



PASADENA
CHRISTIAN
PRESCHOOL

Parent Handbook

Shaping Hearts and Minds for Life

2018 - 2019

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WELCOME TO PASADENA CHRISTIAN PRESCHOOL

Dear Parents,

Welcome to our preschool program! We are thrilled you have chosen to join the PCS family and we feel blessed that you are entrusting your little one to our care. Pasadena Christian Preschool is fully accredited by the Association of Christian Schools International. Accreditation represents our commitment to operate a quality educational program that features a strong emphasis on spiritual guidance and Biblical integration, a comprehensive curriculum framework with established learning outcomes, a qualified administration, experienced teachers who are highly educated in the field of early education, and sound financial and operational practices. Separate from the Accreditation process, we have also earned the distinction of Demonstration Site for the Outdoor Classroom Project. Our Outdoor Classroom is one of the many highlights of our school because it reflects our passion for exploring God's natural world and the value we place in physical development. Through God's love, we have built an environment and program specifically designed for the preschool level that allows us to be a model for other preschool programs. We are very proud of this accomplishment. Our children are our future, ***“Train a child in the way he should go...when he is old, he shall not turn from it” Proverbs 22:6.*** We are committed to find opportunities to continue to develop our space and grow in ways that will be uniquely ours.

Pasadena Christian School has the reputation of a place where families have found quality education, an administration committed to excellence, an involved parent group and a teaching staff that lovingly support emotional growth and models Christian attitudes. Pasadena Christian Preschool maintains similar goals. Preschool education is unique and requires different skills than those found in elementary or junior high. We have hired teachers who understand the young child and the skill development meaningful to this age group. A loving, nurturing staff who models the “Fruits of the Spirit” (Gal 5:16-26), a specifically designed environment and a curriculum that reflects current research in the area of early childhood development allow us to deliver the same quality education you have grown to expect.

The early years are an important time to develop a love of learning and positive feelings toward school. Children develop independence and good decision-making skills when they are allowed to choose from a variety of play opportunities. When we allow children some choice about how long they would like to spend at an activity, with respect to the class routine, they learn to manage their time. Play is the all-important vehicle that helps young children internalize attitudes and patterns that make learning a joy. Through exploration of activities meaningful to the individual child, learning becomes an adventure!

Sincerely,

Kristin Perez

Principal of Early Education

“I have no greater joy than to hear that my children are walking in the truth” 3 John: 4

INTRODUCTION

History

Pasadena Christian School was founded in 1947 and currently serves children in transitional kindergarten through 8th grade. Pasadena Christian Preschool was founded by the Pasadena Christian School Association in 2000 for the purpose providing quality Christian early education for students between the ages of 2 – 5 years.

School Organization

The school is owned and operated by the Pasadena Christian School Association. This Association is composed of Christians from many denominations with a like-minded concern for maintaining a school in Pasadena, which provides thorough scholarship in a Christian atmosphere.

A Board of Directors elected by the Association, is responsible for the supervision of the school. Directors are selected for a three-year term. The Board is comprised of Christian businessmen, pastors and parents. By this means, the program of the school cooperates closely with Christian homes and churches. The leadership provides well-rounded spiritual, administrative and practical counsel.

The Parent Teacher Fellowship is a very active organization in the school. It provides a meeting ground for parents and teachers in their common interest in the welfare of the children and the school. This organization works hard to be of help to the school and the classroom teachers.

Licensing (Title 22, Division 12)

Pasadena Christian Preschool is licensed by the State of California's Department of Health and Social Services, license #192004344. We are licensed to provide a full-time program for up to 100 preschool children between the ages of 2 – 5 years.

Accreditation

Our dedication to quality early education is reflected through our recognitions. To begin, we are fully accredited through the Association of Christian Schools International (ACSI). Accreditation through ACSI is the indication that our program maintains a sound philosophy, an intentional curriculum, fully qualified and experienced teachers, a sound fiscal plan, and a belief that Christian values are an integral part of our daily lives at home and school.

Outdoor Classroom Project Demonstration Site

Our preschool is a Demonstration Site for the Outdoor Classroom Project (<http://outdoorclassroomproject.org/>). The objective of the Outdoor Classroom Project is to “increase the quantity, quality and benefit of outdoor experiences for young children.” Our Outdoor Classroom is a model for other schools and serves as a sanctuary for children to explore all the domains of learning with the added benefit of being outdoors.

GUIDING PRINCIPLES

Mission Statement

To provide young children with an emotionally supportive and physically safe environment that encourages love for learning through a variety of play experiences. To respect each child, through developmentally appropriate interactions, as a unique reflection of God's love. Working together with parents and spiritual leaders, we expect to encourage children to learn about the life of Jesus and follow His example through the Fruits of the Spirit. We seek to develop Christian character by modeling love, kindness, sharing, compassion and honesty as the foundation for a life-long pattern. (Galatians 5:22)

Statement of Faith

The following is the statement of faith for our school:

1. We believe the Bible to be the inspired, the only infallible, authoritative Word of God. (II Timothy 3:16, Psalm 119:105)
2. We believe there is one God, eternally existent in three persons: Father, Son and Holy Spirit. (Matthew 3:16-17, 28:19, II Corinthians 13:14)
3. We believe in the deity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His vicarious and atoning death through His shed blood, in His bodily resurrection, in His ascension to the right hand of the Father, and in His personal return in power and glory. (I Timothy 3:16, Isaiah 9:6, Romans 4:25, Colossians 1:15-20, Galatians 2:20, I Peter 2:24)
4. We believe that for the salvation of lost and sinful man regeneration by the Holy Spirit is absolutely essential. (I Corinthians 12:1-31, 14:1-12, Galatians 5)
5. We believe in the resurrection of both the saved and the lost; that they that are saved unto the resurrection of life and they that are lost unto the resurrection of damnation; and that heaven and hell are definite places. (Mark 16:16, I Corinthians 11:23-29, Revelation 19-21)
6. We believe in the spiritual unity of believers in our Lord Jesus Christ. (Romans 15:7)
7. We believe in the present ministry of the Holy Spirit by whose indwelling the Christian is enabled to live a godly life. (Acts 2, I Corinthians 12:1-31, 14:1-12, Galatians 5)

Core Values

“Shaping Hearts and Minds for Life”

Christ is our focus integrated into every aspect of our school community. Developing a lifestyle and character begins with values learned from God’s word. Our actions are grounded in Biblical truth. By building a foundation for a life of moral excellence, integrity, and willingness to serve, we model Christ’s character.

We are Christ-Centered

Christ is our focus integrated into every aspect of our school community.

We are a Nurturing Internal Community

We provide a compassionate support system that creates an environment of trust and builds self-esteem and character through caring relationships.

We are United in Our Diversity

We affirm individual uniqueness (cultural, economic, social, ethnic and denominational) as a God-given gift.

We Promote Academic Excellence

We provide young children the experiences and environment to foster the development of foundational skills to become joyful life-long learners.

We Teach Faith Based Service

We demonstrate love to others through our words and deeds because God’s great love embraces us.

The words **“shaping hearts and minds for life,”** capture the overall mission of PCS. This commitment to build the character and expand the minds of young children in a loving environment permeates all that we do.

“I will give them a heart to know me... They will be my people and I will be their God, for they will return to me with all their heart” Jeremiah 24:7

Philosophy

Pasadena Christian Preschool is a program that serves a diverse community of families unified in the belief that young children develop a life-long support system through early exposure to Christian education and values in a school setting. Our approach will provide a foundation for Christian education at the elementary school level.

Our program is a child-centered environment based on our understanding of how young children learn. Our curriculum centers on the “whole child” approach and learning through play. This means that teachers provide opportunities for children to grow in the areas of social, emotional, physical, intellectual, moral and spiritual development through play experiences. Teachers create a “developmentally appropriate” environment that addresses the needs of children at each developmental stage. We understand that individual children develop at different rates and that there can be a wide range of differences. An “emergent” curriculum process through documented “curriculum webbing” of children’s ideas develops a program meaningful to each child and class group. We value family traditions and cultural influences and integrate them into our program to bridge home and school.

