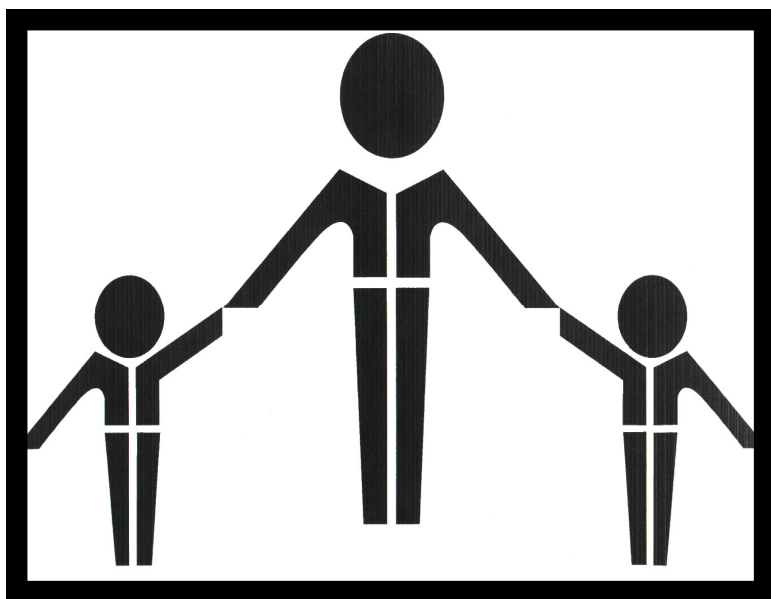


EARLY CHILDHOOD HANDBOOK

2011 - 2012



NORTHMINSTER LEARNING CENTER

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Welcome!

Welcome to Northminster Learning Center!



Welcome to this overview of the Early Childhood programs at Northminster Learning Center!

We appreciate the confidence you have displayed in us by allowing us to participate in the growth and development of your precious child.

Northminster Learning Center is an integral part of the ministry of Northminster Presbyterian Church. As such, we strive to share the Judeo-Christian values upon which our nation was founded. Please be assured that it is not our intention to “convert” your child or to force religion on him or her.

We believe that it is important for children to learn values that will help them become productive and well-adjusted members of society. These values, such as respect and honesty, are common to all faith traditions and are an integral part of any healthy society. We will endeavor to teach these values to your child as part of the education process at Northminster Learning Center.

We sincerely hope your child’s time here at Northminster Learning Center will be an enriching experience. The members of the Northminster Church family cordially invite you to participate in any of our activities. We especially invite you to worship with us. Our messages are relevant to daily life and the service is a blend of traditional and contemporary worship.

May God Bless Your Family,
Rev. Mike Shirey, Associate Pastor

Northminster Learning Center

MISSION

The programs of Northminster Learning Center are overseen by the Children's Outreach Ministry. The mission of the Children's Outreach Ministry team is to reach out with God's love to families within the community and to support the families within our own Northminster family. By developing and supporting Christ-centered and educational programs, we hope to support and strengthen families, provide a warm, nurturing environment, and reflect the vision and mission of Northminster.

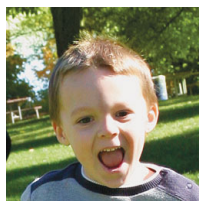
PHILOSOPHY

Northminster Learning Center provides a nurturing, safe, and stimulating learning environment. As early childhood educators, we know children learn best through active, engaged, meaningful play; therefore, we firmly believe play is the children's work. We understand children are naturally curious and learn best when allowed to actively explore, involve all their senses, manipulate real objects, work together with adults and other children, make meaningful plans, and build upon what they already know. Our curriculum reflects these needs while fostering independence, empathy, cooperation, and creativity. In-depth explorations of a topic which are motivated by the child's interest, excitement, and curiosity allow the curriculum to be presented in a developmentally appropriate manner. Families support the classroom by their collaboration and participation. Parents are considered partners in the learning journey and the program is dedicated to building strong family partnerships.



CHILDREN WITH SPECIAL NEEDS

Northminster Learning Center encourages children of all backgrounds to attend our programs. We do not discriminate on the basis of gender, religion, or ethnic background. When in the best interest of the child, children with special needs are welcomed into our program.



