

Preschool Parent Handbook



**Calumet Christian School and
Central Administrative Office**
Preschool through Eighth Grade
2774 Calumet Street
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Calumet Preschool at Dwell Community Church
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www.calumetchristianschool.org

Calumet Christian School Mission Statement

Calumet Christian School exists to equip students to become spiritually, relationally, and intellectually minded contributors within their classroom and respective local communities.

Calumet Preschool

Calumet's preschool program focuses on the development of the whole child and includes opportunities for the students to improve their social, emotional, spiritual, intellectual and physical skills. We encourage enthusiasm for learning by giving each child an opportunity to explore developmentally appropriate activities.

Research shows that the preschool experience lays the foundation for future academic success. Our preschool curriculum provides the necessary foundation to prepare students for a successful kindergarten experience. In addition to providing the children with short structured learning situations, we prepare preschool children for kindergarten by exposing the students to many opportunities for the development of their math and language skills.

We use the *Core Knowledge Preschool Sequence*, which starts with the premise that children are always "ready to learn," as long as the teacher knows where to start with each child. Preschoolers build new knowledge and skills based on what they have already learned. A specific, explicit sequence of skills and knowledge, such as the *Preschool Sequence*, allows teachers to guide a young child's development in an apprentice-like fashion. Taking into account the child's particular competencies, a teacher can then offer those experiences that most closely match a student's present level, while providing the stepping-stones needed to advance to higher levels of understanding and competence.

We use the *Core Knowledge Assessment Tool* to discern the child's overall development. In addition, classroom observations, parent observations and one-on-one interactions with children all provide valuable information to determine a child's developmental progress. Teachers share this information with parents to facilitate the most positive learning approach for each child. Assessment is an integral part of effective teaching. When conducted properly, it is an on-going process, carried out within the context of the regular classroom routine and daily activities. By using the results obtained through assessment, preschool teachers know where to start instruction with each child and how to proceed. Each child's progress is monitored to ensure that knowledge and skills are being learned.

Our preschool programs are certified by the State of Ohio. We offer two age-specific half-day programs. The 3-year-old program is Tuesday and Thursday mornings. The 4-year-old program is Monday, Wednesday, and Friday mornings. Every preschool student must be 3 or 4 years old by August 1 of the current year and be completely potty-trained (no assistance is required) prior to the start of school.

Each child learns to interact in a classroom environment as well as a small group time with a specific teacher. Small groups allow for closer interaction and a focused time of learning. Each classroom is arranged into learning centers. Many learning opportunities occur as the children rotate through the centers. To provide variety and to expand the child's learning experience, the materials in the learning centers are regularly changed.

As teachers, we know parent communication is very important. Our desire is to work as a team with you to help your child reach their potential. To help facilitate that process we will use the following forms of communication.

- You will receive a monthly newsletter during the first week of the month. This includes monthly themes, reminders, field trips, classroom events and classroom needs.
- Outside each classroom, there is a Parent Information Board. Please refer to the board for information regarding weekly activity plans, snack schedule, a daily schedule and special events and announcements.
- You will receive notes in your child's cubby. If we have a reminder or a short message for you about your child or their small group, we will drop you a note in their cubby.
- Informal conversations at drop off or pick up times are always welcomed.
- There are two parent/teacher conferences during the year.
- Fall observations of your child at school
- Spring developmental and kindergarten-readiness assessments
- Our Student information system (FACTS) is the main source for providing, storing, and editing information about your student. In the Preschool years, you can keep information up to date by changing things like : Home Address, Cell Phone, Emergency Pick up providers etc.
- Parents will find the skills being tracked and monitored during the year, in the "Resource Documents" section of the (FACTS) Family Portal (Core Knowledge Standards Level 1-2).
- This system will be a more robust source of information for you in the Elementary years.

Inspection reports for the preschool program are available in the school office. Parents may file complaints with the administrative staff in the office. Parents of children enrolled in the program are permitted unlimited access to the school during hours of operation.

Rosters are prepared annually of all children in the program and distributed to each parent and not furnished to any person other than a parent.

In this packet, you will find our daily schedule, policies, curriculum by month, an explanation of Small Groups and an explanation of each of our distinctive learning centers. If you have any further questions, please feel free to call either school. We would be glad to help!

Daily Schedules

Calumet North		Calumet Christian School	
Calumet North Class Schedule		CCS Class Schedule	
8:50-9:00	Arrival/Learning Centers	8:20-8:30	Arrival/Learning Centers
9:05-9:25	Circle-time	8:30-9:00	Opening Circle-time
9:25-10:00	Art / Learning Centers	9:00-10:15	Small Groups/Learning Centers
10:00 – 10:30	Restroom / Snack	10:15-10:20	Clean-up
10:30-10:50	Outside Play	10:20-10:40	Bathroom/Snack
10:50-11:30	Creative Play / Small Groups	10:40-11:00	Outside Play
11:30-11:45	Clean-up/Closing Circle Time	11:00-11:15	Closing Circle-time
11:45	Dismissal	11:15	Dismissal

Preschool Curriculum

We use the Core Knowledge Preschool Sequence, which is intended to guide the planning of experiences and activities for preschool children by offering a coherent progression of skills and knowledge in the following areas:

- **Physical Well-Being and Motor Development**
 - Movement and Coordination
 - Physical Attention & Relaxation
 - Gross Motor Skills
 - Eye-Hand & Eye-Foot Coordination
 - Group Games
 - Creative Movement & Expression
- **Social and Emotional Development**
 - Autonomy & Social Skills
 - Sense of Self and Personal Responsibility
 - Working in a Group Setting
- **Approaches to Learning**
 - Work Habits
 - Memory Skills
 - Following Directions
 - Task Persistence & Completion
- **Language**
 - Oral Language
 - Nursery Rhymes, Poems, Finger plays and Songs
 - Storybook Reading & Storytelling
 - Emerging Literacy Skills
- **Knowledge Acquisition and Cognitive Development**
 - Mathematical Reasoning and Number Sense
 - Patterns & Classification
 - Geometry
 - Measurement
 - Numbers & Number Sense
 - Addition & Subtraction with Concrete Objects
 - Money
 - Orientation in Time and Space
 - Time
 - Vocabulary
 - Measures of Time
 - Passage of Time (Past, Present, Future)
 - Space
 - Vocabulary
 - Actual & Represented Space
 - Simple Maps
 - Basic Geographical Concepts

- Scientific Reasoning and the Physical World
 - Human Characteristics, Needs & Development
 - Animal Characteristics, Needs & Development
 - Plant Characteristics, Needs & Growth
 - Physical Elements (Water, Air, Light)
 - Tools
- Music
 - Attention to Differences in Sound
 - Imitate & Produce Sounds
 - Listen & Sing
 - Listen & Move
- Visual Arts
 - Attention to Visual Detail
 - Creating Art (Painting, Printing, Drawing, Collage, Sculpture)
 - Looking at and Talking about Art.

Bible Overview

We have several goals in mind as we teach the Bible to preschoolers. We desire to build a positive understanding of God's character as it is demonstrated through the Scriptures. We strive to build an excitement and hunger through exposure to the Bible. We teach that the Bible is the only true book about God and us. It is reliable and contains no mistakes. Our goal is that by the end of the year the students will understand the connection between the truth about us (our sinful nature), God (His perfection and great love for us) and the one true bible.

God Made Everything

The children will learn about God's attributes through the study of nature and the Bible. They will see that what He created was good and begin to understand why they can trust Him.

God Made People

God made people in His own image; so we can be His friends. The children will learn they can be God's friend if they ask Him.

Our Choices Count

The children will learn that everyone sins and that God gives us the way for forgiveness. They will learn that there are consequences to their choices: both their good and bad choices. The children can choose to accept God's forgiveness and choose to forgive others.

God Sent His Son

The children will learn that God knows everything and in the Bible He tells us before-hand about things that will happen. God's words are true and we can always believe Him.

God Keeps His Promises

The children will learn that God always keeps His promises. They can learn to trust God. God can forgive us through Jesus, like He promises.

God Is Powerful

God is bigger and stronger than anything. The children will learn that they can trust that God is powerful enough to forgive their sins. He will be with them as they choose to obey Him. They will have the courage to tell their friends about Jesus.

He Died and Rose Again

Children will learn that Jesus died and rose again to pay for all sins. We can trust that when we accept His sacrifice, we will be forgiven. They can ask for Jesus' death and resurrection to apply to them.

Heaven

Heaven and hell are real places. Heaven is a place where there is no pain, tears or death. The children will learn that people have a choice of whether or not they want to go and live with God forever.

The Great Commission/Missions

The children will learn that Jesus wants a relationship with them and everyone in the world. They will learn that missionaries carry the news about Jesus to other countries. They will learn that they can spread the "GOOD NEWS".

Monthly Themes

Month	General Theme	Bible Theme
August	This is School	God Made Everything
September	Health, Safety, and Family	God Made People
October	Animals and Insects	Our Choices Count
November	Fall and Thanksgiving	God Keeps His Promises
December	Christmas	God Sent His Son
January	Winter and the Ways We Travel	God is Powerful
February	Occupations and Friends	Jesus & His Miracles
March	Food and Nutrition	Christ Died and Rose Again
April	Plants and Seeds	Heaven
May	End of year	Missions

Small Groups

Preschool Small Groups meet once or twice a week. The preschoolers are divided into 2-4 groups, depending on the number of teachers in their class. The students meet with the same small group teacher for 20 to 30 minutes. Students participate in the same small group for the entire school year.

The goals for the small groups are:

- To learn how to be a member of a group. This includes beginning to be sensitive to and meet the needs of a group, to learn how to communicate more effectively with others and to learn to work as a group to accomplish a task.
- To learn how to build relationships with other members of the group, including the teacher. This additional amount of time in a smaller group helps students develop their relationships.
- To promote more active learning experiences in many areas. Small group provides an opportunity for more focused attention and helps reinforce the concepts introduced in the larger classroom setting.

Learning Centers

Each preschool classroom has a variety of learning centers. The students have the opportunity to explore a wide variety of developmentally appropriate activities. Each learning center provides the students with opportunities for cooperation and social development as they learn to explore these centers together.

Art Center

The art center provides an opportunity for students to explore working with various media. The process of working with the materials is the focus rather than the finished product. There is a daily art activity done at the table guided by the teacher and free painting at the easel. Art supplies are readily accessible to children which allows them to make choices and interact with a variety of materials

Housekeeping/Dramatic Play Center

The housekeeping/dramatic play center presents the student with many opportunities to role-play and explore the adult world through imagination and social interaction.

Block Center

When children build with blocks, they are developing control of the small muscles of fingers and hands as blocks are added to a structure. This area helps students learn to think, plan and develop problem-solving skills.

Manipulative Center

The manipulative center includes puzzles, games, play dough, and tabletop toys. As they work with color and patterns, they have opportunities to develop visual discrimination and memory. Through sequencing and classification games, they are exposed to early math skills. Controlled movements of the fingers and hands enable children to master the muscles necessary for writing.

Writing Center

Crayons, markers, regular and colored pencils, stencils, and stamps can be found throughout the year at the writing center. These implements all serve to help the preschoolers make the connection between oral and written language, enhancing their emerging literacy skills.

Library/Listening Center

Wide varieties of books are available in this center. Early reading readiness skills are developed as they learn that pictures often tell a story and that a story stays the same as it is read repeatedly. Listening, paying attention, sequencing and thinking skills are all being developed as children enjoy a story. They become exposed to new vocabulary words and the style of formal written English as they listen to stories. Exposure to literature at a young age helps prepare students for learning to read in early elementary school.

Science Center

The science center provides valuable opportunities for cause-and-effect learning to take place. It introduces students to the concept of scientific method by providing opportunities for making observations, thinking of possible explanations, trying out possible causes, observing results and drawing conclusions. Class pets, plants and various ongoing learning projects are included in the science center.

Sensory Table Center

In conjunction with the science center, our sensory table offers similar cause-and-effect experiences. Toys, tools, dirt, water, and various other materials help develop an awareness of the physical environment and an understanding of how things feel and work together.

Discipline

In accordance with the Ohio Department of Education Early Childhood Division, we have adopted the following behavior management/discipline policies O.R.C. 3301-37-10.

Constructive, developmentally appropriate child guidance and management techniques are to be used at all times, and shall include such measures as redirection, separation from problem situations, talking with the child about the situation, and praise for appropriate behavior.

- There shall be no cruel, harsh, corporal punishment or any unusual punishments such as, but not limited to, punching, pinching, shaking, and biting.
- No discipline shall be delegated to any other child.
- No physical restraints shall be used to confine a child by any means other than holding a child for a short period of time, such as in a protective hug, so the child may regain control.
- No child shall be placed in a locked room or confined in an enclosed area such as a closet, a box or a similar cubicle.
- No child shall be subjected to profane language, threats, derogatory remarks about himself or his family, or other verbal abuse.
- Discipline shall not be imposed on a child for failure to eat, failure to sleep, or for toileting accidents.
- Techniques of discipline shall not humiliate, shame, or frighten a child.
- Discipline shall not include withholding food, rest, or toilet use.
- Separation, when used as discipline shall be brief in duration and appropriate to the child's age and developmental ability, and the child shall be within sight and hearing of a preschool staff member in a safe, lighted, and well-ventilated space.
- The center shall not abuse or neglect children and shall protect children from abuse and neglect while in attendance in the preschool program.

Calumet Christian School's Anti-Bullying Statement

Calumet Christian School recognizes that all students have the right to a safe, secure academic environment. Everyone in the school community has the right to be free from the threat of harassment, intimidation, or bullying. Students should also feel safe reporting

incidents of bullying to staff members without fear of retaliation. In order to maintain a safe, secure learning and work environment it is essential that members of the Calumet Christian School community adhere to the anti-harassment, anti-intimidation, or anti-bullying policy (see our website).

Statement on Developmental Readiness for Preschool

Preschool is often children's first exposure to an educational classroom environment. Because all children are different, not all students are developmentally ready to navigate the structures and expectations at Calumet Christian Preschool. Potty training is required for all preschool students. We also expect students to demonstrate the ability to exercise basic emotional regulation, follow simple directions, and be in a classroom without significantly threatening the safety or learning experience of others. If a student is not able to demonstrate readiness within these developmental milestones, there may be a discussion between the preschool teachers, parents, preschool director, and/or principal about whether the child should be withdrawn from our preschool program. The school reserves the right to withdraw a student for the above reasons. Sometimes this may simply mean trying preschool again at a later date. Other times a child may need to developmental support or special education beyond what the school is able to provide and a new school that has these resources may be recommended.

Health and Safety Procedures

In accordance with the Ohio Department of Education Early Childhood Division we have adopted the following health and safety policies O.R.C. 3301-37-11B

A child with any of the following signs or symptoms of illness shall be immediately isolated and discharged to his parent or guardian:

- (a) Diarrhea (more than one abnormally loose stool within a twenty-four hour period);
- (b) Severe coughing, causing the child to become red or blue in the face or to make a whooping sound;
- (c) Difficult or rapid breathing;
- (d) Yellowish skin or eyes;
- (e) Conjunctivitis ("pink eye")
- (f) Temperature of one hundred degrees Fahrenheit taken by the auxiliary method when in combination with other signs of illness;
- (g) Untreated infected skin patch(es);
- (h) Unusually dark urine and/or grey or white stool;
- (i) Stiff neck;
- (j) Evidence of lice, scabies or other parasitic infestation.

A child with any of the following signs or symptoms of illness shall be immediately isolated from other children and the parents notified. Decisions regarding whether the child should be discharged immediately or at some other time during the day shall be determined by the

director and the parent or guardian. The child, while isolated at the program, shall be carefully watched for symptoms listed in the above paragraph as well as the following:

- (a) Unusual spots or rashes; (b) Sore throat or difficulty in swallowing;
- (b) Elevated temperature; (d) Vomiting

A child isolated due to suspected communicable disease shall be cared for in a room or portion of a room not being used in the preschool program. He shall be within sight and hearing of an adult at all times.

Medication

Any medication, food supplement, modified diet, or fluoride supplement, that are to be administered at the school, must have written instructions of a licensed physician (or dentist) for each medication, food supplement, modified diet, or fluoride supplement. Forms for authorization and instructions are available in the school office.

All medication, food supplement, modified diet, or fluoride supplement is to be kept in a secure place and administered by the office staff (or school nurse) only.

Each time the medication, food supplement, modified diet, or fluoride supplement is administered a written record or log is made and kept for one year.