

Pine Valley UMC  
Wee Care Preschool  
&  
Kindergarten

STUDENT/PARENT  
HANDBOOK

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Wilmington, NC 28409

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2011-2012

PINE VALLEY UNITED  
METHODIST  
WEE CARE  
PRESCHOOL & KINDERGARTEN  
2011-2012

|                   |        |
|-------------------|--------|
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## Welcome

Welcome to Pine Valley United Methodist Wee Care Preschool and Kindergarten. We are so pleased to have you join us in helping to provide a quality program for young children. Pine Valley Wee Care Preschool and Kindergarten is a non-profit service. This service is self-supporting and does not rely upon the financial support of the church, but is a ministry of Pine Valley United Methodist Church. Enrollment is open to all children who meet prerequisites and health policies, and whose parents acknowledge and have an understanding of and agree to the preschool philosophies, objectives, and policies. An experienced, loving staff has planned age appropriate activities for your child, which will help them learn more about their expanding world and face new challenges with self confidence. We encourage you to participate in this learning process by becoming involved parents. Thank you for letting us share this uniquely special time in your child's life.

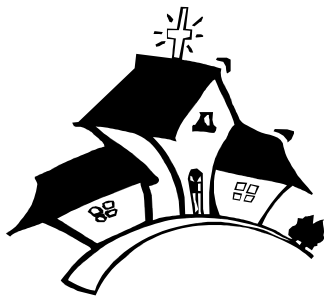
**PLEASE READ THIS HANDBOOK CAREFULLY, AS IT IS FULL OF IMPORTANT INFORMATION FOR YOU AND YOUR CHILD.**

Pine Valley Wee Care Preschool and Kindergarten was established with a central vision of sharing the Word of God with the children of the church and community in a loving, learning, Christian atmosphere. Our goal is to maintain affordability and a small ratio, while working with each child on his or her own developmental level. We strive to provide a structured program, and each child's individual needs are taken into daily consideration. Family structure and interaction is also nurtured. We encourage parental involvement in all aspects of the preschool and kindergarten experience, as well as encouraging opportunities for the parents as well as the students to develop and maintain relationships with each other. It is our prayerful hope that we can make a difference and provide these children and their parents with a wonderful preschool/kindergarten experience, and a strong foundation for further Christian development and growth in their daily lives.



Adopted 1995  
Preschool est. 1994

## CURRICULUM GUIDELINES & PHILOSOPHY



Pine Valley Preschool and Kindergarten emphasizes Christian spiritual development within the community of faith and also facilitates development of intellectual, physical, emotional, and social skills of students.

Spiritual growth is the development of a loving respect for God and the world that God has given us, a sense of trust in life, an experience of the richness of the Christian faith, and an expression of our relationship with God through prayer.

Emotional development supports the identification of and the expression of genuine feelings in an appropriate way. A variety of coping skills may be presented to aid in dealing with strong emotions and to assist the child in developing self-control.

Social skills include the ability to resolve conflicts, to make and keep friends, and to act in a pro-social manner.

Physical development involves building age appropriate motor skills in a safe but challenging environment.

Intellectual development includes growth in language competence, memory skills, reasoning ability, and general experience with the nature of physical objects in the everyday world.

Clear, consistent, fair, and developmentally valid limits are essential to the creation of an atmosphere of order and security. Students will be encouraged to exercise judgment, to make suitable choices, and to become responsible for their own actions.

## CURRICULUM OBJECTIVES

### **A. SPIRITUAL DEVELOPMENT**

- Use and explanation of words intrinsic to Christianity and the church
- References to God and Jesus in routine activities and events
- Learning songs and Bible verses
- Praying, including the Lord's Prayer and meal blessings
- Chapel, stories, and discussion

### **B. EMOTIONAL DEVELOPMENT**

- Class, small group, and one-to-one discussion
- Dramatic play, stories, and playground activities
- Working alone, and in small or large groups
- Opportunities to determine own activities

### **C. SOCIAL DEVELOPMENT**

- Dramatic play, stories, and playground / gym activities
- Learning appropriate classroom behavior
- Working with the teacher and in small or large groups
- Multi-cultural activities and experiences, including kinds of families
- Historical events

### **D. PHYSICAL DEVELOPMENT**

- Small motor skills including tracing, cutting with scissors, spreading with spatulas, drawing with crayons, pencils and markers, manipulating small items with fingers, and creating objects with clay or play dough.
- Large motor skills such as hopping, skipping, jumping, running, climbing, walking a line or balance beam, throwing and catching balls, marching, dancing, and rhythmic activities.

### **E. INTELLECTUAL DEVELOPMENT**

- Development of language for conversation with adults and other children, new vocabulary, reinforcements of correct sentence structure, tense and pronouns, and telling of stories or relating experiences and ideas.
- Reasoning tasks such as classification, putting things in order, understanding time and number concepts, and fitting things together.
- General experiences of the world including science, art, music and nature.

### **F. CREATIVE DEVELOPMENT**

- Imaginative or dramatic play
- Creative thinking and problem solving
- Music, dance, and art activities

### **G. PATRIOTIC DEVELOPMENT**

- Celebration of patriotic holidays and observances
- Stories, songs, and discussions
- Appreciating the flag

## What is the Preschool Child Ready to Learn?

Preschool children are ready to learn many skills. The curriculum must be relevant to their needs and prepare them for future success in school. The experience offered to young children should help increase the skills of problem solving, thinking, reasoning and creating. Preschool children need opportunities for growth and stimulation in all areas of development.