We believe children benefit from a variety of experiences with children who may be different from themselves. Our learning community may include children with physical, cognitive, or developmental challenges.

BEHAVIOR EXPECTATIONS

Children are entitled to a pleasant and safe environment in their classroom at Northminster Learning Center. When a child persistently exhibits negative behaviors or functions at a significantly lower developmental level than most children, the environment, schedule, or activity level of the classroom may be a challenge and Northminster Learning Center is not the best educational placement for the student. In order to best serve all children, Northminster Learning Center cannot serve children who display chronically disruptive behavior or children who have been determined to be significantly delayed developmentally. Chronically disruptive behavior is defined as verbal or physical activity which may include but is not limited to such behavior that: requires constant attention from the staff, inflicts physical or emotional harm on other children, abuses the staff, ignores or disobeys the rules which guide behavior during the school day and program time. Negative or unhealthy behaviors such as spitting or any behaviors which endanger the child (such as leaving the building) will not be accepted. If a child cannot adjust to the program setting and behave appropriately, the child may be discharged. When three incidents of the behaviors listed above are documented, the student will face dismissal from the program. Significant

developmental delays include children who function at a much lower level than a typically-developing child and exhibits the following challenges at a severe level: verbal and written communication, toilet training, attention span, and the ability to interact with other children.

PARENT INVOLVEMENT



We encourage our families to become actively involved in the Northminster Learning Center. Please plan for you or a family member to visit/volunteer in your child's class at least once each semester. Each year we hold scheduled family nights to strengthen the link between home and school and we encourage our families to attend all these events. We are looking forward to becoming partners in your child's learning journey.

As we provide a well-rounded learning experience, it is difficult to make holidays meaningful for very young children. Most holidays are based on concepts that are beyond your children's understanding. Often, holidays are extremely overdone. Children see signs of the major commercialized holidays everywhere, so they ask questions and families make choices. Within your family, you have the opportunity to involve your child in aspects of a holiday you feel are in keeping with your family's beliefs, values, and traditions. We feel it is more effective to expose children to information and activities that you might not have the time or resources to facilitate as a family.

At Northminster Learning Center we constantly evaluate how we will spend our time, energy, resources, and how we will meet our curriculum goals. As a staff, we are committed to investing time in meaningful experiences, consequently we will not celebrate secular holidays, such as Halloween and Valentine's Day, but instead encourage you to celebrate holidays as you desire.

ENROLLMENT AND DISCHARGE POLICY

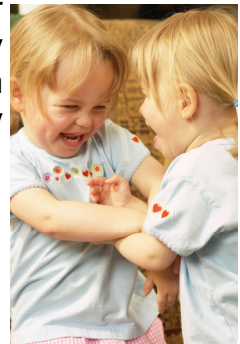
To enroll, a completed registration application and a registration fee must be submitted to the director. If all of the child's required enrollment forms are not completed and returned to the director by the day the child is scheduled to start the program, the child will not be allowed to attend until these completed forms are submitted. In order to be eligible for priority enrollment, your child must be currently attending and participating in a classroom at Northminster Learning Center. In addition, you must be financially current.

The parent/guardian will be responsible for payment of fees in order to reserve the enrollment spot until such time as the completed forms are returned. If classes are full, the child's name will be placed on a waiting list and the registration fee returned.

Enrollment is complete when all necessary forms have been completed and returned to the director, along with the registration fee and first month's tuition.

Any child who does not meet the behavior policy, cannot benefit from our program, or whose presence is detrimental to the other children and program, shall be dismissed by the director.

Parents who fail to call in to excuse their child's absence more than five times may be dismissed from the program. Children missing more than 15 days of school may also be dismissed from the program.



CALENDAR

Upon enrollment, you will receive a calendar listing evening events, parent teacher conferences, and school holidays. We follow the Dunlap School calendar when determining the days school will not be in session.

IF DUNLAP HAS CALLED OFF SCHOOL, NORTHMINSTER LEARNING CENTER WILL BE CANCELED.

Our school year typically begins the Tuesday after Labor Day and ends on the Thursday before Memorial Day in May. The last day of school is subject to change depending on the Dunlap District #323 calendar.

SNACK

A snack and apple juice will be provided during each class session. If you would like to provide a healthy snack, you are welcome to sign up on the snack calendar located on the parent bulletin board outside the classroom. Per DCFS, all snacks must be commercially prepared. Due to numerous allergies, snacks containing peanuts and peanut butter will not be served.

HEALTH EXAMINATIONS



Each child is required to have a physical exam record including immunizations in their enrollment folder. A child's physical must be less than 6 months old. Children returning to the program as four-year-olds are not required to get a new physical. A lead screening (or waiver) and TB test (or waiver) must also be included.

BIRTH CERTIFICATE REQUIREMENT

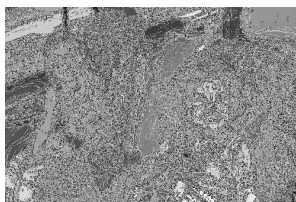
(As required by the Dept. of Children and Family Services 407.250)

Beginning in the fall of 2010, all families will be required to prove a certified copy of their child's birth certificate or other reliable proof of identity and age within 30 days of enrollment. If a certified copy of the birth certificate is not available, the parent or guardian must submit a passport, visa or other governmental documentation as proof of the child's identity and age and an affidavit or notarized letter explaining the inability to produce a certified copy of the birth certificate. Northminster Learning Center will accept a copy or will duplicate and return the original certified copy to the parent or guardian no later than the end of the next business day after receipt.

Northminster Learning Center is now required by law to notify the Illinois State Police or local law enforcement agency if the parent or guardian fails to submit proof of the child's identity within the 30 day time frame. Additional steps and guidelines regarding failure to adhere to this policy can be found at <http://www.state.il.us/DCFS/docs/407.pdf>.

DROP OFF / PICK UP

Parents need to park in the lot and bring their child into the building. Parents are expected to drop children off at the classroom door after helping children hang up their coat and bag. Parents need to stop at the restroom



and help their children wash their hands before entering the classroom. Taking children to the classroom assures safety of students and provides parents with an opportunity to visit

with the classroom teachers on a daily basis.

You may drop children off five minutes before class begins. Parents picking up more than five minutes late will be assessed a \$5.00 late fee. If a parent has not contacted the program 15 minutes after the end of class, the staff will begin calling emergency contacts. The staff will make a minimum of three phone calls to emergency contacts in order to arrange for someone to pick up your child. Without success of finding a contact person who will take your child home, the police will be called. After an hour, if your child is still at Northminster Learning Center and no one is available to care for him or her, your child will be placed in the custody of the police. In order to avoid this very disturbing situation, it is critical for parents to contact the program if they are going to be late and to make sure a child's emergency contact information is always current and correct. Please be assured that while your child is here, Northminster Learning Center staff will continue to provide care and will reassure the child that he or she is safe and that everything will be okay. The child will never be held responsible for his/her parents' tardiness and the issue will always be discussed with the parent and not the child.

HEALTH & SAFETY/ABSENCE & ILLNESS

In the event that your child is ill, please refrain from bringing him/her to the program. Children who are obviously ill or who have a temperature will not be allowed to stay at the program. Keeping your child home when they are ill allows your child to be more comfortable and helps prevent the spread of illness.



You must call when your child will be absent.

If your child is unable to attend class for any reason, reimbursement for that day is not available. Each day of class we plan on your child attending and schedule staff and purchase materials accordingly. Children will not be

able to make up missed days because our classes would exceed capacity.

If your child exhibits any of the following symptoms or illnesses, please keep them home from school.

1. Children with diarrhea and those with a rash combined with fever (oral temperature of 101 degrees Fahrenheit or higher or under the arm temperature of 100 degrees Fahrenheit or higher) shall not be admitted to the Learning Center while those symptoms persist. Children shall be removed as soon as possible should these symptoms develop while the child is at the center.
2. Children need not be excluded for a minor illness unless any of the following exists, in which case exclusion from the Learning Center is required:
 - a. Illness which prevents the child from participating comfortably in program activities
 - b. Illness which calls for greater care than the staff can provide without compromising the health and safety of other children
 - c. Rash combined with fever over 101 degrees Fahrenheit (oral)
 - d. Unusual lethargy, irritability, persistent crying, difficulty breathing or other signs of possible severe illness
 - e. Diarrhea
 - f. Vomiting two or more times in the previous 24 hours, unless the vomiting is determined to be due to a non-communicable condition and the child is not in danger of dehydration
 - g. Mouth sores associated with the child's inability to control his or her saliva, until the child's physician or the local health department states that the child is noninfectious
 - h. Rash with fever or behavior change, unless a physician has determined the illness to be non-communicable
 - i. Purulent conjunctivitis, until 24 hours after treatment

has been initiated

- j. Impetigo, until 24 hours after treatment has been initiated
 - k. Strep throat (streptococcal pharyngitis), until 24 hours after treatment has been initiated and until the child has been without fever for 24 hours
 - l. Head lice, until the morning after the first treatment
 - m. Scabies, until the morning after the first treatment
 - n. Chicken pox (varicella), until at least six days after onset of rash
 - o. Whooping cough (pertussis), until five days of antibiotic treatment have been completed
 - p. Mumps, until nine days after onset of parotid gland swelling
 - q. Measles, until four days after disappearance of the rash
 - r. Symptoms which may be indicative of one of the serious, communicable diseases identified in the Illinois Department of Public Health Control of Communicable Diseases (77 Ill. Adm. Code 690)
3. Space shall be provided for a child who becomes ill at the center. Such space shall be ventilated and heated, within sight and hearing of an adult and equipped with a cot and materials that can be easily cleaned and sanitized.
 4. The center shall report any known or suspected case or carrier of communicable disease to local health authorities and comply with the Illinois Department of Public Health's Control of Communicable Diseases Code (77 Ill. Adm. Code 690).
 5. If a child needs emergency care because of an accident or illness that occurs while the child is in care, the center shall attempt to contact the child's parent(s) at the phone numbers provided for that purpose. If unable to locate the parents, the Learning Center's attempts to do so shall be documented in the child's file.

6. Major and minor accidents or illnesses which happen to a child at the Learning Center shall be recorded in file, and parents shall be notified.

In case of accident or illness, parents of the child will be called immediately. In serious cases, the child will be taken to one of the local hospitals by emergency vehicle for treatment and the parents will be called as soon as possible.

PESTICIDE POLICY

(As required by the Dept. of Children and Family Services 407.370)

Northminster Presbyterian Church has contracted Peoria Pest Control Co. as their pest control company. Every month, Peoria Pest Control Co. sends a technician to the church to evaluate any pest issues the church may have. Typically the visits occur toward the end of each month.

Northminster Learning Center takes preventative measures including daily classroom cleaning and trash removal to provide a safe, clean environment for our children and staff. If you wish to have notification sent to you when our pest control technician is scheduled to visit, please let Nanette Mulvey know. You may also contact Roy Saatkamp for more detailed information regarding the integrated pest management program at Northminster.

Discovery Preschool

PROGRAM GOALS

The following goals provide guidelines for developing our program. Your child will:

- develop to their fullest potential in all domains
- develop the ability to deal effectively with the environment

- learn to stay on task and persevere
- learn to be actively engaged in the learning process
- learn to take risks in the learning process
- develop self-confidence and an appropriate level of independent decision making
- develop a knowledgeable, confident self identity
- develop comfortable, empathetic interactions with all people
- participate in religious education through developmentally appropriate activities

GUIDANCE PROCEDURES

Our philosophy, in addition to the laws of the state of Illinois, prohibits physical punishment. We guide children's behavior positively by creating a supportive environment that:

- Focuses on children's strengths
- Encourages adults to form positive, authentic relationships with children
- Makes a commitment to supporting child's play
- Offers plenty of opportunity for children to make meaningful choices
- Uses re-direction as a guidance technique
- At times, ignores inappropriate behavior
- Has a consistent, yet flexible daily routine
- Provides for both active and quiet times
- Uses positive key phrases to guide children's behavior
- Offers respectful reminders
- Acknowledges each child's individual needs
- Is aware of each child's developmental stage
- Adopts a problem solving approach to conflict
- Has age appropriate expectations
- Allows expression of feelings and emotions



Families will be informed on a regular basis as to their child's success in the classroom. If your child is struggling, we will invite you to share more about your child and his behavior at home. Together we will work to ensure your child's success.

In Discovery Preschool, we help facilitate resolution of conflict by involving children in the 2nd Step Violence Prevention curriculum.

HOURS OF OPERATION

Discovery Preschool offers two part day sessions - a morning session from 8:30 - 11:15 a.m. and an afternoon session from 12:15 - 3:00 p.m. We also provide one full day session from 8:00-3:00 p.m. with the option of pre and after school care starting at 7:30 a.m. and ending at 5:30 p.m.

FEES

4 Day Program: \$160.00 (Mon. - Thurs.)

5 Day Program: \$185.00 (Mon.- Fri.)

Full Day Program: \$415.00 (Mon.- Fri.)

\$150.00 (Extended Care for Full Day)

Tuition for Discovery Preschool is due on the first day of the month. Please put your tuition in the **black tuition box** located outside the offices. Placing your check in the mailbox will save your check from being misplaced during class dismissal. Payments made after the 10th of the month will be assessed a late fee of 15%. Holiday camps for full day students (*who are five years old*) are included in extended care tuition; **spring break will be a separate charge of \$30.00 per day for these students.**

You are encouraged to have your tuition automatically deducted from your bank as an Electronic Funds Transfer (EFT). Tuition is withdrawn around the 6th of each month **beginning in October and ending in May.** This method of payment is convenient and will alleviate the possibility of late fees. **Following two late payments, families will be required to use EFT in order to hold your spot.**

A child attending any part of a given month will be required to pay for that month. You are responsible for tuition fees even when you choose not to send your child due to family vacations, illnesses, etc. **Parents of students enrolled on March 1st will be responsible for completing tuition payments through May of the current school year.** If your child is leaving the program, a written statement must be submitted at least two weeks prior to the withdrawal date.

HALF DAY SCHEDULE

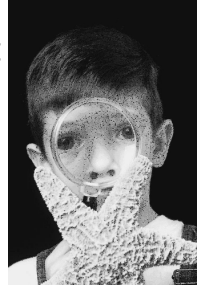
8:30-8:35 / 12:15-12:20 Book Time on the Meeting Rug
8:35-8:45 / 12:20-12:30 Greeting/Jobs
8:45-9:35 / 12:30 - 1:20 Learning Centers/Projects
9:35-9:45 / 1:20 - 1:30 Music/Creative Movement
9:45-10:00 / 1:30 - 1:45 Snack
10:00-10:15 / 1:45 - 2:00 Shared Reading
10:15-10:35 / 2:00 - 2:20 Gross Motor/Outside Time
10:35-10:55 / 2:20 - 2:40 Small Learning Groups
10:55-11:00 / 2:40 - 2:45 Close/Final Story
11:00-11:15 / 2:45 - 3:00 Godly Play

FULL DAY SCHEDULE

8:00 – Book Time on the Meeting Rug
8:10 – Morning Meeting
8:30 – Learning Centers/Project Time
9:45– Music & Movement
10:00 – Snack
10:15 – Gross Motor Time
10:45 – Shared Reading
11:00 – Small Groups
11:30 – Lunch
12:00 – Rest Time
1:00 – Gross Motor Time
1:30 – Learning Centers/Project Time
2:30 – Godly Play 2:45 – Response to Godly Play

CURRICULUM

The curriculum offered at Discovery Preschool supports our philosophy and belief that children learn by being actively engaged in play. Core to our curriculum are in-depth explorations. Modeled after the project approach (Katz and Chard), our in-depth explorations are motivated by what the children are excited and curious about in regard to a topic or subject. Our goal is to engage children's minds, giving children plenty of opportunity to obtain a deeper understanding of the world around them.



Teaching to the child's interests makes a great deal of sense to us. We know as adults we are more motivated to investigate and learn about subjects that are of interest to us. To a novice gardener, a seed catalog, gardening book or a flat of flowers would be enough motivation to dig in and work hard, becoming engaged in the entire process of gardening. On the other hand, rock collecting may be of no interest and no amount of cajoling would motivate the same person to begin collecting rocks. In order to capitalize on the children's interests, we will be the observer. We will observe play, peer and adult interactions, conversations with families, and creative work. These observations will shed light on the children's interests. In addition, we will frequently ask children "What do you wonder about ...?"

Through engaging activities and in-depth explorations, the young child will develop personal, social, language, and physical skills, as well as mathematical, scientific, and creative thinking. To grow socially, a child needs to interact, play and talk with other children and adults. With adult encouragement and guidance, a child will gain independence and self-discipline and recognition of the value of others.

To develop language skills, a child needs practice listening

and speaking, as well as exposure to a wide variety of reading and writing materials. To develop mathematical thinking skills, a child needs to sort, create patterns, measure, and gain an understanding of numbers. To grow scientifically, a child needs to observe, investigate, predict, and question the environment around him/her. To develop physically, a child needs opportunities to master small and large motor skills, eat nutritional well-balanced meals and enjoy plenty of sunshine and fresh air. To advance the arts, a child needs experiences with a variety of art supplies or media; opportunities to sing, listen, and play music; and time to use dance as creative expressions.



While the in-depth exploration allows children the opportunity to explore what is of interest to them, learning centers provide plenty of opportunity to create, make decisions, work with others, think and reason, problem solve, develop coordination, increase attention span, investigate, explore, and foster a love for discovery and learning. Each day the children have ample opportunity to work and play in learning centers. Extended play allows children to truly become engaged in their work and investigations (Dodge and Colker). Each of our eight learning centers are labeled with a title and text describing the type of learning and discovery that occurs while children partake in play (Dodge and Colker).

In addition to in-depth exploration and learning centers, we also use circle time, (both large and small groups of children) to foster skills and build a classroom culture. During circle time, children have the opportunity to share in important classroom information and happenings, build a repertoire of common experiences, group problem solve, verbalize to the group, and do things with others (Hohmann and Weikart).

We'd like you to be involved in supporting your child's learning. You can do this by serving as a resource person,

volunteering your time in the classroom, cultivating outside resources for us, providing materials, etc.

RELIGIOUS EDUCATION

- Religious education is appropriate for the preschool child.
- Religious education can provide a foundation for development of a mature faith.
- Guidelines exist for religious education at these age levels and these guidelines have a sound basis in research on the cognitive and emotional development of young children.

Incorporating these guidelines, religious education at the Discovery Preschool at Northminster Presbyterian Church shall focus on the development of attitudes. These attitudes include the following:

Foundational Attitude of Faith

1. The child will learn to trust the dependability of the parent.
2. The child will learn to appreciate nature.
3. The child will develop faith in the predictability of events.

Foundational Attitude of Hope

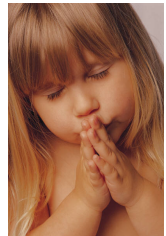
1. The child will develop a positive attitude toward life.
2. The child will develop a joyful attitude toward learning.

Foundational Attitude of Love

1. The child will develop positive self-regard.
2. The child will develop a positive orientation towards others.

Bible stories are an appropriate method of developing these foundations. In using the Bible, teachers will:

1. Teach the importance of the Bible and how to use it respectfully.
2. Use adapted and shortened versions of the Bible stories, often telling rather than reading.



3. Choose Bible stories that promote a positive attitude towards God and Jesus.
4. Teach the meaning of the stories through play and other forms of enactment.

Preschool children are capable and interested in prayer. The preschool years are an opportune time to begin prayer. In the use of prayer:

1. Prayer should focus on adoration and thanksgiving.
2. Prayer will be modeled and incorporated throughout the day and children will be encouraged to say their own prayers.
3. Some short prayers may be memorized.

In religious education at Discovery Preschool, the preschool child's attention span, need for activity, and the importance of child-initiated learning will be respected.

LITERACY POSITION STATEMENT

Learning to read and write is one of the most critical predictors of a child's success in school and later in life. The early childhood years, from birth to age eight, are the most important time for literacy development (Neuman, Copple, Bredekamp, 2000). Literacy development begins in the toddler years. Young children need to be engaged in literacy activities that are meaningful and that build on their prior experiences and learning. When an early childhood classroom is literacy rich, it encompasses the following components:

- shared reading activities
- guided writing experiences
- children have immediate access to an expansive classroom library with many types of literature
- activities that encourage children to "play with language" using rhyme and rhythm to engage them in phonological experiences
- opportunities to use the language in a meaningful way in their daily interactions in the classroom

Literacy goals for children exiting Discovery Preschool for kindergarten are consistent with the recommended accomplishments from the National Research Council's *Preventing Reading Difficulties in Young Children*. The child leaving Discovery Preschool for kindergarten will:

- recognize print in the local environment
- understand that different text forms are used for different functions of print (i.e. a list for groceries is different from the list on the menu)
- understand and follow oral directions
- be sensitive to some sequences of events in stories
- show an interest in books and reading
- identify about 10 alphabet letters, especially those in own name
- write (scribble) messages as part of play activity
- begin to attend to rhyming sound in common words



WORK SAMPLING

Our children are evaluated using the work sampling system. This assessment tool evaluates the children in seven developmental domains: Language, Math, Intellectual Disposition, Social Studies, Spiritual Development, Social and Physical Development. Teachers collect children's work and organize it into a portfolio; they record their growth using developmental checklists, and write a summary report at the end of each collection period. This information is shared with the child's family two times a year in a conference format. The work sampling goals correlate and support the Illinois State Board of Education's early learning standards.



Curiosity Corner

PROGRAM GOALS



Curiosity Corner is designed to provide a Christian based, age appropriate program for children between the ages of 24-36 months. Our goal is to help children thrive in a social setting away from their parents, while at the same time introducing age appropriate skills and play concepts. To achieve these goals we

shall follow these basic concepts:

1. To teach children to play fair and share
2. To teach children to respect teachers and follow simple rules
3. To help develop self-confidence and high self-esteem in our children
4. To introduce Christian values through stories, song and play
5. To have an enjoyable time while parent is away

GUIDANCE PROCEDURES

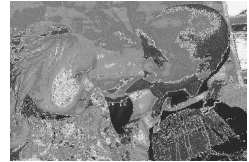
Northminster Learning Center's philosophy, in addition to the laws of the state of Illinois, prohibits physical punishment. We positively guide children's behavior by creating a supportive environment that:

- Focuses on children's strengths
- Encourages adults to form positive, authentic relationships with children
- Makes a commitment to supporting child's play
- Offers plenty of opportunity for children to make meaningful choices
- Uses re-direction as a guidance technique
- At times, ignores inappropriate behavior
- Has a consistent, yet flexible daily routine

- Provides for both active and quiet times
- Uses positive key phrases to guide children's behavior
- Offers respectful reminders
- Acknowledges each child's individual needs
- Is aware of each child's developmental stage
- Adopts a problem solving approach to conflict
- Has age appropriate expectations
- Allows expression of feelings and emotions

Due to the fact that these children are very young, we have chosen a few simple rules.

1. Follow safety rules.
2. Listen to your teachers.
3. Help others.



If a child needs to sit for a short period of time and think about his or her actions and choices, teachers will use time out methods. Teachers and parents should feel free to communicate with each other regarding behavior issues. If a child exhibits a behavior that could endanger the safety of himself or other children in the program, the child may be discharged from the program.

HOURS OF OPERATION

Curiosity Corner offers classes for children ages 24 - 36 months. Children can attend two days per week—either Monday and Tuesday or Wednesday and Thursday. Class will run 8:30 - 11:00 am.

ENROLLMENT AGE

Children must be 24 months by September 1st to begin the program. Children turning 24 months after September 1st, will have to wait until the following September to begin.

FEES

Tuition each month for Curiosity Corner is \$140.00. It is due on the first day of the month. Please put your tuition in the **black tuition box** located outside the offices. Placing your check in the mailbox will save your check from being misplaced during class dismissal. Payments made after the 10th of the month will be assessed a late fee of 15%. **You are encouraged to have your tuition automatically deducted from your bank as an Electronic Funds Transfer (EFT).** Tuition is withdrawn around the 6th of each month **beginning in October and ending in May.** This method of payment is convenient and will alleviate the possibility of late fees. **Following two late payments, families will be required to use EFT in order to hold their spot.** A child attending any of a given month will be required to pay for that month. You are responsible for tuition fees even when you choose not to send your child due to family vacations, illnesses, etc. **If your child is leaving the program, a written statement must be submitted at least two weeks prior to the withdrawal date.**

DAILY SCHEDULE

8:30	-	9:30	Learning Centers
9:30	-	10:00	Gross Motor Play in Gym or Outside
10:00	-	10:30	Toileting & Snack
10:30	-	10:45	Stories & Music/Daily Message
10:45	-	11:00	Music and Movement
11:00			Goodbye Song with Families



CURRICULUM

Our curriculum is designed specifically for two year olds who are busy learning about themselves and the world around them. The children are offered many opportunities to explore and learn through

play. Our schedule includes activities designed to promote language and thinking skills, fine and large muscle development, self-esteem and self-help skills, and positive social interaction. We also strive to model basic Christian values, such as caring and compassion, and introduce simple Bible concepts through story and song. We want Curiosity Corner to be a positive, enriching experience for each child and parent.

SPIRITUAL DEVELOPMENT

Children in Curiosity Corner do not have a formal time during class for religious training. For 2 year olds, it is important that they are exposed to religion and spirituality in a natural, appropriate way. During the class day, teachers may talk about God or Jesus and children will usually say a short prayer of thanksgiving before their snack. During Advent and the Easter season, children will also be exposed to the stories of faith. Please be assured that as your child is attending a faith-based program, spiritual development is occurring in a very positive, developmentally appropriate way.

AUTHENTIC ASSESSMENT

In order for our staff to support your child's development, we use a very authentic style of assessment at Curiosity Corner, which includes your child's portfolio and checklist. During school, classroom teachers collect samples of your child's work while they are attending Curiosity Corner. These samples include participation in the following activities:

- Art, Music & Movement
- Gross Motor
- Fine Motor
- Learning Centers
- Literacy & Language Activity



Teachers also keep a checklist of observed skills and behaviors from your child. Twice a year you will be invited to a conference with your child's teacher to discuss your

child's progress and share any concerns you may have. The goal of this type of assessment is to allow teachers to really know your child and for children to be assessed in a very natural way during the course of their normal play at school. We look forward to sharing your child's work with you at parent-teacher conferences.

TOILETING POLICIES

Children are not required to be potty trained to attend Curiosity Corner. Teachers will support your child at whatever point they are at in the potty training process. We do expect children to come to school in a dry diaper that will be sufficient while they attend class. While there is not a specific time in the day built-in for changing diapers, if your child is extremely wet or has a dirty diaper, he or she will be changed. Please keep your teacher informed about your child's development toward potty training so we can best support your efforts.



Supply Lists

DISCOVERY PRESCHOOL

Stickers - any variety for the Writing Center
Crayola water color paint
Crayola Crayons - 24 or 48
1 Package of dry erase markers
Bottle of Elmer's glue
Lined Post-It Notes
1 Box of Kleenex
Crayola washable markers - broad tip
2 rolls Scotch tape
Package of colored copy paper for drawing (pink or green)
Package of construction paper
Paper towels - 3 rolls
Lysol disinfectant wipes
Clorox Anywhere surface sanitizer
Extra Clothes Including, Underwear and Socks
(marked with name)
Backpack

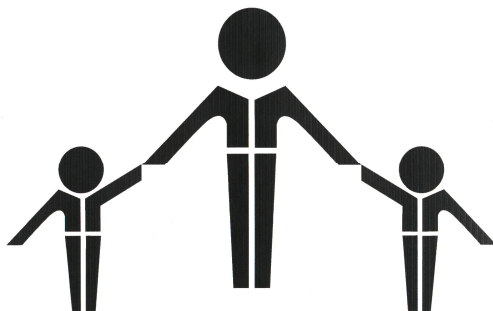
CURIOSITY CORNER

Stickers
2 Glue Sticks
Crayola washable markers - fine line
Scotch Clear packing tape - 1 roll
Package of colored copy paper for drawing (yellow or blue)
Package of construction paper
Baby Wipes
1 Box of Kleenex
Paper towels - 3 rolls
Lysol disinfectant wipes
1 box Ziploc Sandwich Bags
Rubber gloves - box found in First Aid supplies
1 package C batteries
Extra Clothes Including, Underwear and Socks (marked
with name)
Backpack

Quick Reference Sheet

Director: Stacy Berg

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**Thank you for participating in the programs
at Northminster Learning Center!**