
- Introduce animals and their sounds
- Practice identifying body parts by pointing
  - eyes, ears, nose, mouth, hair, teeth, cheeks, chin, tummy, knees, elbows, arms, legs, feet, toes, hands, and fingers.
- Introduce, practice, and review animals and their sounds.
- Introduce articles of clothing (shirt, pants, shoes, socks, hat, coat, and gloves).
- Introduce, practice, and master counting from one to three.
- Introduce and practice the alphabet through song.
- Introduce name recognition.
- Identify themselves by stating their name.
- Build appropriate art skills by exploring art mediums and tools

## Language Development

- Expand receptive language
  - The teacher will encourage the expansion of receptive language by continuously labeling a stimulus (i.e. objects, actions, people) in the child's environment. The teacher will facilitate the child's understanding of vocabulary by providing a non-mastered word followed through with an example of the word (i.e. "Where is the ball?" The teacher will then find a ball and state, "Here is the ball.").
- Expand expressive language
  - The teacher will provide a stimulus and verbally label it, encouraging verbal imitation from the child by watching the teacher repeat the word with exaggerated pronunciation.
- Practice following one and two-step instructions
  - The teacher will provide modeling and redirection when an instruction is not understood.
- Demonstrate the appropriate use of toys (i.e. building a tower instead of putting the blocks in their mouth and/or purposefully turning the pages of a book).
- Responds to and attempts to participate in short books, songs, and finger-play.

## Physical: Fine Motor Skills Development

- The teacher will introduce and practice the following fine motor skills by modeling and teaching a skill with the use of hand-over-hand:
  - Pointing
  - Opening and closing hand
  - Wiggling fingers
  - Scribbling with a crayon
  - Painting with a paint brush, stamp, or sponge
  - Building a three block tower
  - Clasp hands together
  - Rub hands together
  - Complete a 3-5 piece puzzle
- Introduce and practice the proper use of a spoon.
- Introduce and practice washing hands and face with a washcloth.
- Introduce and practice sitting at a table.
- Introduce drinking from a cup without a lid.
- Introduce wiping own nose independently.
- Demonstrate cooperation in putting on their coat and help with help guiding their arms through each sleeve.

## Physical: Gross Motor Skills Development

- The teacher will introduce and practice the following gross motor skills by modeling and practice activities:
  - Clapping hands
  - Waving hello and goodbye
  - Stomping feet
  - Turning around
  - Covering face
  - Knocking on door
  - Throwing a ball
  - Attempting to run
  - Jumping
  - Running
  - Movement with music

## Christian Curriculum

- The teacher will provide opportunities for the child to learn Christian songs and stories.
- The teacher will lead the blessing before lunch and a will lead a daily prayer.
- The teacher will demonstrate prayer through modeling and hand-over-hand during prayer time.
- The teacher will introduce and demonstrate the importance of God and Jesus in our lives by making the words “God” and “Jesus” very familiar to the children throughout the day (i.e. “God has made you such a good painter!” and “Who loves you? Jesus loves you!”).
- The teacher will introduce a new Bible verse and story monthly.

## Enrichment Curriculum

The teacher will incorporate monthly enrichment units to include:

- Chapel
- Physical Education
- Sign Language

## Supplies Needed:

- ✓ Diapers, wipes, diaper cream (no diaper bag needed)
- ✓ Change of clothes appropriate for weather
- ✓ Blanket to use at nap
- ✓ Appropriate shoes (no crocs or sandals)
- ✓ Teething gel
- ✓ A light weight jacket or sweater to keep at school
- ✓ If your child uses one, a pacifier or favorite item to be kept at school

## Two-Year-Old Program Developmental Goals

### Social/Emotional Outcomes

- Continue to build appropriate play skills with others
  - The teacher will redirect any inappropriate behavior and facilitate participation in shared play.
  - The teacher will provide structured share opportunities for the children to facilitate in the understanding and acceptance of sharing.
- Develop a stronger tolerance and understanding for turn taking and sharing.
- Continue to build self-esteem and self-confidence
  - The teacher will encourage the child to explore new play opportunities.
  - The teacher will recognize and reward every effort attempted by the child.
  - The teacher will continuously deliver positive reinforcement.
- Reinforce and practice greeting and addressing familiar children and adults by name.
- Demonstrate and practice proper manners through teacher modeling and prompting.
- Continue to build self-structure and time on task.
  - The teacher will facilitate independent play/activity by initially providing one-on-one direction.
  - The teacher will continuously make attempts to lengthen the independent play/activity time to approximately 4-7 minutes unless the child chooses to continue the activity.
  - The teacher will gradually provide less one-on-one direction, encouraging independence and self-structure.
- Build participation skills in circle time
- Introduce and practice lining up at the door for organized transitions and staying in line until destination is reached.
- Introduce and practice clean-up skills.
- Introduce and practice playing in centers. (Maximum 3)

