

COURTNEY CHRISTIAN SCHOOL EARLY CHILDHOOD POLICIES AND PROCEDURES



Courtney Christian School is committed to providing an excellent education which includes a quality academic program, as well as imparting a Biblical worldview, developing Godly character, and instilling the knowledge of our nation's Christian heritage.

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SPIRITUAL PROGRAM

INTEGRATED APPROACH

The spiritual program of Courtney Christian School is not separated from the other programs and activities but is integrated into everything we do. Our desire is to honor Jesus Christ in all that we do by affirming Scripture, by exalting His name, and by exhorting students toward Godliness in living. The development of a Biblical worldview, moral integrity, and spiritual discernment is one of the primary goals of our school.

BIBLE CLASSES

Students are privileged to be instructed in the Holy Scriptures. We set aside the first part of the day for Bible instruction. We do not teach doctrine. The Bible is the basis for all spiritual instruction.

ACADEMIC PROGRAM

STUDENT ASSESSMENT

Preschool (K3) and Pre-Kindergarten (K4)

Early Childhood students in K3 and K4 classes will be given a comparative assessment at three different intervals throughout the school year (beginning, mid-term, and final). The students will be assessed in the following areas:

- Motor Development and Readiness Skills
- Social and Emotional Development
- Cognitive Development – Mathematics
- Cognitive Development – English Language Arts (Phonics/Reading, Handwriting)

Kindergarten (K5)

Kindergarten students will receive weekly test grades in Bible, ELA (Phonics, Reading, Handwriting), and Math.

REPORTING STUDENT PROGRESS

Preschool (K3) and Pre-Kindergarten (K4)

- K3 and K4 parents will receive their child's completed seatwork daily for review. It is important to review seatwork so that you are informed about what your child is learning and how he/she is progressing from week-to-week. Please note that completed work may also have written notes from the teacher with information or suggestions about academic areas that the class is currently working on and may require corrections and/or additional practice at home.
- K3 and K4 students will receive a Progress Report each nine weeks in order to inform parents of how their student is progressing in each of the assessment areas.
- A parent/teacher conference will be scheduled at the mid-term in order to discuss developmental and academic assessment.

Kindergarten (K5)

- Kindergarten parents will receive their child's completed daily seatwork for review. It is important to review seatwork so that you are informed about what your child is learning and how he/she is progressing from week-to-week. Please note that completed work may also have written notes from the teacher with information or suggestions about academic areas that the class is currently working on and may require corrections and/or additional practice at home.
- Parents will receive weekly graded test papers that are to be signed and returned to school. These test papers will allow parents to review their child's test grades and address any areas that may require additional practice.
- Kindergarten students will receive a Report Card each nine weeks.
- The teacher will schedule a parent/teacher conference at the mid-term in order to discuss your Kindergarten student's progress.

ACADEMIC PROGRAM

CURRICULUM

Preschool (K3) and Pre-Kindergarten (K4)

Courtney Christian School uses the Abeka curriculum for all subjects taught in Early Childhood K3 and K4 classes including Bible, ELA (Phonics, Reading, Handwriting, Language), Mathematics, Readiness, Cultural (science, history, geography, social science), and Enrichment (music, poetry, Literature).

In addition to the curriculum, we incorporate hands-on activities that support the curriculum in every subject area. These activities provide students the opportunity to experience and explore learning in fun and innovative ways that will develop a love for learning at an early age.

Kindergarten (K5)

Courtney Christian School Kindergarten classes use the Abeka curriculum for Bible, ELA (Phonics, Reading, Handwriting), and Social Studies. In addition to the Abeka curriculum, we also use A Reason for Writing (Handwriting) and Bob Jones Math curriculum.

SCOPE AND SEQUENCE

Our Early Childhood program at CCS is an advanced program that covers a broad spectrum of learning in every subject area. Each Pre-K and Kindergarten class will implement a Scope and Sequence Plan, which outlines all concepts from each subject that are taught throughout the year. A copy of the Scope and Sequence Plan for your child can be provided if requested by the parent.

STUDENT POLICIES

ATTENDANCE

Morning Arrival

Doors will be opened at 7:30 A.M. Only Early Childhood (K3, K4, and Kindergarten) students are dropped off at Gate 2 in the morning. If you have both an Early Childhood student and an Elementary and/or Middle School sibling to be dropped off, your drop off will be Gate 1 at the main building. When dropped off, students will go directly to their classroom. The bell will ring at 7:55 to begin school. Students are considered tardy at 8:00.

Dismissal

Dismissal begins at 3:00. Early Childhood parents will pick up their students at the main school building and must have their car tag visible. If a parent does not have a car tag, he/she will be asked to park and walk into the lobby of the main building in order to provide appropriate identification. The student will then be called at the end of dismissal.

Exceptions to the standard dismissal procedure are as follows: Substitutes, Para-assistants, volunteers, Sports staff and participants, and extreme emergencies.

CCS does offer an after-school care program. Any students who are not picked up by the end of dismissal will automatically be sent to after-school care, and parents will be charged the allocated fee. Aftercare is available until 5:30.

DRESS CODE POLICY

- K3 and K4 students will wear the blue t-shirt with the school logo and black shorts, pants, skorts, or skirts (black leggings and athletic shorts will be permitted for K3 and K4 students only).
- Kindergarten students will wear the blue CCS polo shirt with the school logo and black uniform style pants, shorts, or skorts.
- Black shorts or leggings are required under dresses or skirts.
- All CCS Early Childhood students are only allowed to wear a CCS jacket or sweatshirt in the classroom. Any other jacket or coat may only be worn outside during recess or during drop-off and dismissal.
- **Velcro tennis shoes or slip-on tennis shoes are required** and must be worn with solid black or white socks.
- **NO LIGHT-UP SHOES, LACE-UP SHOES, SANDALS, or BOOTS** will be permitted.

STUDENT POLICIES

PARENT FOLDERS

A blue pocket folder will be designated as a parent folder for each student. This folder will go home each afternoon and must be returned to school each morning. The parent folder is used to send home papers that are kept at home, as well as, those to be signed and returned to school. Please note that your child's daily behavior chart is also located in this folder and should be checked daily for conduct, behavior notes, and correspondence. The folder should also be used by parents to send in any notes, forms, and/or monies to the teacher or the office.

FOOD AND LUNCHES

Snacks

Pre-K and Kindergarten classes will have snack every day. Please remember to send a snack each day for your child.

Lunches

Students have the option to bring their lunch from home or purchase lunch on a pre-ordered basis. Students will not be allowed to call home for a forgotten lunch. In the event of a forgotten lunch, an emergency lunch will be provided at a cost of \$8.00. In order to prevent interruptions in the school day or cafeteria procedures, CCS will not accept lunches from a parent after 9:30 A.M.

NAPTIME

The K3 and K4 classes will have a scheduled naptime every day. Students are required to bring his/her own beach towel (no blankets please) and mat cover (standard crib sheet), labeled with their name, to school each week. These items will go home every Friday to be washed in order to help control the spread of sickness and germs and must be sent back to school on Monday. Please **DO NOT** send stuffed animals to school for naptime unless requested by the teacher.

Kindergarten students do not nap during the school day.

STUDENT POLICIES

TOYS

Students are not permitted to bring toys or jewelry to school. These items are easily lost and often cause distraction throughout the day. Exceptions to this are allowed only for special class events or assignments such as pajama day, letter day, or show and tell. Your child's teacher will notify you and provide information for any such events.

SICKNESS

In efforts to provide the safest and healthiest environment for all Pre-K students and staff members at CCS, we have provided the following protocol for you to follow to help prevent the spread of sickness at school. Please keep your child home if he/she exhibits the following symptoms:

- Fever (Student must be fever free, without medication, for 24 hours before returning to school.)
- Vomiting (Student must be free from symptoms for 24 hours before returning to school.)
- Diarrhea (Student must be free from symptoms for 24 hours before returning to school.)
- Flu (Student must be symptom free/fever free for 48 hours, without medication, before returning to school.)
- Covid (If students test positive for Covid, they are required to quarantine for five days from the onset of symptoms.)
- Body rashes that are contagious and are accompanied by fever and/or itching
- Lice or nits
- Eye infection that includes drainage from the eye
- Earache that is accompanied by redness and/or fever
- Sore throat (especially if accompanied by swollen glands and/or difficulty swallowing)
- Please watch for any unusual physical or behavioral changes that may indicate that your child is sick such as: paleness, fatigue, lack of appetite, confused, incoherent, uncharacteristically cranky or upset.

STUDENT POLICIES

EARLY CHILDHOOD BITING POLICY

Biting is a natural developmental stage that many children go through. It is usually a temporary condition that is most common between thirteen and twenty-four months of age. The safety of the children at Courtney Christian School is our primary concern. The preschool biting policy addresses the actions the staff will take if a biting incident occurs.

The following steps will be taken if a biting incident occurs:

1. The biting will be interrupted with a firm "No...we do not bite."
2. The biting child will be removed from the situation.
3. The bitten child will be physically assessed and comforted.
4. The wound/bite of the bitten child will be cleansed with soap and water and an ice pack will be applied.
5. The parents of both children will be notified of the biting incident.
6. The appropriate forms will be filled out (Incident Report). Note: If a bite requires medical treatment, a copy of the incident report must be mailed to the Department of Human Services within 7 calendar days.
7. Confidentiality of all children involved will be maintained.
8. The bitten area should continue to be observed by parents and staff for signs of infection.

If biting continues:

1. The second time a child bites, the parent will be required to meet with the teacher and the Early Childhood Director.
2. The third time a child bites, the parent will be required to keep the child home for one school day.
3. The fourth time a child bites, the parent will be required to keep the child home for three school days.
4. The fifth time a child bites, a parent will be required to keep the child home for five school days.
5. The sixth time a child bites, the child will not be allowed to return to school for one nine weeks period.

Please be aware that although biting is a typical developmental response for some children, it can be very harmful to other children. If you have any questions regarding the biting policy, please see the Early Childhood Director.

STUDENT POLICIES

EARLY CHILDHOOD TRAINING POLICY

Training Requirements:

All Early Childhood Students must be potty trained before they can attend. Why do children have to be potty trained before they begin preschool? There are strict guidelines for changing and disposing of diapers when children are being changed in a classroom, and we are not equipped to take on that task. When an adult is changing a child's diaper, it is taking learning time away from the class.

What does it mean to be potty trained? Children must be wearing underwear with very few accidents. A child having three or more accidents per week would not be considered potty trained. Please note that wearing pull ups is not considered being potty trained. Teachers are unable to use valuable teaching time to regularly check students who are wearing pull ups for potty accidents. Students wearing soiled pull ups for prolonged periods may result in increased risk of rashes and infections.

Policy and Procedures:

Below you will find our plan and procedures for enforcing our training policy. This will not go into effect until the 3rd week of school. We understand that for many students the transition from home or a different care environment may be a little scary and take some time to get used to. For this reason, the first two weeks of school are meant to help the students adjust and become comfortable and familiar with their classroom, teacher, classmates, and routines. For this reason, we will not send potty notes or enforce training policy for the first two weeks of school.

- 1st potty accident – parent note
- 2nd potty accident – parent note
- 3rd potty accident – parent conference / parents will be given a copy of bathroom schedule to practice at home
- 4th potty accident – parent note / continue to work on at home
- 5th potty accident – parent note / continue to work on at home
- 6th potty accident – parent conference to discuss possible professional evaluation for medical issues and/or developmental readiness for school. Parents will be asked to keep student home for one week to continue to work on training.
- 7th potty accident – 1 week at home to continue training
- 8th potty accident – 1 week at home to continue training
- 9th potty accident – Discuss results of any evaluation that has been done. Pending results, the student may be asked to withdraw.

STANDARDS OF CONDUCT

SLANTED NEWS

Probably one of the most critical areas of school-parent communication is that of children bringing home “slanted news.” Each comment made by a child should be weighed carefully by every parent. All children will report events at school in a manner favorable to themselves and unfavorable to others. Parents should always support the school in the eyes of their children, even if what the child says is alarming and upsetting.

Later, in private, parents should call the teacher or Administration to get a more accurate view of the situation. We know that you believe in us and the work we are doing. Therefore, the school should never be criticized in the presence of your child... this only makes matters worse. We ask that you give us the benefit of the doubt, call us, and let us explain fully any “slanted news” your child brings home. If something strikes you as very strange and wrong, then please contact the teacher or Administration involved. Our statement here is, “If you won’t believe all they say about us, then we won’t believe all they say about you.”

EXPECTATIONS AND SERVICES

Our Early Childhood program at CCS includes our Preschool (K3), Pre-Kindergarten (K4), and Kindergarten (K) classes. The program provides a rigorous and structured classroom environment at each grade level. Our curriculum is academically advanced and is designed to prepare students for a smooth transition into the next school year.

We understand that children develop and mature at different rates and often have different academic and developmental needs. Academic experience and developmental readiness play a critical role in assessing a student’s individual needs. The Early Childhood teachers and administration always work closely with parents to identify any academic, developmental, and/or behavioral concerns and strive to successfully address those concerns. We understand that some students may require additional one-on-one help from the teacher and/or outside services to be successful in the classroom.

The academic and developmental services that we accommodate in Early Childhood include additional help and practice from the classroom teacher, speech services, and occupational therapy.

CCS does not offer child-specific instruction or resource classroom services for Preschool, Pre-Kindergarten, and Kindergarten students. We are also unable to offer any type of ABA (Applied Behavior Analysis) or behavioral therapy. For this reason, we are not able to accommodate persistent behaviors of aggression and/or defiance. The Early Childhood classroom teachers will strictly adhere to our Behavior Management Policy and Discipline Plan regarding these behaviors.

STANDARDS OF CONDUCT

CHRISTIAN CHARACTER TRAITS

Courtney Christian School emphasizes the following four Christian Character Traits in which students are trained daily and then continually from year to year.

1. **SELF-GOVERNMENT** – The student’s ability to govern himself and use self-control in all areas of work and play throughout the day.
 - Does not get out of seat without permission during learning time.
 - Does not talk during learning time without permission.
 - Does not distract others during learning time with noises, tapping, humming, etc.
 - Does not run in the hallways or classroom.
 - Raises hand when needing help or to be called on.
 - Controls hands and feet and keeps them to himself.
 - Displays first time obedience and strives to follow the rules.

2. **LIBERTY OF CONSCIENCE** – Strives to do what is right regardless of what others are doing.
 - Asks forgiveness when necessary.
 - Obeys the teacher and is kind to others.
 - Does his/her best to do what is right even when others do not.
 - Pays attention during learning / teaching time.
 - Accepts responsibility and apologizes; does not blame others.
 - Strives to be honest and truthful.
 - Does not participate in name-calling or making fun of others.
 - Strives to be peaceful and not argumentative.

3. **INDUSTRY** – The student’s desire to do his/her very best work for the Glory of God.
 - Stays on task.
 - Strives to complete work neatly and in a timely manner.
 - Follows directions from the teacher.
 - Does not rush or try to be the first one finished.
 - Listens and participates during the lesson / discussion.
 - Is motivated and excited to learn.

4. **DOMINION** – The student’s ability to take care of his/her own property, the property of others, and the school property.
 - Takes care of school supplies and uses them correctly.
 - Respects the property of others.
 - Helps to keep the school/classroom neat and clean by picking up personal items and putting them away, putting supplies and activities back where they belong, and picking up trash and throwing it in the trash can.

STANDARDS OF CONDUCT

DISCIPLINE

Discipline is the process of training, teaching, reproof, and correcting students in order to help them learn to accept responsibility for their own actions. Discipline is an act of love that while not always pleasant; it is necessary to develop and maintain good relationships and Christ-like behavior.

PREVENTIVE AND CORRECTIVE DISCIPLINE

There are two types of discipline: preventive and corrective. Both are very important when training a child to govern their own behavior and grow in Christian character.

Preventive discipline for the parent and teacher involves building of relationships by forming clear expectations, boundaries, and guidelines, modeling Christ-like behavior, expressing unconditional love, spending quality time, expressing approval and disapproval of certain types of behavior, praise, encouragement, and many other attitudes and actions dealing with relationships.

Corrective discipline occurs when the student has stepped outside of determined guidelines and boundaries. It is the consequence of wrong actions. Examples of corrective discipline include warnings, time-out, slashes, oops notes, office visits, and suspension.

STANDARDS OF CONDUCT

DISCIPLINE PLAN

All Early Childhood teachers have a behavior plan in place that encourages positive behavior and provides positive reinforcement. The behavior plan also includes consequences for disciplining behaviors that may need to be corrected. These consequences may include a verbal warning, time-out (classroom/recess), isolation from an activity, slash, oops! Note, and office visit. Most behaviors are corrected in the classroom with consistent preventive and corrective discipline, use of the color chart and clip system, and the daily behavior chart.

Discipline Procedures for correction of most classroom behaviors:

- Step 1 – warning
- Step 2 – Time Out (5 or 10 minute)
- Step 3 – Time Out (10 or 15 minute)
- Step 4 – Slash
- Step 5 – Oops Note
- Step 6 – Office Visit / Parent Conference

*If persistent behaviors of disruption and/or disobedience are not improving after progression of slashes and Oops Notes, the student may receive a Behavior Notice and teacher will meet with administration to schedule a parent conference.

Discipline Procedures for persistent aggression and/or defiance:

Behaviors of consistent aggression and/or defiance that cannot be resolved by these means will result in the institution of the following Behavior Management Policy.

Aggression: aggressive behavior that is deemed to be confrontational towards students, teachers, and/or property. These behaviors may include but are not limited to – hitting (open/closed hand), pinching, pushing/shoving, kicking, throwing objects, biting (please see separate biting policy), screaming/yelling at the teacher, verbal threats.

Defiance: repeated refusal to comply with teacher's direction and instruction in the classroom. The student is consistently non-responsive to preventive/corrective discipline and behavior management plan. These behaviors may include but are not limited to - persistent refusal to follow the verbal direction of the teacher, refusal to do assigned work, refusal to receive correction from the teacher (verbal warning, time-out, removal from activity, office visit), frequent tantrums/emotional outbursts.

- 1st CONSEQUENCE – A Behavior notice will be sent home and parent will be contacted (note, phone, email).
- 2nd CONSEQUENCE – A behavior notice will be sent home, and a parent conference will be scheduled immediately.
- 3rd CONSEQUENCE – A behavior notice will be sent home, and a parent will be called to discipline/pick-up student.
- 4th CONSEQUENCE – A behavior notice will be sent home and parents will be called to pick up student for the remainder of the day and the student will receive a 2-day suspension.
- 5th CONSEQUENCE – A behavior notice will be sent home and parents will be called to pick-up student. A parent conference will be scheduled, and the withdrawal / dismissal procedures will begin.