Preschool children must continue to develop control of their bodies and therefore must be encouraged to participate in numerous activities that promote gross and fine motor coordination. Their auditory and visual perception skills also need attention. This age is ready for increased socialization, and the need to obtain a greater awareness of themselves as individuals and as members of society.

Young children are naturally inquisitive and eager to explore, create and learn. They should be offered abundant opportunities to interact naturally with their environment. Through preschool, children can be taught to memorize information such as alphabet letters and sight words, this information will not be meaningful if simply learned through rote drill. Reciting rote responses does not reflect real understanding of the information. For a child to fully comprehend a concept, the information must be meaningful in the context of the child's experience and development. When learning is relevant to the young child, not only is comprehension improved, but motivation to learn is greater.

Preschoolers cannot be "taught" in the traditional sense of the word. They can be stimulated, guided, and encouraged in carefully planned activities that allow them to develop at their own optimum rate. An early childhood educator can provide and arrange for these experiences but must not thrust solutions to problems on the children. They must be allowed to discover the answers for themselves through experimentation and investigation. Information must be learned in a meaningful context to enable full understanding by the young child. The teacher provides the props, experiences and interactions. The children use all five senses to interact with the objects, people and events that are presented.

## WEE CARE PRESCHOOL & KINDERGARTEN Program Goals

- Make each child aware that they are loved unconditionally by God and us.
- Make each child aware of God's world around them.
- Encourage Christian action towards others.
- Encourage an ongoing awareness of the need to take care of our surroundings and environment.
- Make each child's experience a positive one.
- Encourage positive feelings about self, school, and the environment.
- Stimulate each child's thought process to bring greater understanding, awareness, and curiosity.
- Provide an environment and activities that promote optimum physical development.
- Provide a classroom and program that meets the needs of each child.
- Encourage sharing and identify feelings that they may have.
- Encourage independent as well as group play.
- Provide opportunities for creative and artistic expression through music, language, art, and play.
- Increase each child's attention span
- Help each child recognize the rights, feelings and property of others.
- Aid each child to adapt to change and new situations.
- Encourage each child to solve problems independently.
- Develop the ability to think logically and make associations.
- Increase each child's awareness of the relationship of his/her body and other objects in their environment.
- Encourage independence in tending to personal needs.
- Encourage safe practices in and out of school.
- Provide many different medias for creative expression.
- Expose each child to different types of music.
- Provide experiences with books, and encourage the love of reading.
- Foster frequent communication between parents and teachers about their child's overall development and progress.
- Maintain and open ear, mind and heart in all situations.



Pine Valley Wee Care is a developmental center that emphasizes the stages of development. We teach concepts, and strengthen all stages through play. The following is a poem that illustrates the concept of learning through PLAY.

**PLAY TODAY?**

You say you love your children?  
Are you concerned they learn today?  
So am I – That’s why I’m providing  
A variety of kinds of play.

You’re asking me the value  
Of blocks and other such play?  
Your children were solving problems,  
They will use that skill everyday.

You’re asking what the values is  
Of having your children play?  
Your daughter’s creating a tower;  
She may be a builder someday.

You’re saying you don’t want your son  
To play in that “sissy” way?  
He’s learning to cuddle a doll;  
He may be a father someday.

You’re questioning the interest centers-  
They just look like useless play?  
Your children are making colors  
They’ll be on their own someday.

You’re worried your children aren’t learning;  
And later they’ll have to pay?  
They’re learning a pattern for learning  
For they’ll be learners always.

UNKNOWN AUTHOR

**ADMISSION AGE AND CLASS PLACEMENT POLICY**

Children will be enrolled based on their age as of August 31 of the current school year. This cut off is consistent with the public school placement law. To enroll in the Wee Care program; children must be between the ages of 1 and 6, as of Aug. 31, of the current year.

**TUITION, FEES AND SCHEDULE**

**REGISTRATION FEE:** \$80 per child (non refundable) to be paid at the time of registration. Each additional child - \$55.00.  
**\$ 155 per 1 year old, per month – 2 days/week**  
**TUITION:** \$ 150 per child, per month - 2 day / week  
\$ 170 per child, per month - 3 day / week  
\$ 205 per child, per month – 5 day / week  
\$ 235 per child, per month – Kindergarten program

**TUITION IS TO PAID TO THE DIRECTOR ON THE FIRST OR BY THE DATE PUBLISHED IN THE NEWSLETTER. If payments are not received by the published date due, a late fee of \$25 will be charged. Likewise, \$25 will be assessed when the bank returns a check. Tuition for the Kindergarten class must be paid before the end of the current school year to hold a placement. This is nonrefundable. A month’s tuition is requested at the start of school. This will be applied as May’s tuition, unless the student withdraws. In this case, the advanced tuition will be non-refundable.** Tuition is not based on attendance; therefore, no reduction can be made for holidays, vacations, or time missed by a student. In case of an extended absence for any reason, tuition must be paid if the child’s place is to be held. Notice of withdrawal from the program should be given as soon as it is known. Tuition paid for the month of withdrawal is not refundable. **PLEASE CONSIDER CANCELLED CHECKS YOUR RECEIPT.**