### Cognitive Outcomes

- Introduce, practice, and master colors - the teacher will introduce, practice, and focus on mastering pink, black, brown, white, red, orange, yellow, green, blue, and purple.
- Master shapes - the teacher will focus on mastering the circle, square, triangle, star, rectangle, heart, oval, and diamond.
- Introduce and practice counting from one to twenty.
- Master counting from one to ten.
- Introduce number recognition with one through ten.
- Introduce and practice reciting the alphabet through song.
- Introduce letter recognition. (Ex. "Find the letter "S" and what object makes the "S" sound?)
- Introduce the difference between a letter and a number.
- Practice the days of the week through song/say.
- Introduce and practice repeating the names of the months of the year.

- Practice name recognition (verbal and sight).
- Review articles of clothing
  - The teacher will focus on mastering shirt, pants, shoes, socks, hat, coat, and gloves.
- Build appropriate art skills.
- Dramatize and engage in symbolic/imaginative play.
- Review and master naming and identifying parts of the body.
- Introduce imaginative play.
- Introduce and recite the pledge of allegiance through imitation.
- Demonstrate and identify an expression of feelings.
- Distinguish between girl and boy.
- Introduce and practice common opposites.

### Language Outcomes

- Master following one-step instructions and practice following two-step instructions
  - The teacher will provide modeling and redirection when an instruction is not understood.
- Demonstrate the appropriate use of toys (i.e. build a tower instead of putting the blocks in their mouth and/or purposefully turning the pages of a book).
- Build matching and sorting skills with increasing difficulty.

### Physical: Fine Motor Skills Outcomes

- The teacher will introduce and practice the following fine motor skills by modeling and teaching a skill with the use of hand-over-hand when necessary:
  - Pointing
  - Opening and closing hands
  - Wiggling fingers
  - Clasping hands together
  - Rubbing hands together
  - Completing a five-piece puzzle
  - Scribbling with a crayon and model coloring in the lines
  - Painting with a paint brush, stamp, or sponge
  - Building a three (or more) block tower
  - Squeezing, pounding, or pinching play dough
  - Pulling felt pieces off of a felt board and putting back on
  - Drawing vertical and horizontal lines and a circle by imitation
  - Holding coloring and drawing tools properly
  - Nesting objects graduated in size
- Practice and master washing their hands and face with a washcloth.
- Practice wiping their nose independently.
- Continue to demonstrate cooperation with putting on their coat and helps with guiding their arms through each sleeve.
- Practice and master potty training.

- Practice and master independently taking pants on and off while potty training.
- Introduce and practice washing hands at the sink

### Physical: Gross Motor Skills Outcomes

- The teacher will introduce and practice the following gross motor skills by modeling and then guiding child to completion:
  - Clapping hands
  - Waving hello and goodbye
  - Stomping feet
  - Turning around
  - Covering face
  - Knocking on/Opening/Closing door
  - Throwing/Rolling/Catching a ball
  - Running
  - Hold on safely while swinging
  - Scooping sand in a shovel
  - Jumping
  - Standing/Hopping on one foot
  - Jumping over an object
  - Climbing a ladder or play gym rungs
  - Movement with music
  - Walking up three large steps on the playground while holding onto the railing

### Christian Curriculum

- The teacher will provide opportunities for the child to learn Christian songs and stories.
- The teacher will lead the blessing before lunch and will lead a daily prayer.
- The teacher will demonstrate prayer through modeling.
- The teacher will introduce and demonstrate the importance of God and Jesus in our lives by making the words “God” and “Jesus” very familiar to the children throughout the day (i.e. “God has made you such a good painter!” and “Who loves you? Jesus loves you!”).
- The teacher will introduce a new Bible verse, song, and story weekly.
- Participate in Chapel weekly