The Pasadena Christian Preschool program nurtures the idea young children develop a positive view of school and develop a love for learning through experiences that focus on their own interests. Young children need direct hands-on experiences with the opportunities to test and explore many different kinds of materials. When we allow children to have choices with respect to the materials they use, not only does their thinking progress from concrete to more abstract ideas but also they become more creative thinkers. Young children are multi-sensory learners. They use all their senses to take in information. We respect research that indicates that sensory experiences for young children are important for intellectual growth.

The Pasadena Christian Preschool program recognizes that physical environment affects behavior and development. Well-organized and functional learning areas, as well as active space for exploration, are of equal importance in our program. Both children and staff members need the adequate time to use both indoor and outdoor spaces; a balance between active and more quiet activities and rest times. Young children are active and need to be provided equipment and time to develop large and small muscle control. The curriculum and the environment provide a variety of materials and activities that specifically develop physical coordination. The play yard is designed to provide creative play, physical and skill development.

Emotional “well-being” can make the difference between success and difficulty in school. We understand that the value of participating in preschool helps children discover how to interact with other children and develop the independence and social skills needed to begin their elementary school years. We recognize this as a process that develops over years of carefully facilitated experiences. In the preschool years, it is extremely important to set up the environment in a way that will help teachers support children’s social/emotional growth. For this reason, our school has chosen to exceed the standard adult to child ratio set up by the State Licensing Division.

Having more adults in the environment allows teachers to give individual attention when needed, to create consistency and trust, comfort and guidance and to nurture the child’s self-esteem. Good self-esteem is the positive development of self-worth. Nurturing the child’s self-esteem is an important contribution in the preschool setting because young children have not yet developed their internal resources for establishing self-worth. The opinions of parent’s first, then early childhood teachers foster the feelings that will help the children become confident and competent in future years.

Teachers help children recognize that they are each a unique reflection of God's love. Listening to children, respecting their ideas, communicating in honest and genuine tones, giving them the chance to make choices, honoring their work and positively supporting their emotions are all ways to help set children up for success. Warmth and caring support is essential in this process.

Christian Education

The foundation of a Christian education for the young child supports the guidelines defined by the stages of development for each age. Moral growth is a developmental process. Children define their world by interactions that help them understand "self" first then family and finally the world around them. In preschool, it is through interaction with peers facilitated by teachers that children begin to learn how to be fair, compassionate, giving and caring with others. We know that modeling Christian attitudes and values is the way young children learn best. ***"Therefore, as God's chosen people, holy and dearly loved, clothe yourself with compassion, kindness, humility, gentleness and patience."*** Colossians 3:12. In addition, we integrate the life of Jesus through visual stories, songs, finger play and prayer.

Pasadena Christian Preschool does not teach the doctrine of any one Christian faith. We are an inter-denominational preschool program teaching the Bible and a "Christian" worldview through an integrated approach using **"The Beginner Bible"** as our resource. We consider the Bible as our infallible word from God. Children can learn about the life of Jesus integrated throughout the day, which becomes a more meaningful process for this age group rather than through a chapel approach.

Each year, Pasadena Christian School adopts a Bible verse that becomes the theme for the school year. The preschool will also use this theme verse and will integrate it at the child's level into the curriculum.

Teachers will use a variety of books, oral storytelling and songs throughout the school year to celebrate God's love in our life. Story-time discussion topics for older children may include examples of friendship, trust, sharing, families, likeness and differences and appreciation for God's gifts from nature. Emergent examples during interaction between children will also be approached. Leading children to Christ is evident in teachable moments throughout the day. Jesus is our role model and foundation. Through example and guidance, children learn how to decide what problem-solving methods to use and what behaviors are appropriate all in the context of daily interaction.

Family Life Style

Pasadena Christian Preschool was created to demonstrate God's love for children and parents in our community. We are a diverse community united in Jesus Christ. We believe that the Bible is the infallible word of God.

Our goals include:

- Teachers and staff members have a personal relationship with Jesus Christ
"I am the way the truth and the life. No one comes to the Father except through me." John 14:6
- Teachers and staff serve as Christian role models
"Whatever you do, work at it with all your heart, as working for the Lord...since you know that you will receive an inheritance from the Lord as a reward." Colossians 3:23 – 24

- We teach that men and women (boys and girls) are created with equal value in the image of God and that He loves them intensely.
“And further, you will submit to one another out of reverence for Christ...Don’t make your children angry by the way you treat them. Rather, bring them up with the discipline and instruction approved by the Lord” Ephesians 5:21, 6:4
- Parents should honor their children out of love and respect as they are created in the image of God and raise them to love God and love people.
“So God created man in his own image, in the image of God he created him”
- Parents are the child’s primary teachers.
“Fathers, do not exasperate your children; instead, bring them up in the training and instruction of the Lord” Ephesians 6:4

Our intent is to assist parents by teaching their children the truths of God, a love for people, along with the skills and knowledge necessary to equip them for life.

Objectives

The objectives we work toward may not all be realized at this young age but sets the stage for future learning. As we transition children toward Kindergarten, we lead children toward the following outcomes:

Spiritual Life Growth

- To know God is the creator and sustainer of all things. To accept, His son Jesus Christ, as Lord and Savior, and the indwelling of the Holy Spirit as a guide for holy living
- To believe that the Bible is the word of God, foundation for our faith and that God will speak to us through it
- To turn to God in belief through prayer, listening when He speaks, and growing in personal and public prayer
- To grow in being doers of the Word, accepting Christian standards and ideals as a basis for choices, and becoming interested and active in a variety of Christian service opportunities
- To adapt a world view that includes seeing truth, reality and ethics from a biblical perspective

Intellectual Competence

- Develop skills necessary to progress from developmental pre-academic preschool exploration to more concrete academic learning in Kindergarten
- To develop pre-academic skills necessary for reading, writing, speaking, math and science
- To develop critical thinking skills

Personal Development

- We seek to build positive self-concept
- Encourage the acceptance of mistakes as a part of the learning process, and finding good solutions
- Assuming responsibility for his/her actions while recognizing the outcome of better choices
- Developing independent skills and creative initiative
- Develop the willingness to have God work in our lives
- To develop Godly ethical behavior which begins at preschool with the “Fruits of the Spirit”

- To develop respect for God's nature, other persons and property

Citizenship

- To develop awareness and respect for similarities and differences of others
- Ability to work in large and small group situations
- Ability to have age appropriate attention and focus
- Ability to follow directions
- Ability to problem-solve with mediation rather than physical means

CURRICULUM

Overview

In our program, curriculum is defined as the total learning experience provided to the child. It is our belief that children move through sequential stages of development in a variety of skill areas and at varying speeds. A child's development may be accelerated in some areas, while slower in others, but all areas of growth are important and interrelated. Our curriculum is planned to meet the needs, abilities and interests of the children in our care. Our program is considered a 'developmental' program that incorporates play, direct instruction, and a balanced routine. To stimulate interest and overall knowledge, we strive to provide theme- or project-based learning experiences. Student interest and seasonal changes inspire our themes and may include such topics as holidays, seasons, transportation, life cycles, animals, cultures, and so much more!

Our curriculum includes:

-  Learning Domains
-  Learning Foundations
-  Teaching Methods & Strategies
-  Learning Environment
-  Schedules & Routines
-  Materials & Resources
-  Student Assessment
-  Parent Conferences
-  Classroom Management & Student Discipline

Learning Domains

Children need mastery at each level before moving on to the next. Therefore, we place equal importance on all ten "domains" of development, and incorporate each of them into our daily curriculum:

Spiritual	History
Social-Emotional	Social Sciences
English Language Development	Science
Visual & Performing Arts	Physical
Mathematical Development	Health

As teachers plan daily experiences for the children, they also try to incorporate critical 21st Century Skills. The 21st Century Skills are those skills that help students become highly productive citizens of our modern world. These skills include: creativity, critical thinking, communication, & collaboration.

Learning Foundations

The Learning Foundations are the core competencies - the knowledge and skills - that all young children typically learn with appropriate support. At Pasadena Christian Preschool, we use the California Preschool Learning Foundations as the basis for establishing core competencies for our students (for a full version of these foundations, visit: <http://www.cde.ca.gov/sp/cd/re/psfoundations.asp>). We have also developed a set of Spiritual foundations to ensure our program develops Biblical knowledge, Christian character, and Spiritual values. Our daily routines, learning environment, interactions and direct instruction are all designed to support the competencies outlined by the Learning Foundations.