**SCHEDULE:**

KINDERGARTEN CLASS HOURS: 8:30am – 1:00pm (doors open at 8:20).  
PRESCHOOL CLASS HOURS: 9:00am – 12:00pm (doors open at 8:55)

Optional **Lunch Bunch** Mon. Tues., Thurs., Fri.--12:00-1:00. \$5 daily (**students MUST be potty trained to attend**). **Early Birds** 8:15-9:55-Everyday-\$5 daily. **You will be billed at the end of the month for LB and EB days attended.**

**CLASSROOM OPTIONS**

|                     |                    |
|---------------------|--------------------|
| Tues. Thurs.        | 2 day - 1 year old |
| Tues. Thurs.        | 2 day – 2 year old |
| Mon., Wed., Fri.    | 3 day – 2 year old |
|                     |                    |
| Tues. Thurs..       | 2 day – 3 year old |
| Mon., Wed., Fri..   | 3 day – 3 year old |
| Mon.-Fri.           | 5 day – 3 year old |
|                     |                    |
| Tues., Wed., Thurs. | 3 day - 4 year old |
| Mon-Fri.            | 5 day – 4 year old |
|                     |                    |
| Mon-Fri             | Kindergarten       |

**A LATE FEE** will be assessed if your child is not picked up by 12:05 as follows: A Lunch Bunch Fee of \$5 If it is not a Lunch Bunch Day, a \$5 assessment will still be applied, if a parent has not made arrangements ahead, does not call, or late pick up is a habit.

**LATE FEES WILL BE COLLECTED AT THE TIME THE PARENTS PICK UP THEIR CHILD. PLEASE NOTE: FOR INSURANCE PURPOSES WE MUST OPERATE FOR LESS THAN 4 HOURS DAILY. THIS PENALTY IS IMPOSED TO PREVENT THE INSURANCE INFRACTION.**

## MEDICATION, FIRST AID, HEALTH AND SAFETY



If it becomes necessary for a student to take any form of medication at school, the parents must have a **MEDICAL AUTHORIZATION FORM** completed by the doctor and on file in the office. In such a case, medication must be sent in a properly labeled bottle labeled with the child's name. The school absolutely **WILL NOT** give any type of non-prescription or over the counter medication without doctor authorization. Emergency first aid will be administered according to approved procedure. No topical ointments will be applied to cuts. In the event that your child has a minor injury, the area will be washed with soap and water, and a Band aid applied. If necessary, ice will be applied after washing the area, (with a barrier between the ice and skin provided). In server cases, school personnel will call EMS assistance if the parents cannot be reached.

In an immediate emergency, EMS will be call prior to the parents.

- Information about substances that your child is allergic to should be in writing on your child's EMERGENCY MEDICAL FORM. Please report any changes or additions in writing.
- If students need to be excused from normal activity, the director must have the information in writing. They will be placed outside on a bench during outside play, or in a chair in the gym during inside play. We cannot keep students inside with cold symptoms, and no students will remain away from the class during playtime, as all staff is needed to supervise.
- Children must be check into their classroom by an authorized person (i.e. parent or other adult on the child's information form). Changes at home often affect a child's behavior at school. Please share with us at drop off any information which will make us more sensitive to your child's needs. Strict confidentiality will be maintained.
- No child will be released to an unauthorized person. If someone other than a person on the pick up authorization list is picking up your child, the director or teacher may ask the designated person to provide personal identification. If no notification is given about a change in the person picking up, then the parents will be called to give verbal permission. This also pertains to a child going home with a classmate after school or Lunch Bunch.

- If your child is going to be absent, please call the preschool office and let us know.
- Please keep your child home if they are behaving in a symptomatic way. (i.e. lethargic or irritable), or have a yellow-green discharge from the nose. They should have been fever free for 12 to 24 hours before returning to school. (see pages 11-12)
- Keep your child at home if they have a fresh cold, sore throat, earache, diarrhea, fever, nausea, vomiting, or pink eyes with discharge. Check with your physician before sending them to school with an unidentified rash. (see pages 11-12)
- Please notify the school if your child has an infectious illness such as chicken pox, conjunctivitis (pink eye), hepatitis, meningitis, head lice, rubella, pin worm, etc. The school will notify you when your child has been exposed to a communicable disease. (see pages 11-12)
- Please pick up your child early if requested. Should they show symptoms of illness during class time we will do all we can to make them comfortable and will keep them isolated. We will contact you, or call the emergency number you have given.
- Please update ALL forms so we may maintain our files.
- By the first day of attendance at Wee Care, all children must have a physical examination and have received all of the immunizations requested for their age. Copies of a physician's statement, immunizations, and birth certificate or Social Security # must be on file for all children.
- In case of an injury that results in a child using a wheel chair or crutches, the child will be provided the use of the CLC elevator for all activities that take place upstairs.

**WHEN YOU SHOULD KEEP YOUR CHILD HOME**

(use as guidelines-see a doctor for any abnormal situations)

**IF YOUR CHILD HAS:**

**HE/SHE SHOULD  
REMAIN HOME  
UNTIL:**

Chicken Pox (rash or pimple like eruption on body and face, base or pimple red with raised yellow blister on top, headache, fever.

All lesions have crusted over.

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Diarrhea- (more than 1 runny bowl movement).

He/She is without diarrhea for 24 hours.

\*\*\*\*\*

Fever- (over 101 rectally, 100 orally)

He/She has been fever free for 24 hours.

\*\*\*\*\*

Head Lice (small white-grayish rice like particles on head or eyelids)

He/She has had 24 hours of effective treatment

\*\*\*\*\*

Hepatitis (Type A)- fever, stomach upset, lack of appetite, nausea, followed within a few days by jaundice.

He/She has a note from a doctor indicating that they are no longer contagious.

\*\*\*\*\*

Nasal Discharge suggesting infection (yellow, green, or smelly discharge).

The discharge is absent or has turned clear.

\*\*\*\*\*

Pink Eye (Conjunctivitis) discharge from eye, eyes bloodshot, Itchy or burning

He/She has no drainage from eyes-see doctor for medication.

\*\*\*\*\*

Ringworm (Tinia) round patches of scaly skin, most commonly nickel size.

He/She has had 24 hours of effective treatment.

**IF YOUR CHILD HAS:**

**HE/SHE SHOULD  
REMAIN HOME  
UNTIL:**

Fifth Disease -rash on cheeks, (like they had been slapped), arms, legs, trunk, hands and feet.

The contagious stage of Fifth Disease is before the rash appears.

Rash may appear and reappear often within a few hours. It may appear Web-like or flat red. Rash fades completely within one week. Fever, headache and stomach symptoms may occur.

\*\*\*\*\*

Rubella (Red Measles) appearance of a bad cold getting worse, eyes red and watery. Hard dry cough. rash doesn't appear until 4<sup>th</sup> day. Fever may continue to get higher.

5 days after appearance of the rash.

\*\*\*\*\*

Rubella (German Measles)-No cold symptoms, slight sore throat with rash similar to Rubella. Fever usually. Rash may cover body first day. Swollen tender glands on back of skull behind ears.

7 days after appearance of the rash.

\*\*\*\*\*

Strep Throat -sore throat, vomiting fever, headache. Rash may appear on second day (red sand papery blotchy rash on trunk), usually accompanied by red cheeks.

He/She has had 48 hours of appropriate antibiotics.

\*\*\*\*\*

Impetigo Contagious-scabs or crusts partly honey colored, begins with a pimple with a yellowish or white blister on top most often on the face.

48 hours following initial treatment

\*\*\*\*\*

Vomiting

He/She has been on solid food for 24 hours without vomiting.

## PERSONAL ITEMS FOR STUDENTS



- Please do not send your child to school with toys and other items that are of special value to them or that are truly valuable or breakable. If your child has something to share with the class that is important to a unit studied, please discuss with the teacher the possibility of bringing it on a suitable day. Toys brought to school will be placed in the cubbies or book bags or be sent home with the parent upon arrival.
- Comfort toys such as bears, blankets and so forth, may be brought but only **IF NEEDED. PLEASE HAVE YOUR CHILD'S NAME ON ALL THEIR BELONGS. We will work towards placing them in your child's book bag or cubbie when they are comfortable.**
- All removable articles of clothing must be labeled, especially items used for outside play (coats, hat, mittens). Make clothing as simple as possible so that the child can remove and put on all clothing without help. Your child will be happiest wearing comfortable play clothes and shoes. **Sneakers or other secure shoes are preferable** to slick bottom shoes such as jellies, sandals, Crocs, and boots. (which are unsafe on playground equipment). **NO SANDALS OR OPEN TOED SHOES, PLEASE!!!**
- In your child's book bag, please place a complete change of clothes, for emergencies. Even older children occasionally spill water or juice on themselves. Please replace these clothes as the seasons and your child's size changes. Wet or soiled items will be placed in a bag and sent home, so please check for these items.

## SCHOOL FUND RAISERS

Throughout the school year we will be hosting events, or providing services that will help to raise needed supply money, or earn free books and/or toys. We hope you will take advantage of these things, as well as help the school. Such events will be:

1. Scholastic Book Orders (we earn free books to be used in the classrooms).
2. School pictures (money earned will be used for the purchase of Ellison dies)
3. Harris Teeter "Together in Education" link up. **Our # is 4704.**

## SNACKS

We request that the parents provide all snacks for their child's class, on a rotational basis. Throughout the year, the classroom teacher will assign individual weeks. Special preference will be given to birthday children for the week of their birthday. **We encourage you to include your child in the planning and preparation of snacks.** Your child may be given an opportunity to help with serving, or be recognized as providing the snack to be shared with his/her friends. **Please bring nutritious snacks.** The school will provide cups and napkins and WATER!. PLEASE do not bring in juice unless asked to

If your child's class has been labeled a NO PEANUT or NO TREE NUT ZONE class, please check with the teacher before providing any snacks. In addition, check packaging, and please let the teachers know of your ingredients if you have brought in a homemade snack. **NO FOODS WITH PEANUTS or TREE NUTS will be allowed in a No Peanut or Tree Nut Zone room for Lunch Bunch or snack.**

## SNACK FOOD IDEAS

**Wholesome snack foods may include the following:**

Vegetable portions  
Fruit slices or wedges  
Saltines with cheese cubes  
Graham crackers  
Peanut butter-only in appropriate rooms  
Meat slices  
Cheese toast  
Frozen fruit pops  
Melon cubes

**Snacks to avoid with children 3 and under include:**

Hot dogs  
Popcorn  
Whole nuts, seeds  
Raw celery  
High sodium snacks  
Whole grapes (cut them in half)



## HOLIDAYS

We often bring into holiday celebrations traditions we learned as children. It's important to remember that preschool and kindergarten age children are literal minded and take everything you say or present at face value. The following are general guidelines we at Wee Care follow during the various holidays and celebrations.



### HALLOWEEN

Because of the controversial content of this "holiday", no attention is given to Halloween as a time for ghosts, witches, devils, but instead we take this as an opportunity to celebrate Fall, and all the gifts God provides us with this season. Classrooms are decorated with friendly jack-o-lanterns, pumpkins, fall leaves, candy corn, and non-offensive items that the children may see in their own homes and the community. We do not dress in costumes, as this activity may scare some children. In 1997, Wee Care started an in-house Fall Hoe Down to help celebrate the Fall/Halloween season. Age appropriate activities are set up for all classes to participate in. This event has become an event that both students and parents look forward to. It is also an event that we depend on parents to help run, as volunteers.

### THANKSGIVING

Thanksgiving is viewed as a special time to thank God. We begin to introduce the American idea of Pilgrims and Indians, but are aware that this concept can be confusing to the very young classes. Emphasis is given to the understanding that we give thanks to God at all times, but this is a special time to give additional thanks. Each class handles their celebration in different ways, with the focus being on giving thanks, feasting with friends, and sharing (Indians and Pilgrims shared). 4's, Kindergarten classes and their families share in a group feast with the classes sharing class songs, and presentations prior to the holiday.



### CHRISTMAS

Christmas is a time we rejoice in the birth of Jesus. At Wee Care we talk about this as being "Jesus' birthday, and will celebrate with a birthday party for the baby Jesus. We will make Christmas decorations that will decorate our school tree, and later be sent home to adorn the children's own trees. In addition some classes may start introducing the idea of Advent (the four weeks of preparation before Christmas), by making countdown Advent calendars. We read Christmas books and introduce the Christian concepts of Jesus being sent by God, his being God's Christmas gift to us, and God sending us his love, the gift of Jesus.

## VALENTINES

Valentine's Day is a fun celebration that allows us all to take time to tell each other that we are glad we are friends. Valentines are exchanged, and lessons about mail and postal helpers are studied. Parties are handled in each classroom.



### EASTER

Easter is a time to think about the sacrifice our Lord made for us on the cross. Our preschool and kindergarteners cannot understand the abstract meaning of Jesus' death, burial and resurrection. Because of the abstracts that are a part of this celebration, Wee Care focuses on the "New Life" that God demonstrates each spring as the trees bud, flowers bloom, and birds build nests and lay eggs, etc. Easter is a happy time because Jesus loves us. Our inclusion to new life will be rabbits, colored eggs, butterflies, etc. In addition, we will embrace the tradition of the Easter basket and egg hunt within the classroom celebration.

### MOTHER'S DAY / FATHER'S DAY

Because of circumstances beyond their control, many students are being raised in single-family homes. Mother's Day and Father's Day can be stressful for all involved. Being aware of each child's situation, we plan activities that will not be offensive to the child or the parent. As a standard, we have a "Ladies' Tea," around May. This encompasses Mother's Day, but is not a Mother's Day celebration. Instead we call it a "Ladies' Tea", and invite all special ladies in the child's life to attend the tea, with that child. Special projects will be made for multiple mothers, and we try to avoid labels of Mother's Day on them.

Father's Day is handled in a similar way. We have a "Buddy Night", which encompasses any and all special male figures in that child's life to come to the school on a designated night. There, they participate with their child in activities that the classroom teacher knows to be fun for the majority of his/her class. The child and the adult then interact in a memorable evening. In both instances, we urge any and all adults to participate in helping make these children feel important and loved.

### BIRTHDAYS

Each child's birthday is a celebration. No party invitations will be handed out or placed in book bags unless there is one for every child. Please phone or mail those invited if the entire class is not included. We ask children that choose not to be inclusive, to refrain from talking about the party and plans in the class, and for parents to use this as a teaching opportunity. Parents are invited to provide a special snack in coordination with the teacher, as a celebration. The birthday child will be sung to and special recognition given to him/her, as the teacher provides (i.e. birthday crown, card...). No favors or gifts for birthdays, PLEASE!

## VISITATION, VOLUNTEERING & CONFERENCES

Classroom visits by parents are always welcome. We also welcome parent volunteers, but encourage you not to do so in your child's class. There will be opportunities to volunteer for activities throughout the school, to include accompanying older classes on field trips. The kindergarten program may utilize parents in their daily activities. The teacher's first responsibility is to the children in his/her class; therefore, there will be no conferences while classes are in session, unless a substitute is arranged for. Conference schedules-if requested, will be arranged between teachers and parents at mutually convenient times.

## ASSUMPTIONS

- Responsibility for the nature and quality of the environment in which the child develops belongs to the parents. Wee Care aims to assist and support in the child's growth and development without relieving the parents of their responsibility.
- Each child is an individual with their own personal potential and temperament, and is at their own level of development at any given area. We will encourage a child to learn skills and ideas when they are ready.
- The total development of the individual child at a given age is valuable in and of itself, without exception of accelerating growth and maturity.
- Wee Care recognizes the major significance of the development of self-esteem in your children, and strongly supports parents in their endeavors to achieve this end. The child derives a sense of self worth by virtue of what they can do. We will further this by providing opportunities to be successful.
- Young children have an inherent capability and desire to learn a great deal, especially when they are within an environment designed to foster this great learning capacity.
- The BEST way to achieve DEVELOPMENTAL milestones is through PLAY, and exposure to concepts through this mean..
- The acquisition of complex skills and ability depends on more than the processes of Attention, Retention, Motor Reproduction and Motivation. It also requires 1. The child's sense of self-efficiency (I CAN DO) 2. A child's ability at self-regulation (self discipline or ability to control themselves).

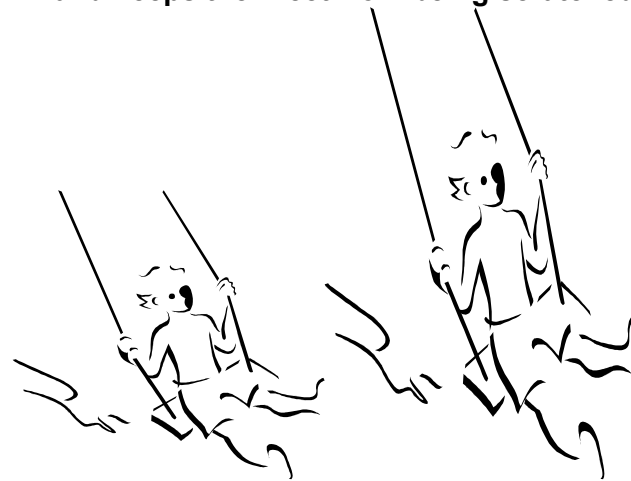


## GUIDELINES FOR THE PLAYGROUND

(Please review these with your child, and follow them when using the church's playground)

**DO NOT:** 1. Enter the playground during school hours 9:00-1:00 2. Go thru the classrooms for pick-up.  
**DO:...** Pick up Lunch Bunch students from the gate or outside the gym, after you pick up their book bags.

1. **We sit in swings, no standing We climb up the ladder And slide down the slide. Children slide down feet first on their bottoms or tummies. No climbing up the slide. .**
2. **The fence is for protection, not for climbing on.**
3. **Sand is not to be thrown. Replace the cover on the sandbox, after play**
4. **The swing area is for swinging. Playing in the sand is to be done in the areas designed for sand play.**
5. **Sneakers are the shoe of choice out on the playground. This keeps the students from slipping on the equipment, and keeps their feet from being scratched up during play.**





## BEHAVIOR MANAGEMENT

The staff at Wee Care takes a positive, loving approach to behavior management. Our first approach in any situation is to try and divert and angry or aggressive child's attention onto another activity. If a child is upset and needs to regain

self-control, we provide a quiet place in the classroom for a retreat, or place the child in the office for closer supervision as the child calms down. Watching other children behave in an appropriate manner is an effective learning tool. The teacher will calmly talk with the child who has chosen an inappropriate behavior, and they encourage the use of words, encouraging each child to "tell him/her what you want, how you feel..." The director and parents are called if the teacher feels that it is necessary. We believe it is important to work cooperatively with parents in helping their children learn to manage their own behavior. We DO NOT use spanking, degrading remarks, or threats. We want to reward/praise what is positive and divert what is negative. Please see look a the copy of our Discipline and Behavior Policy-page 20.

### WHEN A CHILD IS BITTEN

Though we try to keep biting from happening, it can be a common occurrence during the preschool years. It is most commonly associated with the younger classes, because it is believed that this age can't verbally express themselves, they feel frustrated, their gums hurt from teething, and it feels good to bite, or they have experience biting as a quick resolution to a tug-of-war over a precious toy. If a biting occurs, the teacher removes the biter from the group, cleans the wound area with soap and water, and attention (TLC) is given to the child that is bitten. If further action is necessary, ice is applied to the wound, with a barrier between the ice and the skin. An incident report (BOO BOO REPORT), is written and a copy is given to the parents of the children involved.

If this situation becomes chronic and all attempts made to keep this from happening fail, then parents are called in and the situation is handled on an individual basis.

## **WEE CARE PRESCHOOL & KINDERGARTEN DISCIPLINE & BEHAVIOR MANAGEMENT POLICY**

Praise and positive reinforcement are effective methods of the behavior management of children. When children receive positive, non-violent, and understanding interactions from adults and others, they develop good self-concepts, problem solving abilities, and self-discipline. Based on this belief of how children learn and develop values, this facility will practice the follow discipline and behavior management policy:

### **WE DO:**

1. praise, reward, and encourage
2. talk with and set limits
3. model appropriate behavior
4. modify the classroom environment to attempt to prevent problems before they occur.
5. listen to children
6. provide alternatives for appropriate behavior for the children.
7. provide the children with natural and logical consequences for their behavior.
8. treat the children as people and respect their needs, desires, and feelings.
9. ignore minor misbehaviors.
10. explain things to children on their level.
11. use short supervised periods of "time-out" ("Time-out" is short supervised period of time away from the situation.)
12. try and stay consistent in our behavior management program.

### **WE DO NOT:**

1. spank, shake, bite, pinch, push, pull, slap, or otherwise physically punish, children
2. make fun of, yell at, threaten, make sarcastic remarks about, use profanity, or otherwise verbally abuse
3. shame or punish children when bathroom accidents occur
4. deny food or rest as punishment.
5. relate discipline to eating or resting.
6. leave children alone, unattended, or unsupervised.
7. place the children in locked rooms, closets, or boxes as punishment.
8. allow discipline of children by other children.
9. criticize, make fun of, or otherwise belittle children's parents, families, or ethnic group.

## TIPS FOR HAPPY SCHOOL DAYS



- Talk about school in a positive way, such as naming specific activities for your child to look forward to.
- Do not let older children frighten younger children about “mean teachers” and “hard homework.”
- It’s okay to tell your child that you will miss them, but also tell them you are glad to have a fun place to take them to where they can make friends, learn to color, sing, hear stories, etc.
- Meet the teachers before the first day, if possible. **Class orientation is a great time for this.** Use his/her name frequently so that your child becomes familiar with it.
- Plan your schedule so that your child can be rested, unhurried, and relaxed on the first day.
- Expect your child to go to school happy and to have a good time. Your own insecurity will be sensed quickly.
- Arrange to play with classmates, both before the first day (if you already know them), and throughout the school year.
- Provide a nutritious breakfast on the first day, and every other day. Snack is mid morning, and breakfast fuels their bodies for an active start to the day.
- Arrange play dates with class mates once school starts, or even better, before school starts.

## PATIENCE PLEASE, CHILDREN ARE DEVELOPING

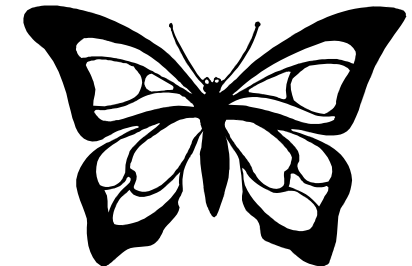
“I remember on morning when I discovered a cocoon in the bark of a tree, just as a butterfly was making a hole in its case, and preparing to come out. I waited a while, but it was too long appearing and I was impatient. I bent over it and breathed on it to warm it. I warmed is a quickly as I could and the miracle began to happen before my eyes, faster than life. The case opened, the butterfly started slowly crawling out and I shall never forget my horror when I saw how its wings were folded back and crumpled; the wretched butterfly tried with its whole trembling body to unfold them. Bending over it, I tried to help it with my breath. In vain,

It needed to be hatched out patiently and the unfolding of the wings should be a gradual process in the sun. Now it was too late. My breath had forced the butterfly to appear, all crumpled before its time. It struggled desperately and, a few seconds later, died in the palm of my hand.

That little body is, I do believe, the greatest weight I have on my conscience. For I realize that it is a mortal sin to violate the great laws of nature. We should not hurry, we should not be impatient, but we should confidently obey the eternal rhythm.”

Zorba the Greek by Kazantzakis

## REMEMBER THE BUTTERFLY



## 10 SIGNS OF A GREAT PRESCHOOL



From the National Association for the Education of Young Children 1996  
If your child is between the ages of 3 and 6 and attends a childcare center, preschool, or kindergarten program, the NAEYC suggests you look for these 10 signs to make sure your child is in a good classroom.

1. Children spend most of their time playing and working with materials or other children. They do not wander aimlessly, and they are not expected to sit quietly for long periods of time.
2. Children have access to various activities throughout the day. Look for assorted building blocks and other construction materials, props for pretend play; picture books, paints and other art materials, and table toys such as matching games, pegboards, and puzzles. Children should not all be doing the same thing at the same time.
3. Teachers work with individual children, small groups, and the whole group at different times during the day. They do not spend all their time with the whole group.
4. The classroom is decorated with children's original artwork, and if age appropriate, their own writing with invented spelling and stories dictated by children to teachers.
5. Children learn numbers and the alphabet in the context of their everyday experiences. The natural world of plants and animals and meaningful activities like cooking, taking attendance, or serving snack provide the basis for learning activities.
6. Children work on projects and have long periods of time (at least one hour) to play and explore. Worksheets are used little if at all.
7. Children have an opportunity to play outside or in the gym every day. Outdoor play is never sacrificed for more instructional time.
8. Teachers read books to children individually or in small groups throughout the day, not just at group story time.
9. Curriculum is adapted for those who are ahead as well as those who need additional help. Teachers recognize that children's different backgrounds and experiences mean that they do not learn the same things at the same time in the same way.
10. Children and their parents look forward to school. Parents feel secure about sending their child to the program. Children are happy to attend: they do not cry regularly or complain of feeling sick.

## WHY READ TO YOUR CHILD or HAVE THEM READ TO YOU OUTLOUD ?



Your child learns new information and makes new connections in his/her brain every time they read. The more connections we have in our brains the easier it is to learn and retain new information.  
**IMPORTANT NOTE:** Although your child is learning to read and may be able to read to themselves, it's always great to read to them also! They are NEVER too old to be read to!

- Every subject including math requires being able to read. The main thing you can do to help your child continue improving their reading skills is to read with them.
- Have your child read books to you and you read to him/her. To improve comprehension skills, ask them questions about the story such as, "How do you think the (main character) feels? What was the problem? How did they solve the problem? Why do you think the author wrote this story? What can we learn from this story?" etc.
- It's ok to read the same book more than once, or over and over if your child likes it. Reading the same book over and over helps build fluency and comprehension.
- Be sure your child is reading books on a level they can enjoy. If your child is spending most of their time trying to decode words, their brain is working so hard on decoding that they are not gaining meaning and will not enjoy the story.

Always keep in mind that we read for pleasure and to gain knowledge.

~~~~~  
"WHY CAN'T I SKIP MY 20 MINUTES OF READING TONIGHT TO MY CHILD?"

LET'S FIGURE IT OUT --- MATHEMATICALLY!

Student A reads 20 minutes five nights of every week;

Student B reads only 4 minutes a night...or not at all!

Step 1: Multiply minutes a night x 5 times each week.

Student A reads 20 min. x 5 times a week = 100 mins./week

Student B reads 4 minutes x 5 times a week = 20 minutes

Step 2: Multiply minutes a week x 4 weeks each month.

Student A reads 400 minutes a month.

Student B reads 80 minutes a month.

Step 3: Multiply minutes a month x 9 months/school year

Student A reads 3600 min. in a school year.

Student B reads 720 min. in a school year.

Student A practices reading the equivalent of ten whole school days a year.

Student B gets the equivalent of only two school days of reading practice.

By the end of 6th grade if Student A and Student B maintain these same reading habits,

Student A will have read the equivalent of 60 whole school days

Student B will have read the equivalent of only 12 school days.

One would expect the gap of information retained will have widened considerably and so, undoubtedly, will school performance. How do you think Student B will feel about him/herself as a student?

Some questions to ponder:

Which student would you expect to read better?

Which student would you expect to know more?

Which student would you expect to write better?

Which student would you expect to have a better vocabulary?

Which student would you expect to be more successful in school....and in life?

#### WHY READ 30 MINUTES A DAY?

● \*If daily reading begins in infancy, by the time the child is five years old, he or she has been fed roughly 900 hours of brain food!

● Reduce that experience to just 30 minutes a week, and the child's hungry mind lose 770 hours of nursery rhymes, fairy tales, and stories.

● A kindergarten student who has not been read aloud to could enter school with less than 60 hours of literacy nutrition. No teacher, no matter how talented, can make up for those lost hours of mental nourishment.

● Therefore...30 minutes daily = 900 hours  
30 minutes weekly = 130 hours  
Less than 30 minutes weekly = 60 hours

Guess you now understand why reading daily is so very important. Why not have family night reading? It is great to just shut off the television for 20-30 minutes and read... and share.

(Source: U.S. Dept. of Education, America Reads Challenge. (1999) "Start Early, Finish Strong: How to Help Every Child Become a Reader." Washington, D.C.

# CALENDER AND DISMISSALS



Pine Valley United Methodist Preschool and Kindergarten will follow the New Hanover County School schedule as follows: When the county schools are closed due to severe weather, Pine Valley United Methodist Preschool and Kindergarten will also be closed. When the county schools open late; the preschool and kindergarten will open on a normal schedule. If the county schools close early, the preschool and kindergarten will also close at that time, with no Lunch Bunch. We are not associated with the county preschool programs, and so we do not follow their attendance or dismissal policies that are announced on TV and radio. Please listen to the radio or television for closing announcements using our name for any variances to the above policies. Please also note that the dates below may not be all-inclusive, or may change due to given circumstances. Changes to this calendar will be published in the monthly newsletter.

## 2011-2012 PVUMC Wee Care Calendar

### August 2011

22 Kdg. Orientation  
25 Kdg. Starts  
31 Kdg dismisses at noon  
30 Preschool Orientation

### September 2011

5 Labor Day-Holiday (NO school)  
1-8 First Days of Preschool (½ classes)  
12-16 First full week of school for all  
12 Lunch Bunch/Early Birds starts (NO Weds.)

### October 2011

31 Teacher workday—no school

### November 2011

1 No school  
11 Veteran's Day-Holiday (NO school)  
23-25 Thanksgiving Holiday (NO school)

### December 2011

21-30 Christmas Holiday (NO school)

### January 2012

2 New Year's Holiday—No school  
3 Back to school  
16 MLK Day (NO school)  
23 Teacher workday (NO school)

### February 2012

20 Teacher Workday (NO school)

### March 2012

30 Teacher workday (NO school)

### April 2012

2-5 Spring Break-(NO school)

### May 2012

23-24 Last Day of classes  
24 Kdg. Graduation  
25 School wide picnic  
(Empie Park)

### STORM MAKE-UP DAYS

TBA if neccessary

*All changes to the Wee Care  
calendar will be published  
in the monthly newsletter*

NS-denotes NO school  
NLB-denotes- No Lunch Bunch