### Enrichment Curriculum

- The teacher will incorporate optional enrichment units in the curriculum to include:
  - Chapel
  - Physical Education

### Supplies Needed:

- ✓ Diapers and wipes
- ✓ Velcro sided pull-ups
- ✓ 1 complete change of clothes for appropriate weather (more than 1 if potty training)
- ✓ Blanket for nap time

# Pre-school Program for Children Three Years Old

## Developmental Skills Check List

Children in their third year are developing rapidly - physically, mentally, socially, and emotionally. Each of them develops uniquely and at their own pace. We are never interested in comparing children or pushing them to meet goals according to a specific schedule. By the end of this year, it is our goal to have helped them develop skills which will enable them to succeed in any public or private kindergarten. We plan to meet with parents at least twice per year to give you some formal feedback on your child's progress, and, if appropriate, talk with you about your goals and skills that can also be reinforced at home. Please feel free to ask for feedback at other times if you wish.

Child's Name \_\_\_\_\_ Mid-year Conference Date \_\_\_\_\_

Teacher \_\_\_\_\_ End-of-year Conference Date \_\_\_\_\_

B = Beginning    WA = With Assistance    C = Consistently Evident

<b>Skill Area Indicators</b>	<b><u>Jan.</u></b>	<b><u>May</u></b>
<b><u>Social and Emotional Development</u></b>		
Can calm self after strong emotion (with adult help)		
Demonstrates ability to make various choices (different centers, toys, activities)		
Shows curiosity, interest, and enjoyment in activities		
Participates in classroom activities		
Demonstrates simple conflict resolution techniques		
Is aware of classmates (those present, absent, special roles etc.)		
Refrains from disruptive or unsafe behavior		
Identifies and labels own feelings		
Identifies self by gender		
Able to work and play independently, in pairs, in a group		
Follows simple rules and respects authority		
Able to engage in role play		
Demonstrates responsibility for cleaning up personal work or play area		
<b><u>Health and Self Care Skills</u></b>		
Able to identify and communicate personal needs and desires to adults		
Covers mouth and nose while sneezing and coughing		
Feeds self using appropriate eating tools		
Follows appropriate bathroom routine (take turns, wash hands, cleans self)		
Able to take off and put on coat independently		
Distinguishes between edible and inedible objects		
<b><u>Cognitive Development – Language and Literacy Skills</u></b>		
Able to follow simple 2-step directions (pick out a book and sit down)		
Pretends to read		
Handles books carefully		
Turns pages from front to back		
Can sit and listen attentively to stories		
Able to recall details of a story		
Can predict possible outcomes in a story		



Uses illustrations to guess what the text says		
Recognizes first and last name in print		
Demonstrates awareness of calendar concepts (month, day of the week, and year)		
<b><u>Verbal Skills</u></b>		
Able to verbalize full name and age		
Can describe self using basic characteristics		
Repeats simple parts of songs, rhymes, stories, and finger plays		
Answers simple questions with 2-3 word answers		
Can ask 2-3 word question		
Uses 4-6 word sentences		
Speaks and laughs softly		
Uses correct tone and pronunciation		
Uses pronouns correctly ("I," "you," "me," "he," and "she")		
Uses plural form of words correctly		
Uses prepositional words to define the location of an object (up, down, under, over, in , out)		
<b><u>Fine Motor and Pre-Writing Skills</u></b>		
Able to select appropriate tools for task (crayons, markers, pencils)		
Able to hold implements correctly (crayons, markers, pencils)		
Able to hold scissors correctly		
Can trace large shapes		
Introduce copying of simple shapes (circle, triangle, square)		
Can identify 12-18 letters		
Can identify letters in own name		
Able to complete a puzzle of 6-7 pieces or more		
<b><u>Cognitive Development – Pre-Mathematical Skills</u></b>		
Can count aloud from 1- 10      Counts from 1 -		
Demonstrates one-to-one correspondence of items		
Demonstrates grouping objects by color		
Discriminates between "big" and "little"		
Can compare quantities of "more than" and "less than"		
Duplicates a simple pattern		
Identifies an item that does not belong in a particular group		
Identifies the position of first and last		
Demonstrates the concept of "adding one" and "taking one away"		
Recognizes and matches shapes (circle, triangle, square, rectangle, diamond, heart,		
Associates at least 1 measuring device with its purpose (scale, tape measure, growth chart, ruler, clock)		
Introduce time concepts (day, night, early, late)		
Place 3 pictured events in sequential order		