Spiritual Domain

Spiritual development is the core of our program. Proverbs 22:6 says, “Direct your children onto the right path, and when they are older, they will not leave it.” At Pasadena Christian preschool, spiritual values are woven into every aspect of our day. As the children gather, they are met with teachers who model God’s love through kind words and caring guidance. As they learn about themselves, they are taught that they are fearfully and wonderfully made by our Creator. As they explore the natural world, they are taught to love and respect God’s creations. As they participate in activities through the day and develop relationships, they are taught to seek God’s counsel in thought, word and deed. While Biblical teachings are introduced formally through Bible readings, songs and memory verses, they are also introduced during teachable moments throughout the child’s day.

The following are the “Big Ideas” that we would like children to understand before they exit our program:

1. **God is Our Father**
He is the God who made the world and everything in it. Acts 17:24
2. **Jesus is God’s Son**
For God so loved the world that he gave his one and only Son, that whoever believes in him shall not perish but have eternal life. (John 3:16)
3. **Jesus is my Savior**
I am the way, the truth and the life. No one comes to the Father except through Me. (John 14:6-7)
4. **The Bible is the True Word of God**
Thy Word is a lamp unto my feet and a light unto my path (Psalm 119:105)
5. **God Has a Plan for Me**
You are the light of the world. (Matthew 5:14 – 16); I praise you because I am fearfully and wonderfully made (Psalm 139:14)
6. **God Wants Me to Listen and Obey**
The 10 Commandments (Exodus 20); You must obey my laws and be careful to follow my decrees. I am the LORD your God. (Leviticus 18:4)
7. **I Can Talk to God**
The Lord’s Prayer (Matthew 6: 9-13)
8. **Let’s Tell Others About the Good News**
Therefore, go make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit (Matthew 28:19)

The following are *a sample* of the Learning Foundations that are typically developed at or around 60 months:

Social & Emotional Domain

- Aware of own physical characteristics and preferences
- Recognizes own skills and accomplishments
- Expresses empathy
- Demonstrates self-control
- Takes turns
- Is aware of diversity in self and others
- Interacts appropriately with adults
- Cooperates with peers
- Cooperatively and intentionally interacts with peers
- Participates in dramatic play
- Develops friendships with peers
- Constructively negotiates conflict
- Shares space and objects with others

Cognitive & Discovery Domains

- Demonstrates an understanding of cause and effect relations
- Is able to solve problems using strategies and reasoning
- Stores, retrieves and uses information about familiar and unfamiliar events, experiences, people and things
- Classifies and sorts objects by attribute
- Demonstrates curiosity and initiative
- Demonstrates engagement and persistence

Mathematical Domain

- Recognizes and recites numerals to 10
- Match objects with one-to-one correspondence
- Adds and subtracts small quantities
- Understands quantity (more, fewer, same as)
- Compares, matches and sorts objects according to a common attribute
- Demonstrates understanding of measurable properties (length, weight, capacity, big, little)
- Understands shapes and their characteristics
- Recognizes and names colors
- Recognizes, reproduces and creates patterns of varying complexity

English Language Development Domain

- Children understand and respond to oral language and use increasingly complex words, phrases and ideas
- Follows increasingly complex instructions
- Expresses self through language using increasingly complex words and sentences
- Engages in extended conversation using appropriate social use of language
- Shows an interest in literacy, including books, songs rhymes, stories, and writing
- Comprehends and responds to age-appropriate text presented by adults
- Understands basic concepts of print

- Demonstrates phonological awareness
- Demonstrates increasing awareness of symbols and letters
- Understands that words are made of letters and sounds
- Demonstrates increasing ability to write using scribbles, symbols, letters and words to represent meaning

Physical Domain

- Refines the ability to move in a coordinated way using large muscles
- Refines the ability to plan and coordinate use of grasp, release, strength, control of fingers, and hands for functional and play (fine motor)
- Refines the ability to balance self in space

Health & Safety Domain

- Demonstrates increasing independence in personal care routines
- Shows increasing independence in making healthy life choices
- Demonstrates increasing awareness of safety practices that minimise risk and support healthy growth

Visual & Performing Arts Domain

- Notice, respond and engage to visual arts, music, dance, & drama
- Develop skills in visual arts, music, dance, & drama
- Create, invent, and express through the visual arts, music, dance, & drama

Methods & Strategies

We use a fluid approach to teaching and learning to tailor our program to meet the needs of each child. Curriculum is implemented with the belief that children are learning at all times and that the teacher's role is to facilitate and enrich the learning process.

We encourage a developmentally appropriate, process-oriented theory to curriculum and instruction. We believe that children develop feelings of competency, independence and motivation when provided opportunities for play and individual choice. Intellectual learning takes place when we provide a wide variety of materials, activities and explorations in a well-organized and well thought-out environment. Our curriculum features choices in activities that cover numerous subject matter, open-ended tasks, and skill development, all in the context of play with teachers who make it a goal to extend the child's discovery. Through careful observation of play, teachers are able to assess development and add challenges or direction as needed to further individual growth. The learning environment is arranged to provide ample choices for children to encourage independent thinking, problem-solving, communication, social, and skill development. Directed experiences in large and small groups are also planned and implemented to extend knowledge, and to help guide and refine skill development based on the Learning Foundations (competencies).

Learning Environment

Our school is a child-first environment, meaning every aspect of our program is geared to the positive development of each child we serve. The physical environment of our school has been set-up to enhance our program goals. It offers challenges, choices, and encourages independence. It offers avenues for cooperative play and allows for hands-on experiences with varied materials. It also offers the

opportunity to be “messy.” Children need the opportunity to become involved in play activities without concern for clothing or appearance as it is an important element of a child’s learning experience. It is through intense interactions with the environment and its resources that children learn about the physical properties of the real world. It is also how they test ideas, sort out feelings, and learn competency - all important elements of good development.

Schedules and Routines

Each classroom maintains a daily schedule/routine that is adapted to the children’s needs, interests and attention spans. Daily schedules are posted on Parent Boards in each classroom. A daily routine establishes predictability and reduces stress in the child’s school experience. It is important for young children to know what is coming next during the day so they can become confident and independent learners. Each day features a balanced schedule that rotates through various active and quiet activities. Free-choice play, outdoor play, teacher directed experiences, as well as meal times, rest times and potty breaks are all part of the daily routine.

Materials & Resources

Our curriculum features materials and resources that are age-appropriate and are designed to develop skills across each domain of learning. Typical classroom materials may include books, puzzles, blocks, dramatic play toys, manipulatives, sensory items, writing and art supplies, etc. Many of our materials come from traditional learning stores and have a specific focus. In addition, we try to incorporate a variety of materials that “beyond the norm” and foster imagination, creativity and problem solving skills, such as PVC pipes, gutters, boards, tires, etc.

Student Assessment

We use California’s Desired Results Developmental Rating Profile (DRDP) as a basic model to inspire our measurement of student achievement .The DRDP provides teachers with a developmental profile of each child’s progress. Teachers monitor and document students’ progress through direct observation, discussions with the students, collecting work samples, photo documentation, written records, questioning, and creating integrated evaluative opportunities. Please note that the profile of your child’s progress is simply a tool to help visualize their progress on a continuum. As children develop at different rates, there is no ‘right’ or ‘wrong’ place on the continuum of learning. Parents will receive a “Developmental Profile” based on the DRDP’s three times per year. If a child falls markedly below the scope of the tool, further discussions with parents and/or referrals to outside specialists will be established in order to help each child reach the desired achievement goals by the time they exit our program. **It is our expectation that parents work with the school to provide supplemental resources as requested.** Should you have any questions regarding your child’s progress at any time during your child’s preschool experience, please feel free to set up a meeting with your child’s primary teacher or Lead Teacher.

Parent Conferences / Classroom Meetings

Parent Conferences give both teachers and parents an opportunity to understand children from each other’s perspective. Rarely do children act the same way at school as they do at home. Together, parents and teachers can share information and plan for a child’s individual growth needs.

There are generally three opportunities for parent conferences per school year. The first parent conference, held in the fall, is your first look into your child's development at school and serves as an opportunity for goal setting. The second conference, which is optional, is conducted mid-year and serves as an opportunity to discuss any issues that may have come up and to revisit the goals set in the first conference. The third conference, conducted in the spring, measures your child's progress over the year.

Discipline

Start children off on the way they should go, and even when they are old they will not turn from it.
Proverbs 22:6

Discipline is not the punishment of wrongdoing; rather, it derives from the Greek word *disciple*, which means to "teach." In any group of children, discipline issues arise. Our method of discipline is the beginning of a life-long training process that helps promote self-control. At Pasadena Christian Preschool, we use the Positive Behavior Support Method, a method that emphasizes positive behavior and encourages children to learn appropriate and effective ways to meet their needs. Classroom management and discipline techniques work hand-in-hand to create an environment that fosters positive social development. Teachers use guidance techniques that are loving and nurturing and a Christian worldview is implemented when guiding behavior.

It is always our goal to help the child learn positive social interactions and behavior. Based on this Positive Behavior Support Method, our teachers use the following progression of discipline strategies to deter, guide, and/or correct undesirable behaviors. This progression of strategies moves from minor social issues (i.e. not wanting to share) to the most extreme behaviors (i.e. deliberately hurting other children and/or teachers). Following is a sample of the normal progression of strategies used by teachers:

- ✚ **Positive Guidance** (smiling, praise, verbal cues and reminders, acknowledgement, social skill lessons, offering clear directions, problem solving, teaching words, engaging children, etc.)
- ✚ **Corrective Responses** (redirection, proximity, verbal cues, social-skill prompting, engagement/playing with child, discussions with child, practicing desired behavior, 'natural consequences' such as cleaning a mess, etc.)
- ✚ **Corrective Response + Consequence** (loss of privilege, focused chat with teacher, removal to another play area, relaxation time at the "Peace Table," out-of-classroom discussion with teacher, incident report, call or note to parents, Oopsie Report, etc.)
- ✚ **Out-of-Classroom Consequence** (visiting the teacher's 'buddy classroom,' a discussion with the principal, visit to the office and/or principal's office, call to parents, Oopsie or Conduct Report, etc.)
- ✚ **Administrative Response* & Conduct Report**

*Administrative Responses may include: a parent conference with the principal and teaching team, a Child Study, an assessment by our PCS Emerging Needs Coordinator, or required external assessments by other trained professionals. **In such occasions, parents are expected to show full support and cooperation to the school in helping their child become a productive and successful citizen of the classroom. To remain a part of our program, we expect parents to follow through by obtaining professional assessments with specialists that can determine causes and provide solutions. Speech, Language, Hearing, Behavioral or Vision therapists, and child psychologists, and neuro-**

psychologists are examples of professionals to which we may refer. In certain cases, when behaviors or needs fall outside the scope of our abilities, at the school's discretion, students may be required to obtain a personal shadow (a interventionist hired to assist the child one-on-one) or may be asked to find a more suitable program.

Expected Standards of Student Behavior & Conduct

It is our expectation that students conform to a certain level of positive behavior and personal conduct based on their age and stage of development. Our program is designed to serve children whose behaviors are *within the realm of what is deemed normal & acceptable for that age group*. Our classrooms are staffed with a teaching ratio of 1:8 students in the older pod and 1:6 in the younger pod. This ratio allows teachers to spend ample time with each child, while also ensuring that classroom curriculum, routines and schedules run smoothly. Major disruptions caused by negative behavior or conduct not only remove a teacher from the classroom environment, but also detract from the curriculum and disrupt schedules.

When a child's behavior is so chronically challenging, disruptive, or severe that it removes a teacher from the classroom or disrupts classroom curriculum/routines/schedules, an "Administrative Response" may be required. Conduct Reports will be issued for behaviors that require an Administrative Response. Such behaviors may include intentionally hurting other children &/or teachers, being overly disruptive, biting, excessive anger, blatant disrespect or disobedience, inappropriate language, chronic misbehavior, etc.

Oopsie Reports

Everyone makes mistakes. Mistakes help us learn, and through communication, cooperation and collaboration with parents, we can transform life's little "oopies" into teachable moments. Oopsie Reports are issued when a student's behavior falls **outside the expectations of normal conduct**. These reports are simply a way of making parents aware of their child's behavior so they can encourage their child through discussion, prayer, and guidance.

Conduct Reports

Conduct reports are issued when a child exhibits more extreme conduct that falls well outside the normal expectations for behavior based on the child's age and stage of development. A child may receive a Conduct Report for behaviors such as physical or verbal aggression, disrespect, destruction of property, foul language, etc. Students who receive 3 or more Conduct Reports will be placed on probation.

We are very sympathetic to parents understand the great responsibility of parenting and discipline. Our school is very proactive when it comes to partnering with parents to create a strong and cooperative unity between home and school. We truly want to help each child thrive at school. As such, we will pair with the parents prior to and during the probation period to help create behavior modification plans to help the child develop prosocial behaviors.

It is our expectation that the parents will work with us to support their child by following through on behavior plans, seeking outside resources, or following other recommendations made by the school. If, during the probation period, the behaviors persist or increase, or the parents are unwilling to pair with us, the family will be asked to choose another school that would be more suitable to their needs.

Expected Standards for Parent Behavior & Conduct

Just as there are certain expectations for staff and student behavior, we also expect a certain standard for parent conduct as well. Pasadena Christian Preschool makes every effort to be a professional, supportive and encouraging environment and the teachers work extremely hard to provide the best environment for students and families. That said, no one is perfect and differences in opinion on varying issues may arise. Should you experience any frustration with our staff, policies, procedures, or concerns about your child's progress/behavior, etc. we request that you set up a meeting to discuss these issues with the teacher and/or preschool director. It is our experience that most issues can be quickly and satisfactorily resolved with some face-to-face discussions. It is our expectation that these meetings will be held with the utmost of professionalism, despite the content of the meeting. Should the need arise, a meeting with the Head of School can be arranged.

It is also our expectation that parents treat **each and every child on our campus** with respect. If you have concerns about a particular child in the class, please **do not attempt to handle these concerns on your own through discussions with the child and/or the parent**. All concerns regarding students should be brought to the teacher and/or preschool director. **Accosting any child on our campus may be cause for dismissal from the program.**

Confidentiality

In a school situation, there are many instances in which confidential information is discussed in order to better understand students and how we can help them. When working in the school as a volunteer or simply enjoying time in the classroom, there may be times when this information is overheard.

Our staff will make every effort to prevent this from happening; however, as a member of our community you must agree that if you do hear information, about a student or family you will not repeat it. In addition maintaining confidentiality about things that are seen or witnesses in the classroom (behavior, interpersonal relationships, grades, etc.) or things that the children themselves divulge to you while helping, is equally important. This, however, does not prohibit you from sharing any concerns you might have with a teacher or school administrator.

Following this practice will ensure the protection of our students' interest and their families, thus creating a better environment for all.

Additionally, two laws govern the confidentiality of students. FERPA (Family Educational Rights and Privacy Act) and IDEIA (Individuals with Disabilities Education Improvement Act). Confidentiality must be maintained relative to all students. Therefore, any written or verbal communication with anyone who does not have a right to know is in violation of these laws.

A volunteer or community member should not discuss confidential information about a student with anyone other than classroom instructor, administrator, or staff member. The volunteer/community member should not carry any written or verbal statements outside of the school that would divulge the child's disability.

In essence, only those who work directly with the student are considered as those with a "need to know." If at any time these terms of confidentiality are violated by a volunteer or community member, termination services may occur.

“JUST PLAYING”

When I'm building in the block room,
Please don't say I'm "Just Playing."
For you see, I'm learning as I play;
About balance and shapes.

When I'm getting all dressed up,
Setting the table, caring for the babies,
Don't get the idea I'm "Just Playing."
For you see, I'm learning as I play;
I may be a mother someday.

When you see me up to my elbows in paint,
Or standing an easel, or molding and shaping
clay,
Please don't let me hear you say, "He is Just
Playing."
For you see, I'm learning as I play;
I'm expressing myself and being creative
I may be an artist or an inventor someday.

When you see me sitting in a chair
"Reading" to an imaginary audience,
Please don't laugh and think I'm "Just
Playing."
For you see, I'm learning as I play;
I may be a teacher someday.

When you see me combing the bushes for
bugs,
Or packing my pockets with choice things I
find,
Don't pass it off as "Just Play"
For, you see, I'm learning as I play;
I may be a scientist someday

When you see me engrossed in a puzzle,
Or some 'plaything' at my school,
Please don't feel the time is wasted in "Just
Playing."
For, you see, I'm learning as I play;
I'm learning to solve problems and
concentrate.
I may be in business someday.

When you see me cooking or tasting foods,
Please don't think that because I enjoy it, it is
"Just Play."
I'm learning to follow directions and see
differences.
I may be a chef someday.

When you see me learning to skip, hop, run,
and move my body, Please don't say, I'm "Just
Playing."
For, you see, I'm learning as I play;
I'm learning how my body works.
I may be a doctor, nurse or athlete someday.
For you see, I'm learning as I play;
I'm learning how my body works.
I may be a doctor, nurse or athlete someday

When you ask me what I've done at school today,
And I say, "I Just Played."
Please don't misunderstand me.
For you see, I'm learning as I play;
I'm learning to enjoy and be successful in my work
I'm preparing for tomorrow.
Today, I'm a child and my work is play.

-Author Unknown

Play is a child's work!

KINDERGARTEN READINESS & ADMISSIONS

An informational Kindergarten Readiness Night is held each year; parents of pre-kindergarten students are highly encouraged to attend this meeting, even if they are not planning on attending PCS. Pre-K teachers are trained to offer insight on your child's expected kindergarten readiness and will discuss their observations with parents during Parent Conferences. For those students who need an extra year of growth prior to kindergarten, PCS offers a fabulous Transitional Kindergarten program.

Admission to Pasadena Christian School TK/Kindergarten

Students attending Pasadena Christian Preschool have first priority into the PCS Transitional Kindergarten and/or Kindergarten program. Acceptance to the PCS Transitional Kindergarten and Kindergarten programs are based on chronological age, developmental readiness, and **preschool teacher recommendation. Students need to be deemed developmentally ready in ALL areas of development, including cognitive, behavioral, motor, social and emotional in order to be admitted to PCS.** If there is a discrepancy between the recommendations made by the preschool teachers and the parents' desire to attend PCS or a specific program (TK/K) at PCS, the may be eligible, as the school's discretion, to complete the kindergarten readiness screening that is offered through PCS to all external applicants.

PCS admissions begins with an Intent to Enroll form being submitted late fall. This Intent to Enroll form is required to reserve your child's space in the fall program. Intent to Enroll forms will be reviewed by the preschool and admissions department to ensure each child is placed appropriately. Re-enrollment packages will be created based on teacher recommendations and your Intent to Enroll form. Reenrollment packages are due on March 1st. Ample time and information will be issued prior to the reenrollment period.

PRESCHOOL LIFE

Hours and Holidays

Our preschool is open from 7:00 a.m. to 6:00 p.m. Monday through Friday. We operate on a 10-month basis, with two 4-week summer sessions available to parents who desire a year-round program. A calendar of events and closures is provided to parents and staff prior to the first day of school.

We observe federal holidays and additionally close for the following occasions:

- ✚ 1 Parent Conference day in November
- ✚ Thanksgiving holidays (Wednesday through Friday)
- ✚ Christmas Holidays (2 weeks)
- ✚ Approximately 4-8 staff in-service days per year
- ✚ 5 days following the 10 month school year (Year-end cleanup/Summer Camp set-up)
- ✚ 2 weeks between the second summer session and the start of school (1 week teacher vacation/1 week Staff Orientation)

Arrival

Life is busy, schedules are tight and each day may be slightly different. One advantage of our program allows families to arrive any time from **7:00am – 9:00am** for the younger classrooms and **7:00am - 8:25am** for pre-kindergarten and transitional kindergarten.

We strongly encourage parents of children in younger classrooms to arrive at least 10 minutes before group time to read a book or help your child settle into an activity. This will set your child up for a successful day, allowing them a few minutes to say good-bye and transition into the classroom. Please make sure an appropriate teacher receives your child. **Never leave your child unattended in a classroom or on the yard. Never leave infants or siblings in the car.**

If you arrive during your child's Morning Meeting, we ask you to be considerate of the class group and wait outside the classroom until the Morning Meeting is complete.

Pick-up

The same flexibility in dropping off your child in the morning, applies to picking them up. You may pick up your child from preschool any time after lunch (12:30) until 6:00pm for the full day program. Morning program students should be picked up by 12:30. In consideration of napping children, we prefer that children not be picked up during nap time. Check with your child's classroom for their specific lunchtime. In the event you arrive after 6:00pm to pick up your child, you will be billed \$1.00 per minute that you are late. Out of courtesy and consideration for our teachers, please phone ahead and inform them of your delay. Morning students who stay past 1:00 will be billed the current afternoon rate and can then stay until 6:00pm.

Check-In/Check –Out Procedures

Each parent and each additional authorized person will be assigned their own fingerprint scan and code. To ensure your child’s safety, we strongly encourage you not to share codes with each other or friends and family. Each day when you arrive to school, you will use your personal authorization code to check-in your child using the computers in the lobby, as well as sign-in your child in their classroom. **By law, you MUST sign your full name on the classroom check-in sheets. Your child will only be released you, your spouse or other authorized persons.**

Cubby Bins

Please supply a clear 15L plastic bin with a snap-on lid. This bin will serve as your child’s “cubby bin.” Your children may decorate their cubby bins any way they like. This makes it more personal and special.

In your child’s cubby, there should be three sets of extra clothing, one pair of extra shoes, a swimsuit and a towel. If applicable, parents are responsible to bring in diapers and wipes. We encourage your cooperation in checking your child’s bin for soiled clothes, art, etc. on a daily basis.

Dress

It is recommended that clothing worn to preschool be of the following variety: play clothes, comfortable and worry-free. Children should feel free to get “messy” and should be able experiment with the variety of materials that will be introduced into the school environment without concern for their clothing. Please bring at least three extra sets of clothes for your child (including diapers, wipes, etc.) that is marked with your child’s name. These may be kept at school in your child’s cubby.

Violent cartoon / super hero character prints are not encouraged for our environment as it may influence violent or aggressive play. No costumes please!

Special Toys

Children often feel that toys brought from home, especially new ones, are difficult or impossible to share. Encourage your child, if he/she is adamant about bringing a toy to school, to leave it in the car so it will be ‘safe’ while they are at school. Another helpful suggestion is to arrange to take the special toy home after he/she has shown it to the teacher. Teachers suggest blankets, pieces of fabric, or small stuffed animals as items the child can bring and leave in their cubbies. Please use your best judgment if your child has a transitional toy. If your child’s transitional object is a bottle or pacifier, please discuss the best way to handle this with the teacher beforehand. **The following items are NOT allowed at school: guns, boxing gloves, swords, knives, toy weapons of any kind, masks, superhero toys, costumes, whistles, and Barbie dolls are also not appropriate for this environment.**

Phone Calls

The preschool phone number is 626-791-1277. **The extension to the front desk is 400. If you reach the messaging system during normal hours, please dial 400 and you will be immediately transferred to the front desk.**

Pasadena Christian Preschool is a “Child First” environment. This means that teacher’s first priority is to the children. We try our best not to create distraction or interruptions that will take teacher’s attention away from the children. For this reason, **we will not** transfer parent phone calls to the classroom. If you wish to speak to a teacher, you may leave a message at the front desk or ask to be transferred to the classroom voice mail.

In an emergency, or in the event you are returning a teacher’s call, please inform the desk and we will call a teacher to the phone by replacing her/him with one of our Team 6 personnel.

Pasadena Christian Preschool is a no cell phone environment. Parents, please turn off your cell phone before you enter the office area.

Parent-Teacher Communication

Teachers like to share information about what kind of day children have or what they did either by a written summary or personal phone conversation. Because we are a “**Child First**” environment we advise lengthy discussion be reserved for a team meeting instead of drop-off and pick-up. You may request a team meeting with the teaching team at any time that will fit our preschool schedule. At drop off, however, it is very helpful to teachers when parents let us know about any events that may affect their child’s behavior at school. Changes in sleep patterns, special celebrations, a relative visiting or even just a difficult morning can change a child’s behavior at school.

Parents are encouraged to make appointments with teachers or use the communication log to discuss any concerns. Even the slightest concern can grow into a problem if left to develop. Respectful verbal and non-verbal communication between adults models positive behavior for children and is an expected value in our community.

School Communication

Teachers and administration communicate information in a variety of ways. Email, messages on the check-in computers, messages on our website, notes in mailboxes, and notes posted in the classrooms are all methods of communication that we use. **Please be sure to read the following communications from our school as they contain pertinent information that will keep you up-to-date with school happenings:**

- PCS Weekly – a weekly e-communication of important dates and events at PCS and the preschool
- Preschool Blog – please “follow” our blog for regular classroom updates, special events, photos and more! www.pasadenachristianpreschool.com
- Monthly News and Calendar of Events email – each month, you will receive a monthly email from the director outlining pertinent information, events, dates, etc. Please read this very carefully each month as this is the one preschool-specific update you will receive!

If you do not receive email communication from our school, please inform the office as soon as possible to ensure we have your correct information.

RenWeb School Management Software

RenWeb is the PCS school management software. The school directory, your child's account information, billing information, the school calendar, and special notices are all housed in RenWeb.

Please be sure to create your account immediately via the log-in on the PCS website, using the email you provided to us, and the district code PCS-CA.

Photos

The school contracts with photographers to provide memorable student portraits in the fall and spring. Parents will be given instructions about how to order prior to the photography sessions.

The school often uses photographs of the children for classroom use, bulletin boards and portfolio documentation. We may also publish photos in the preschool blog, PCS Weekly, or the PCSScene. Photos for marketing purposes may also be taken. Please sign a non-consent form if you would prefer that your child's **individual** photo not be used in marketing or published materials. Group photos are exempt from the non-consent form. If you would prefer that your child's individual photo not be used for in-house materials, please submit a written note to the preschool office.

Parent Involvement

There are many ways families can contribute to their child's experience at preschool. These include:

- ♥ Become involved in the Parent Teacher Fellowship (PTF)
- ♥ Join your child's class on a fieldtrip
- ♥ Volunteer to read stories in the classroom
- ♥ Assist children and teachers with cooking, gardening, art projects, etc.
- ♥ Come dressed for work and tell us about your job
- ♥ Bring a musical instrument to play
- ♥ Bring something from your ethnic background

Parent involvement MVP opportunities:

The ways you can contribute are limitless. A minimum of 10 hours of donated service per preschool family will be mandatory and much appreciated. An MVP participation booklet will be distributed to each family to at the beginning of the school year to record the number of hours contributed.

All donated service directly affects our preschool children in a positive way even if you cannot contribute time in your child's classroom.

Preschool Parent Teacher Fellowship

Parent Teacher Fellowship is a vital part of preschool operations. When we partner with parents, our school thrives and children benefit from the creative ideas that come forth when we collaborate. Through work on PTF preschool committees you will help contribute to your child's overall preschool experience. Studies show that those schools with more parent involvement have more successful programs for young children. We have structured the preschool PTF committees to allow parents the

choice to work in areas of their interest with other parents of preschoolers. Opportunities to socialize with other parents, to learn new skills and to improve your child's early childhood education experience are all great reasons to participate in the Preschool PTF program. Please contact the preschool office or your Room Parent for information on how to join us!

Each preschool family must finish at least 10 hours of work time. We hope you will consider devoting these hours especially to the preschool environment. You may work off your MVP hours on either campus, however. Those parents with siblings both at preschool and at elementary through 8th grade must finish 20 hours of service that can be accomplished at either or both campus.

Parent Education

Pasadena Christian Preschool wishes to support parents in the difficult task of parenting. Classroom meetings, occasional guest speakers and informative articles posted to our blog are all planned to support the parenting role. Many years, Parent Education Evenings or Coffee with The Principals will be offered. You will receive a formal invitation to these events.

Teachers can also be a wonderful resource. We would like to partner with parents and invite you to make an appointment with the lead teacher or the teaching team. It is always better to discuss your interest, or concerns before it grows into a problem

Field Trips

Field trips are an important part of our curriculum. Older Pod classes take trips that are developmentally appropriate for their age group. Teachers try to incorporate field trips into units of study so the trip is both meaningful and educational.

Children in all classes may attend field trips only if the teacher has a parent signed permission form for the specific trip and date. We welcome parents to attend any of our field trips regardless if they wish to drive children. We like to maintain a **1:4** ratio or better on all fieldtrips. **The responsibility of chaperones is to oversee the group of children for whom they are responsible. Safety, care and attention to our enrolled students are our first priority, therefore, siblings or non-enrolled students are never allowed on fieldtrips.**

Parents who drive must submit a copy of their current auto insurance and license for validation. Driver's insurance will be responsible for compensation in case of accident. Also, parents who wish to drive must bring their car to school the day before for a vehicle inspection conducted by the principal and/or Lead Teachers. The inspection would include testing brakes, turn signals, seatbelts and headlights. **Under the new law all preschool children must have a car seat. Parents should leave their child's car seat at the school entrance on field trip days.**

If any parent does not wish their child to attend a field trip or they do not have a car seat, we will arrange for that child to stay with the teachers and classroom closest to their age group. **If a child is late to school, missing the departure of the group, that child must stay at the school site or meet us at the venue.**

Children's Birthday Observations

We welcome a “low-key” acknowledgement of your child’s special day in his/her classroom. Parents may provide their child’s class with a healthy, store-bought birthday snack (i.e. yogurt, pizza, pretzels, special kind of fruit, store-bought smoothies, etc.). Please follow our healthy child guidelines and birthday policy. **No sweets, please.**

In honor of your child’s special day, a small gift to the school in the form of a book labeled with your child’s name may be presented to the school.

Teachers will acknowledge birthdays during group or music time regardless if parents choose to provide a snack.

Gift Giving and Birthday Invitations

Children

We would like parents to be respectful to all children and other families at the preschool. It can be very hurtful to children and parents if you distribute any gifts or invitations to some children / families and not others. It is for this reason we would like to encourage you to do any invites or gift giving off campus *when* excluding others. It is also recommended that you are very sensitive about what you say regarding invites or gifts to your child(ren) as they may use it in a power play against other children. (“Timmy is invited because he is my best friend and you are not”). It is absolutely not appropriate for you to allow your child to give another child a gift in front of others on the school grounds no matter how insignificant you may feel it is.

“Love one another as I have loved you says the Lord” John 15:12

Teachers

Often, parents wish to show appreciation to teachers through small gifts on birthdays, special holidays or at the end of the year. For certain occasions (outlined by the PTF), Room Parents may collect money from each family in the class and purchase a Scrip Gift Card for each teacher. For other occasions, you may purchase gifts as an individual. Of course, all participation is voluntary!

Art Studio

The art studio is a special workspace used by the children and the teachers. This environment is used to foster creativity and encourage collaborative learning. We believe that the environment and the materials within the environment should be conducive to children’s learning. We would like all families to support this philosophy by donating a variety of materials for the children to explore, build and create. These materials can be collected around the home, in a hardware store, in an art store, during family vacation or any other place that your family frequents. We do not wish to limit the possibilities. We would also like to encourage the children to be involved as much as possible. Through collaboration among teachers, families and children, we can create an environment that stimulates and supports the hundred languages of children. Our Art Teacher can also give parents additional ideas about how to contribute to this area throughout the school year.

FOOD & NUTRITION

Our program strives to be a Healthy Child Environment. Through meals, snacks, cooking projects, daily outdoor exercise and our Children's Garden, it is our goal to introduce children to a healthy and diversified diet. We understand that some children may reject or be sensitive to some foods. If you are concerned over any of the food we serve, feel free to send a snack from home for your child. Please indicate on the allergy form any foods you do not want us to serve your child.

If your child is allergic to any food products, please fill out an allergy form so that we may display the item on our allergy listing in each classroom. Your child's safety is our priority!

Breakfast and Snacks

Our program provides an optional breakfast basket for children arriving before 7:45 a.m. Items may include, but are not limited to, cereal, granola bars, fruit, yogurt, boiled eggs, and more. Students may choose a selection of items from the basket. We also provide morning and afternoon snacks. Breakfast will consist of 3 food groups, while snacks will consist of 2 food groups. While not a sugarless environment, we do make a conscious effort to eliminate excesses of sugar where we can. Menus are posted on classroom parent boards and in the preschool lobby.

Hot Lunch Program

Parents have the option of sending a healthy and balanced sack lunch for their child or purchasing a hot lunch from our food service provider. Ordering information and menus will be sent out each month. Emergency lunches can be purchased in the preschool office prior to 9:00am.

Nutritional Guidelines for Sack Lunches

*****No Peanuts or Peanut Products, Please!*****

Children need good nutrition to grow physically, mentally and spiritually. Please help us by including at least one item from each of the four major food groups: fruits/vegetables, meat/protein, dairy, and whole grains/bread. If you choose to send a sack lunch, please respect our nutritional guidelines and **do not send any sweets, dessert items, soda or gum**. Sack lunches cannot be reheated at school. Cold packs and Thermos bottles work well to keep lunches hot or cold. It is our goal that students learn to be independent in their eating habits. We encourage them to choose their own items from their lunchbox and rarely interfere when they choose which lunch items to eat first. The bottom line: **EVERY ITEM IN THE LUNCH BOX SHOULD BE A "FIRST CHOICE" ITEM; IF AN ITEM SHOULDN'T BE EATEN FIRST (i.e. a fruit roll-up), DON'T SEND IT.**

Candy, gum, cookies, cakes, soda, marshmallows, gummy-fruit snacks and sweetened fruit juices are not appropriate for this environment. If any of these items are included in your child's lunch, we will store it in your child's mailbox until they are picked up.

Please refer to our ["Healthy Child Guidelines"](#) for a full description of our nutritional practices, promises and guidelines for childhood nutrition at school.

Cooking Projects

Weekly cooking projects are an integral component of our program. Through these cooking projects, we strive to educate children on the value of a healthy and diverse diet by cooking a variety of foods. On some special occasions, we do cook with products that contain sweets. If you are concerned over any of the food we serve, feel free to send a snack from home for your child. Please list on the allergy form any foods you do not want us to serve your child.

Allergies

If your child is allergic to any food products, please fill out an Allergy Action Plan so that we may display each item on our allergy listing in each classroom. Due to the serious nature of many peanut allergies, we do not allow peanuts or peanut butter at any time. Occasionally, children may have airborne allergies to nuts. When this happens we will ask all parents to abstain from sending sandwiches with nut butters.

We are an allergy-sensitive school. Because of the high risk that some allergens may cause, we do not allow nuts or peanuts in any form.

*****NO NUTS/PEANUTS, NUT/PEANUT PRODUCTS, OR ITEMS WITH NUTS/PEANUT INGREDIENTS, PLEASE!*****

HEALTH & SAFETY

Nap/Rest Time

Nap / rest time is an important routine for children and is **required by law** and enforced through State Licensing. Each child will need to bring in a **small** blanket, a **small** pillow; if desired, your child may bring a “cuddly” for nap/rest time. All bedding except the cot sheet will be taken home at the end of each week to be laundered. The preschool will be responsible for washing the sheet each week.

Children are never forced to sleep but they will be asked to follow the rest time routine. After lunch, children will visit the toilet, wash hands and brush teeth. Soft music or story tapes will play while children rest as teachers rub backs. If children do not sleep, they will be given quiet activities such as books, drawing / writing or small manipulative toys. If your child is not accustomed to napping, please do not assume that they will never sleep. The preschool day is so active that children who do not sleep at home often need to nap here!

Dental Health

Please provide a toothbrush and the same toothpaste you use at home. We will provide a large tumble cup to hold both toothpaste and tooth brush. Children will brush their teeth immediately following the lunch period.

Illness Procedures

If your child is ill and unable to attend preschool, please call the office at 626.791.1277. Call each day your child is absent. **Per state licensing, all children are expected to be in good health when they attend school. Teachers are required to check all children upon entrance of our facility.** If teachers suspect a child is ill upon arrival, parents will be asked to take them home. If a child shows symptoms of illness during the school session, he/she will be isolated from the other children in a rest area at the front office (per Health Department guidelines) while parents are being contacted for pick-up. If parents cannot be reached, we will use the emergency contacts you provided to us. Please be sure to update your emergency contact list and contact information immediately when known changes occur. We require pick-up within 30 minutes of our call, unless there are extenuating circumstances. We know this may be an inconvenience for you, but please understand that students who are ill deserved the time to recuperate peacefully in the comfort of their own home. In addition, this protects others from the spread of germs and this is **the law**.

If your child has symptoms of a possible communicable disease, such as, conjunctivitis (pink eye), skin rashes, skin blisters and ringworm, we require that you notify the preschool at once and keep your child home for at least 24 hours after the first medication is given. In addition to notifying the school, you must also provide the office with a signed release form from your doctor before your child will be allowed to return to school.

Illness Regulations

STATE REGULATIONS PROHIBIT day care facilities from having a child in attendance with any of the following conditions:

- ❖ If he/she has a known infectious or communicable disease.
- ❖ If he/she has a fever or had a fever during the **previous 24-hour period**.
- ❖ If he/she has heavy nasal discharge the facility **must** have a note from the child's pediatrician allowing him/her to attend school again.
- ❖ If he/she has a cold.
- ❖ If he/she has been taking an antibiotic for **less than 24 hours**.
- ❖ If he/she has had **vomiting** or **diarrhea** in the last **24 hour period**. If the child has been sent home from school **there is a 24-hour waiting period before re-admittance**.
- ❖ If he/she has yellow, white or green discharge from their eyes.
- ❖ If he/she has a **constant** cough.
- ❖ If he/she is fussy, cranky, lethargic, and generally not himself.
- ❖ If he/she has a new skin rash or mouth sores.
- ❖ Has active lice in the hair; children with lice or nits will be sent home and asked to see a lice removal specialist; proof of the visit will be required upon return to school. To prevent further outbreak, the school may, at its discretion, bring in a lice specialist check the hair of all students in that classroom.

The preschool reserves the right to ask for a physician's authorization to return to school.

Please keep your child home even if he or she is just tired or not feeling well; rest at such times may prevent the development of serious illness. If your child has symptoms of a possible communicable disease, please notify the preschool office at once.

Your child may come to preschool:

- ❖ If his/her cold is over, but is left with a **minor** nasal drip.
- ❖ If he/she has been exposed to a communicable disease, a physician's note or call must be received in order to return.

Medications

Prescription medications prescribed by a doctor may be given during school hours. Your physician must complete the Administration of Medication Form. The medication must be in the original labeled container. Only under these conditions may any medicine be given at school. This also applies to non-prescription medicine as well. *Please inform your teachers and also write in the communication logbook when you dispensed the last dose of medicine to your child and when the next dose should be given.* **Our staff will not dispense over-the-counter medication, which includes cough drops, sunscreen, diaper ointment, etc., without an Administration of Non-Prescription Medication Form on file.**

MEDICATION: In accordance with California State Law, medication of any kind can only be given when we have a written authorization from the prescribing physician and written authorization from the parent. This policy applies to both prescription and over the counter drugs. Medications must be in the original containers with the pharmacy instructions.

Emergency Disaster Plans

Preparation

1. Emergency practice drills are held once per month. We alternate evacuation procedures specifically for fire and earthquakes. PCS also participates in the Great California Shake-Out, a state-wide earthquake drill.
2. Parents provide small, preschool sized emergency backpacks with all supplies a student will need for 48 hours. An Emergency Backpack supply list will be sent home prior to the start of school. Backpacks are stored at PCS (our evacuation site).
3. Enough additional supplies for 48 hours / medical, water and food will be stored at the preschool (in the storage room behind workroom) for the purpose of consumption in the event the preschool is unable or it is not safe to evacuate to PCS, school-age site.
4. Each Teacher, Principal and Office Personnel is given a specific job to carry out during the disaster.

Procedure

The preschool's goal is to keep children safe and calm while taking steps to first evacuate to the "Safe Place" in the **Preschool Parking Area or Preschool Yard** before transferring students to the **PCS school-age sports field**. The plan also recognizes that the city may issue evacuation to a final relocation site.

Fire

1. When evidence of smoke or upon signal from smoke alarm, teachers will immediately escort children to exit toward the **preschool parking lot** via classroom emergency exits. Any children in the play yard will be escorted through the emergency gate on the north side of the play yard.
2. The Site Coordinator, Assistant Director, and Principal are assigned to conduct a final sweep through the bathroom and play areas for children or adults before exiting.
3. A specific associate teacher in each classroom is assigned to bring the student roster and first-aid pack.
4. Children in Older Pod will be escorted first to the **Preschool Parking Area** via the west fire exit. Children in Younger Pod will be escorted to Preschool Parking area via the east fire exit near the front lawn. Specifically assigned associate teachers in each class will take roll.
5. The Principal of Early Education or Team Leaders (if the Principal is unavailable) will assess the decision to evacuate children to the **PCS school age sports field**.

Earthquake

1. Teachers and children are instructed to duck and cover in their place - the "Bunny in the Hole" procedure. It is not safe to travel to get under a desk or doorway because there is more chance of getting hit by falling objects.
2. Children are instructed to stay in their "hole" until the teachers assess if it is safe to move.
3. Specifically assigned teachers will bring the class rosters and first-aid packets.

4. When it is assessed safe to move, teachers will escort children “choo-choo train” fashion to the exit toward the **preschool parking lot**, unless the exit is not safe. If exit toward lot is not safe, teachers will use an alternate exit that is safe.
5. From the preschool parking lot, a specifically assigned associate teacher will take student role.
6. The Principal or Team Leaders (if the Principal is unavailable) will assess if children will be evacuated to the **PCS school age sports field**.

All Disasters

1. All other disasters will follow FIRE guidelines.
2. All children will be evacuated to the Pasadena Christian School sports field along with their teachers.
3. In a disaster event where damage occurs, parents will be notified of the location where the city will evacuate us by cell phone or signage at the sports field gate.
4. If a parent cannot be reached, we will attempt to call listed emergency contacts, and then an out-of-state relative. Each parent should provide the school with an out- of –state phone number on their emergency card.

SPECIAL EVENTS

The preschool offers several special events throughout the year. We encourage families to attend each of these events as they are an important part of our curriculum and help to foster community within the school.

Special events include:

- **Classroom Welcome & Handprint Party** - This event is held the day before the new school year begins. Students preview their new classroom. Parents may purchase a handprint tile for our Leave Your Legacy Handprint Wall.
- **PCS Fall Festival** – This is a carnival-style event where all Preschool and PCS families are invited to enjoy games, crafts, a bounce house, and more!
- **Stone Soup Day** – A special day of thanks where each classroom makes a special soup based on the book, “Stone Soup”
- **Grandparents’ Day** – Held in December, this is a day of festivities and bonding with Grandparents or special older adults. Students will prepare songs and activities for their grandparents!
- **P.C.S Family Christmas Brunch & Kids’ Store**- Join PCS families for breakfast during the Christmas season. Breakfast is served at tables in the beautifully decorated school auditorium. Children are invited to shop at the special “for kids only” Christmas store.
- **Open House** – Students and teachers alike get to “show-off” the work they have done over the entire year. This is also a great opportunity to visit the elementary campus!
- **End of School Year Preschool Family Picnic** – In May, our PTF Family Events Committee sponsors a fun filled day for our Preschool families and staff to enjoy games, crafts, a bounce house, food and fellowship.

FINANCIAL

Tuition

Tuition for the SCHOOL YEAR (August - May) is charged on an annual basis and may be payable in ten installments on the 1st of each month, beginning in July and ending in April. **Summer tuition is billed separately.** Failure to pay the July or August installments by the 10th will result in your child(ren)'s removal from the class roster. **All tuition installments are non-refundable and are not prorated due to absences or holidays. All tuition-related questions should be directed to the business office.**

Drop-In Care

Occasionally, you may find a need for care on days/afternoons for which your child is not currently enrolled. If we are under our licensing limit for that day, parents of enrolled students in our 2 Day, 3 Day or morning programs may leave their child at preschool on a non-attendance day and/or for the afternoon. Drop-in care requires you to sign-in on our Per Day log in the office and is billed to your account at **the current daily/afternoon rate. Advance approval from the child's teacher and preschool office is necessary as drop-in care is on a space-available basis.**

It is our policy that we do not allow students to "exchange" days due to absence for any reason. If you would like to bring your child on a non-scheduled day, the drop-in care rate and terms apply.

Statements

Monthly statements will be sent to the email and/or address of the **primary payor** and are available through your Smart Tuition account. All charges shown on the statement are due on the 1st of the following month. A late fee is assessed at the current rate if the statement is not paid by the 10th of the month.

Payments

All payments should be via your Smart Tuition account. We do not accept cash or checks.

Delinquent Accounts

A late fee will be assessed on all accounts not paid in full by 4:30 p.m. on the 10th. If the 10th falls on a weekend or holiday the grace period will expire on the next banking day. PCS will not honor postmarks as the date of payment. Your child(ren) will not be allowed to attend school if **any** portion of your account is more than 30 days past due.

Please contact the Business Office if you have questions about your account. The Preschool staff will not have financial information. Though your account is kept confidential, the Business Office will contact the Principal of Early Education concerning delinquent payments and all disputes concerning preschool tuition.

Changes & Withdrawals

Requests for relief from the annual commitment due to changes in enrollment status must be submitted in writing to the Principal of Early Education **forty-five days** prior to the effective date of the change or withdrawal. Requests for relief from your contract will be forwarded to the business office for approval. **Enrollment and facilities fees are never refundable.**

If July or August installments are not made by the 15th of the month the child will be removed from the class roster and a reinstatement fee will be charged at the current rate to keep the enrollment space if still available.

Please read the terms of the Enrollment Agreement carefully before you call the business office or preschool office concerning withdrawal. **It is expected that parents are courteous at all times to the school personnel speaking to you about your financial account.** Staff members cannot change the policy for you. Any appeal must be in writing to the Superintendent of schools.

It is our policy that we do not allow students to “exchange” days due to absence for any reason. If you would like to bring your child on a non-scheduled day, the drop-in care rate and terms apply.

Returned Checks

A fee will be charged to your account for returned checks. More than one returned check during the school year might result in the dismissal of your child(ren) from Pasadena Christian Preschool. All communication about returned checks or any financial matter must be discussed with the PCS Business Office at (626) 791-1214.

Donations

Pasadena Christian Preschool is a non-profit organization. It costs more to operate a quality environment like ours than the tuition that we charge, therefore, we are very appreciative to families who choose to donate money or material supplies. All donations are tax deductible.

Donations:

Please leave all donations at the front desk along with your name, child’s name, their classroom and the value of the donated item. Our Development Department will issue a donation statement that complies with 501-C3 tax donation law.

PRESCHOOL DISTINCTIVES

In 1999, while preparing to open the preschool some areas of importance grew from the vision of how the preschool program would look. Later when the preschool staff was hired through continued training; growth and progress to attain these distinctive areas continue to be worked on.

1. Open Preschool with Christian Mission
2. Integrated Christian Education
 - a. We look at moral / spiritual development as part of the whole child
 - b. Prayer is an important process to model for young children
 - c. Prayer support for teachers and families is integrated
3. Early Intervention
 - a. Child study
 - b. Meet with parents
 - c. Referral
4. Parent Education
 - a. Monthly articles
 - b. Parent education meetings
 - c. Coffee with the Principal
5. Value the Individual Child
 - a. Emergent curriculum based on observation and documentation
 - b. Respect for children's individual development
 - c. Problem-solving and limit setting
 - d. Strong Social / Emotional connection with teachers
 - e. Encourage independence
6. Strong Supportive Teaching Teams
 - a. Team teaching with a strong lead teacher
 - b. Team Leader offers guidance
 - c. Daily curriculum planning
 - d. Each teaching team meets weekly with the Principal of Early Education
 - e. Collaborative staff meetings
7. Child-Centered / Christ-Centered Environment
8. State of the art Environment Based on Research in Early Childhood Education
9. Art studio / Project Room
 - a. Reggio Emilia influence
 - b. Team Leader / Art specialist
10. Outdoor Classroom
 - a. Team Leader and lead teacher trained in outdoor classroom strategies
 - b. Curriculum planning for specific outdoor activities
11. Continued Professional Growth for teachers in Early Childhood
 - a. Professional conferences
 - b. Supplementary education
 - c. On-site training