<b><u>Science</u></b>		
Identifies rain, clouds, sun		
Names at least 4 body parts		
Demonstrates awareness of senses (sight, taste, touch, smell, and sound)		
Understands that plants come from seeds		
Identifies 3 out of 4 parts of a plant (stem, roots, leaves, flower)		
Understands objects have weight		
Understands living things need air, water, and food to survive		
<b><u>Gross Motor and Physical Development</u></b>		
Follows basic safety rules outside		
Can walk, run (with reciprocal arms and legs), and march		
Can pump on swing, jump (one leg in front of the other), hop (two legs together)		
Can catch, throw, and kick		
<b><u>Christian Education</u></b>		
Understands and participates in prayer time		
Demonstrates an understanding of praying to God		
Participates actively in Chapel time		
Can sing Chapel songs along with others		
Identifies how God wants us to act toward one another		
Shows basic recall of 1-3 Bible characters or stories		

**Notes:**

# Pre-school Program for Children Four Years Old

## Developmental Skills Checklist

Children in their 3<sup>rd</sup> and 4<sup>th</sup> years are developing rapidly - physically, mentally, socially, and emotionally. Each of them develops uniquely and at their own pace. We are never interested in comparing children or pushing them to meet goals according to a specific schedule. By the end of this year, it is our goal to have helped them develop skills which will enable them to succeed in any public or private kindergarten. We plan to meet with parents at least twice per year to give you some formal feedback on your child's progress, and, if appropriate, talk with you about your goals and skills that can also be reinforced at home. Please feel free to ask for feedback at other times as you wish.

Child's Name \_\_\_\_\_ Mid-year Conference Date \_\_\_\_\_

Teacher \_\_\_\_\_ End-of-year Conference Date \_\_\_\_\_

B = Beginning      WA = With Assistance      C = Consistently Evident

<b>Skill Area Indicators</b>	<b><u>JAN</u></b>	<b><u>MAY</u></b>
<b><u>Social and Emotional Development and Work Habits</u></b>		
Uses coping strategies to manage intense emotions		
Interacts successfully with others in a cooperative group		
Shows affection or concern for others		
Recognizes the needs and desires of others		
Communicates thoughts and feelings through role play		
Engages in more sustained and complex pretend play		
Developing greater self- control		
Increased ability to focus attention		
Willing to try new experiences		
Shows interest in activities (circle time, table time, centers, and small groups)		
Identifies ways people are alike and different		
Listens attentively while others speak		
Demonstrates a willingness to try new and challenging work		
Demonstrates responsibility for cleaning up of personal work area		
Follows classroom routines and procedures (standing in line, staying in centers, transitions, and sitting patiently)		
Completes tasks as directed		
Works without disturbing others		
Accepts and respects authority in school		
Demonstrates awareness of appropriate behavior and the effect of inappropriate behavior on others		
Refrains from disruptive behaviors that are unsafe to others		
Demonstrates problem solving skills while interacting with others		
<b><u>Cognitive Development - Language and Literacy Skills</u></b>		
Demonstrates enjoyment of books and stories and participates actively in reading and story times		
Can identify title, author, and illustrators		
Can listen to stories attentively		
Seeks information from books		
Uses illustrations to guess what the text says		
Recalls and retells facts in a story		
Uses prior knowledge and experience to predict possible outcomes in a story		

Understands and uses left to right concept in all areas		
Can identify rhyming words		
Can identify words with same beginning sounds		
Can follow multiple step directions		
Identifies many to all uppercase & lowercase letters by sight		
Identifies many to all uppercase & lowercase letters by sound		
Demonstrates awareness of calendar concepts (month, day of the week, and year)		
Shares thoughts using pictures, letters, and words		
Demonstrates understanding of how words bring meaning		
Understands that all words can be written		
Reads simple words		
Identifies & groups objects by particular characteristics		
Associates use with common objects (broom-sweeping bed-sleeping, etc.)		
Recites ABC's in order		
Recites phone # and basic address		
Recites parts of songs, rhymes, stories, and finger plays		
Recognizes 10+ sight words		
<b><u>Verbal Skills</u></b>		
Verbalizes full name, age, and birthday (month and day)		
Uses correct tone and pronunciation		
Communicates in complex and compound sentences		
Speaks and laughs softly in class		
Uses pronouns correctly : "I," "you," "me," "he," and "she"		
Names plural form to refer to more than one		
Understands and uses present, past, and future tenses		
Can ask complex questions		
Answers questions in detail and with complete thought		
Can describe self using basic characteristics		
Can use words to describe attributes of an object (color, shape, size)		
Uses positional words to define the location of an object: over, under, above, on,, top, bottom, in front of, in back of, between, next to, before, after, near, far etc.)		
Sings along with class		
Shares personal experiences		
Shares observations and ideas easily in conversation		
<b><u>Fine Motor and Writing Skills</u></b>		
Demonstrates control of brush and paint		
Demonstrates control of crayons, markers, and pencils		
Writes first and last name without assistance		
Demonstrates use of scissors with control		
Creates realistic art using details (example: a car with four wheels, a house with windows, etc.)		
Works a puzzle containing 30 or more pieces		
<b><u>Cognitive Development - Pre-mathematical Skills</u></b>		
Counts aloud from 1- 20          Can count to_____.		

Identifies numerals 1-20		
Can write numerals 1-20		
Identifies ordinal positions first through tenth		
Shows awareness that money is used to buy things and that coins differ in value		
Shows one to one correspondence when counting objects		
Demonstrates the concept of “more than,” “less than,” and “equal to”		
Demonstrates adding and subtracting using objects		
Demonstrates grouping objects by color and shape		
Demonstrates ordering objects by size (largest to smallest / longest to shortest)		
Uses comparative words to describe objects (big, bigger, biggest)		
Describes attributes “big or small”(height, area, volume), “long , tall, short” (length & height), “heavy & light”(weight), “fast & slow” (speed)		
Pairs related items and pictures together (cow with barn)		
Can identify an item which does not belong in a particular group (cat, dog, fish, paper)		
Ability to understand abstract concepts when supported by materials (ice melts into water)		
Duplicates and continues a given pattern		
Creates a pattern		
Recognizes patterns in an environment		
Arranges a six story picture in sequential order		
Demonstrates an understanding of basic measurement tools and concepts		
Shows awareness of time concepts (early, late, day, night, morning, afternoon, evening)		
Can count by 5s up to 50		
Can count by 10s up to 100		
Understands the concept of symmetry		
Understands concept of estimation (near, about, closer to, a little less, a little more)		
Understands terms related to simple graphs		
<b><u>Science</u></b>		
Demonstrates awareness of the different attributes of daily weather & seasons		
Names at least 10 body parts		
Demonstrates accurate sense of touch, taste, smell, and sound		
Understands most plants make seeds for new plants		
Identifies parts of a plant (roots, stem, leaves, flower)		
Understands objects have weight		
Understands that living things need water, air, and food to survive		
Can describe parts of life cycle based on observations		
Participates in planning and implementing of simple scientific investigations		
<b><u>Gross Motor-Physical Development</u></b>		
Follows basic safety rules outside		
Moves with balance and control (hopping, skipping, jumping, etc.)		
Demonstrates coordination to perform complex tasks (walking backward, bouncing ball, pumping swing, etc.)		
Can catch, throw, and kick a ball repeatedly		
<b><u>Health and Self Care Skills</u></b>		

Identifies and communicates personal needs and desires to adults		
Makes independent choices and shows self- reliance		
Covers mouth and nose while sneezing and coughing		
Uses appropriate eating tools		
Demonstrates appropriate table manners		
Follows appropriate bathroom routine (washes hands, takes turns, etc.)		
Performs self care tasks independently: dresses self, puts on coat, takes off coat		
Uses more precise words to communicate continual building of understanding of basic health and safety rules (fire safety, traffic safety, poison control, etc.)		
<b><u>Christian Education</u></b>		
Understands and participates in prayer time		
Participates in and respects time with God (chapel time, grace, Bible stories, songs, etc.)		
Recalls and understands 5 or more Bible stories and their values		
Demonstrates Christian values (i.e. respect for others, kindness, gentleness, forgiveness, helpfulness, sharing, patience, tolerance of differences, etc.)		

Notes: