



great starts - great futures

Hilltop
Christian School

www.hilltopchristianschool.org

PARENT HANDBOOK

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ABOUT OUR SCHOOL

OUR MISSION

Hilltop Christian School provides a vibrant, family community in an environment that empowers children to be active and unique members of their classrooms.

As a non-profit, non-denominational Christian organization, our school is focused on providing an education to children from all backgrounds. Hilltop's approach to education involves an integrated and academically rewarding curriculum, multi-age classrooms, hands-on, multi-sensory learning and individualized instruction. Children at Hilltop Christian School explore the world around them and learn through experience how to problem solve in all types of situations from academic to social interactions.

OUR HISTORY

Hilltop Christian School began as Susanna's Preschool in the fall of 1984. In March of 1994 we became Hilltop Christian Preschool, Incorporated. In the fall of 1999, after a kindergarten class was added, the name was changed to Hilltop Christian Preschool and Kindergarten, Inc. Beginning in 2004, a multi-age kindergarten/first grade classroom was added with a final name change to Hilltop Christian School. Hilltop Christian School currently offers classes for students ages 2 ½ through 1st grade.

Hilltop Christian School operates in cooperation with Hilltop United Methodist Church, which owns the building in which we reside. The school is a vital part of the total educational ministry of the congregation and community.

STATEMENT OF FAITH

Hilltop Christian School is a non-denominational Christian organization focused on providing an education to children from all backgrounds. This Statement of Faith is provided so that you will know the beliefs of Hilltop Christian School.

1. Hilltop Christian School believes in God.
2. Hilltop Christian School believes in salvation by grace through faith received by a personal faith in the Lord Jesus Christ.
3. Hilltop Christian school believes in the Bible as the Inspired Word of God.

In line with our Statement of Faith, the following practices are part of our spiritual emphasis:

1. Chapel will take place once a week using Bible-based instruction.
2. Students will be given the opportunity to present prayer requests and to pray for one another during prayer and share-time. They will also pray before meals.
3. Teachers may supplement their curriculum with Bible-based books, stories, or songs.
4. Biblical values, such as "loving our neighbors as ourselves" (which includes patience, kindness, obedience, caring, sharing, etc.) will be emphasized for character development and in problem solving.

NAEYC ACCREDITATION

In February 2001, the National Academy of Early Childhood Programs accredited Hilltop Christian School. This is an independent accrediting system sponsored by the National Association for the Education of Young Children (NAEYC). NAEYC is the nation's largest organization of early childhood educators. NAEYC has provided distinguished leadership in the field of childcare and early education for more than 80 years. NAEYC accredited schools voluntarily undergo a comprehensive process of internal self-study and external professional review to verify compliance with the Criteria for High-Quality Early Childhood Programs. Because of our philosophy and maintained accreditation, you will see:

- Frequent, positive and warm interactions among teachers and children
- Age appropriate curriculum that addresses all aspects of children's development
- Specially trained teachers and administrators
- Ongoing, systematic evaluations, including yearly program evaluations
- Ongoing professional development
- Enough adults to respond to individual children
- Regular, two-way communication with families
- Open classrooms that welcome visitors at all times
- Effective administration
- Healthy and safe environment
- Nutritious snacks

NAEYC ACCREDITATION PROCESS

Programs seeking accreditation through the NAEYC must undergo a four step process of evaluation and assessment to help ensure that the crucial components of program quality are in place along the way.

The first step is a self-study of aligning your program with the NAEYC accreditation criteria standards. There are ten areas of content criteria that a program must meet. This includes the areas of curriculum, teaching, community relationships, and health. For information on all of the components, please see the office.

The second step is a self-assessment of compiling evidence on how your program meets the 10 NAEYC Early Childhood Program Standards. This includes gathering and documenting multiple levels of information stating that the program meets the ten areas of content criteria.

The third step of accreditation is candidacy. This includes a program's ability to reflect key components of high quality programming and preparedness for a site visit from an NAEYC assessor. This is the time for a program to "fine tune" improvement efforts before a site visit is conducted.

The fourth and final step is meeting and maintaining the standards. This step includes demonstrating how your program meets the standards by allowing an NAEYC assessor to observe your program in action and review evidence collected in the program's self-assessment. After a program has received accreditation, they must provide annual reports on how the program has continued to maintain the ten areas of content criteria.

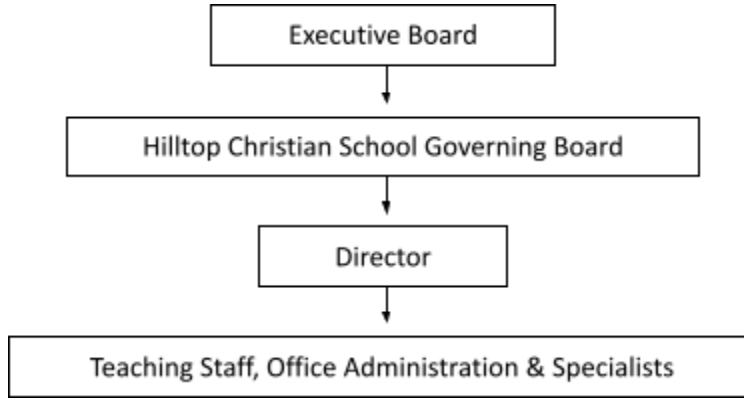
For more information on the NAEYC accreditation process, please stop by the office or visit the NAEYC website at www.naeyc.org.

STATE LICENSING

Hilltop Christian School is licensed by the State of Utah, Department of Health, Child Care Licensing. As such our program meets all state requirements for program quality.

ADMINISTRATIVE INFORMATION

GOVERNING BOARD



EXECUTIVE BOARD

President
Vice President
Secretary

GENERAL BOARD

Advertising/Marketing
Fundraising
Fundraising Co-Chair
PSA Chair
Curriculum/Accreditation
Special Projects

AD HOC MEMBERS

Kathy Roberts, School Director
Rev. Lynn Miller-Jackson, HUMC Pastor

To contact the school board with any questions or comments, please e-mail the Board President at hilltopchristianschoolboard@gmail.com or stop by the office.

The October and February board meetings are open to all who wish to attend. Specific times and dates will be announced. Minutes to all open meetings are available in the school office.

The Governing Board at Hilltop Christian School relies on parents of current and past students, grandparents, church members, and interested members of the local community who volunteer their time to serve on the school board. We encourage you to consider this outstanding opportunity to make a difference in our school and our community. Contact a member of the board if you are interested in serving.

OUR STAFF

Our staff is selected not only for their educational background and work experience in the field of early childhood, but also for their personal qualities of warmth, empathy and ability to relate positively to others.

Teachers are encouraged to have a minimum AA degree in Early Childhood Education and are responsible for curriculum planning, instruction, guidance and monitoring the progress of students. Teacher's Aides are responsible for assisting teachers in classroom management, student guidance and organization. An in-house professional development team facilitates the furthering education of each staff member.

All teachers, including the Director, maintain membership in the NAEYC (described in NAEYC ACCREDITATION). All staff receives ongoing training in the area of child development and developmentally appropriate practices through conferences, outside agencies and staff meetings. All staff receives a food handler's permit, TB test, first aid & CPR certification and criminal background check. The school board, parents and the Director regularly evaluate all staff.

Our teaching staff's credentials include:

- Bachelor of Arts in Education
- Bachelor of Science in Human Development and Family Studies
- Bachelor of Science in Elementary Education
- HND Business & Finance, with European Language
- Bachelor of Science in Psychology
- Bachelor of Science in Geology/Geography
- Masters Degree in Early Childhood Education

OUR PHILOSOPHY AND STRATEGIES OF LEARNING

In today's culture, children are met with the pressure to excel in sports, activities, and especially academics. Unfortunately, in many elementary schools these outcomes are over-emphasized and children are not learning in an environment that also promotes self-esteem and independent learning.

At Hilltop Christian School, we believe that children should behave like children and learn like children. This means they get to play, explore, and experience the world around them. Our approach to education is based on the following:

1. Children learn through exploration and experimentation with their environment as they move along the continuum of learning at their developmental level.
2. Children are motivated to learn if they are able to process information from their perspective – touch, see, hear, smell, taste, and of course, play.
3. Children's self-esteem grows when given responsibility and choices.
4. Children feel secure in their learning when supported by a loving community of other children and families.

Strategies of Learning:

- Utilize hands-on multisensory learning
- Incorporate all dimensions of learning and development: social, emotional, physical, intellectual and spiritual
- Utilize integrated educational curriculum
- Provide an academically rewarding curriculum
- Provide meaningful activities relevant to real life
- Recognize learning is at the child's own pace/mode, developmentally, not chronologically
- Provide individualized instruction – small class size
- Promote self-esteem and positive modeling
- Recognize each child as a unique individual
- Incorporate Christian teachings into daily classroom life

OUR GOALS

1. Children learn best when they have a positive self-image. Therefore, the first objective of this program is to assist the child in seeing himself/herself as a person of worth.
2. Children will begin to recognize and accept their own feelings and the feelings of others through play (their work).
3. Children will begin to follow directions and accept some responsibilities, such as picking up toys, etc.
4. Children will work on all forms of coordination: large and small muscles, plus eye-hand coordination.
5. Children will help develop verbalization and self-expression through sharing and creative experiences.
6. Children will learn about their world through field trips and direct experiences.

7. Children will be given opportunities to learn from first-hand experiences and master skills without undue pressure.
8. Children will be encouraged to learn independence and to realize their interdependence within the community.
9. Children will feel capable and competent and feel the excitement of learning new things. The whole school experience will be fun and exciting.

OUR CURRICULUM

The curriculum of Hilltop Christian School is developed around developmentally appropriate teaching practices as defined by the NAEYC (National Association for the Education of Young Children) as well as Christian values. Developmentally Appropriate Practice refers to teaching children in ways that reflect how they learn. We align our curriculum with the Utah Early Childhood Core Standards.

Hilltop Christian School believes that young children learn best through a curriculum that begins with an understanding of their play. Curriculum is the **way** we teach children, not **what** we teach children. Curriculum includes the goals of the program, the planned activities, daily schedule, the availability and use of materials, transitions between activities, and the way in which routine tasks of living are implemented.

Children learn through direct experiences with their environment. Using play centers is an age appropriate medium to achieve this interaction while making the process fun for children. When children are having fun, they are interested, and they are learning. Play centers also offer children choices. Having choices gives children some control over their learning by being able to pick activities that are meaningful and relevant to them. These choices empower children. They also allow them to use materials in ways that meet their own developmental needs.

Another strong emphasis in our classrooms is consistent interactions between staff and children that are positive, respectful, and nurturing. This interaction builds trusting relationships that give children the security to concentrate on learning and having fun.

Our program addresses the needs of the individual child as well as the whole child, taking into account all of their developmental needs.

The following curriculum areas are designed to meet the child's developmental needs in the areas of: Language and Literacy, Mathematics, Learning and Science, Physical/Health and Safety, Social/Emotional and Social Studies, and Creative Arts. These curriculum standards and teaching strategies for the preschool age classes have been taken from *Utah's Early Childhood Core Standards*.

PRESCHOOL CURRICULUM

Language and Literacy

Language is the basis for understanding and communicating in most aspects of life. One of the best predictors of reading success is the number of spoken words a pre-schools understands and uses. From *Utah's Early Childhood Core Standards*

2 ½ - 3 Year Olds

- a. With guidance and support children will recognize that print conveys meaning.
- b. With guidance and support children will recognize the difference between letters, numbers, and other symbols.
- c. Children will begin to respond to the rhythm of spoken language such as songs, poems, or chants.

- d. Children will be able to distinguish between items that are the same or different such as the difference between pictures, objects, and letters.
- e. Children will be able to respond to and ask questions.
- f. Children will be able to listen attentively and retell simple stories through conversation, art, movement, or drama.

Teaching Strategy Examples

- Read favorite books and talk about the words on the page and the pictures.
- Encourage children to point to words/letters as they read books, on puzzles or toys, on clothing or in the classroom environment. (*i.e. "Put your finger on the B", "Can you find the L on this page?"*)
- Create classroom books that show print in everyday life.
- Provide opportunities for listening and telling simple stories.
- Invite responses to stories.
- Locate books and props so that children are able to retell a story independently. (*i.e. felt board stories, puppets, costumes and props for dramatic play*)
- Ask simple, open-ended questions.
- Create opportunities for individualized play that includes simple rhymes, songs, and sequences of gestures. (*i.e. finger plays, peek-a-boo, patty cake, This Little Piggy*)

3 - 4 Year Olds

- a. Children begin to recognize and understand the directionality of print or that print is read from top to bottom and from left to right.
- b. Children recognize the difference between pictures and words on a page or in the environment.
- c. Children recognize the difference between letters, numbers, and other symbols.
- d. Children respond to the rhythm of spoken language (songs, poems, chant).
- e. Children begin to recognize initial sounds in words.
- f. Children begin to understand first, middle, and last.
- g. Children can recognize their own name.
- h. Children begin to experiment with writing.
- i. Children can use rules for discussion (turn taking, listening) and speak in simple sentences to communicate needs, wants, and ideas.
- j. Children respond to and ask questions.
- k. Children listen attentively and retell simple stories through conversation, art, movement, or drama.

Teaching Strategy Examples

- Model and explain directionality regularly as texts are read. (*top to bottom, left to right*)
- Show children how to use the illustrations on the cover to determine whether or not the book is right side up.
- Show where you begin reading on a page and model directionality with finger or pointer.
- Separate numbers and letters in a lotto game or with blocks or tiles.
- Use chants, songs, and poems that have a natural rhythm, such as "Who Stole the Cookies from the Cookie Jar?", "One Potato, Two Potato", or "Engine, Engine Number Nine".

- Clap or use musical instruments to tap out rhythm in songs.
- Choose books that focus on specific sounds.
- Make three different sounds (*i.e. clap, stomp, snap*) in sequence, labeling first, middle, last, then play two sounds – identify the missing sound.
- Begin to sort pictures by beginning sound.
- Label and incorporate children’s names throughout the classroom.
- Provide a specific writing center with a variety of writing materials.
- As a teacher, work with the children to create a shared writing experience with pictures and symbols (*i.e. class story, class rules*).
- Regularly check for understanding by asking, “What questions do you have about ___?”, “What do you want to learn more about?” etc.

4 - 5 Year Olds

- a. Children know that print is read from top to bottom and left to right.
- b. Children recognize that spoken words are represented in written language and that letters are grouped to form words.
- c. Children recognize about half of the alphabet letters.
- d. Children can match rhyming words.
- e. Children identify words by syllables, beginning sounds, or individual sounds.
- f. Children can recognize initial and final sounds of words and words that are seen frequently.
- g. Children listen attentively and retell simple stories.
- h. Children print some letters of the alphabet, including the ones in their own name.
- i. Children respond to and ask questions.
- j. Children use rules for discussions and verbalize thoughts, feelings, and ideas clearly.

Teaching Strategy Examples

- Model and explain directionality regularly as text are read (*top to bottom, left to right*).
- Create class stories where children’s spoken words become written words.
- Have alphabet posters, books, puzzles, and stamps throughout the room/centers, exposing children to the alphabet in many different contexts.
- Label objects in the classroom.
- Choose books that focus on rhyming sounds.
- Sing rhyming songs like “Row, Row, Row Your Boat” or “Twinkle, Twinkle, Little Star”.
- Clap the syllables in words as they are spoken, especially in names.
- Compare beginning letter sounds in child’s name with the names of objects or other children.
- Play “I Spy” with the children, but have them find something that starts with the sound of the letter.
- Read the same book several times and begin to find words that are repeated.
- Model how to make lines, circles, curves, and slants. Have the children combine the strokes to make letters.
- Have many one-on-one conversations with children, taking turns talking (*i.e. describe artwork, playtime, activities*).

Mathematics

Mathematics is a way of thinking about patterns, relationships, and seeking multiple solutions to problems. Children's knowledge of math concepts and language are used in all domains of learning. From *Utah's Early Childhood Core Standards*

2 ½ - 3 Year Olds

- a. Children can count objects with support.
- b. Children begin to describe objects by length, size, weight, etc. (*shorter, smaller, lighter, etc.*)
- c. Children sort objects into given categories.
- d. Children begin to recognize and name basic shapes.

Teaching Strategy Examples

- Ask children to join you in counting objects (*blocks, chairs, children, cups, etc.*) in their environment.
- Have children count as they perform one action or movement such as jumping, clapping, touching, etc.
- Provide a wide variety of concrete objects and guide children as they explore and compare measurable attributes such as size, weight, and/or shape.
- Focus first on sorting objects into only two groups with one attribute and extend from there.
- Point out the shape of different objects in the room.
- Use correct geometric names when identifying shapes.
- Provide shape puzzles (*i.e. square, circle, triangle*).

3 - 4 Year Olds

- a. Children can count to 10 by ones.
- b. Children can recognize that numbers have a certain order (*cardinality*).
- c. Children count as many as 5 objects using one to one correspondence.
- d. Children begin to explore adding and taking away of objects in a set.
- e. Children begin to duplicate and extend simple patterns.
- f. Children compare objects using measurable attributes (*color, shape, size, length, etc.*).
- g. Children sort objects into given categories.
- h. Children begin to recognize and name basic shapes.

Teaching Strategy Examples

- As part of the daily routine, provide children the opportunity to count as a group.
- Count using a variety of learning styles, manipulatives, pictures, and other.
- Create teaching opportunities throughout the day to ask the group "What comes next?" in a counting sequence up to 5.
- Use a circle activity where each child sits down as their number is counted. Review how many children sat down. Repeat the process, having each child stand up as you count. Review how many children are now standing.
- Use a variety of objects and activities to make a set larger, emphasize the set is getting "bigger" or "larger" because the children are adding to it.

- Line up different sets of objects so that each object is matched with one from the other set. Explain that the set that has extra objects has more.
- Direct children in patterning games that involve 2-3 different motions (*i.e. hop, clap, hop, clap; or hop, hop, clap*).
- Sing songs and recite rhymes that have patterned and repetitive language.
- Have children place items side by side when comparing length
- Have children compare weight by using simple balance scales (*i.e. coins, blocks, pencils*).
- Model a number of ways a collection of objects could be organized.
- Use interest areas to provide opportunities to sort common objects by familiar function (*i.e. things we eat with vs. things we wear*).
- Provide a collection of items with obvious geometric shapes. Children can name the shape they feel or see and then sort them into categories (*i.e. "I see a circle on top of this can, I see a square on this box"*).

4 - 5 Year Olds

- a. Children begin to count to 20 by ones.
- b. In the sequence of 1-10 children understand that numbers come "before" or "after" one another.
- c. Children count as many as 10 objects using one-to-one correspondence.
- d. Children associate quantities with written numerals 1-10.
- e. Children explore adding and taking away with concrete objects and patterns.
- f. Children duplicate, extend, and create simple patterns.
- g. Children say the number created by adding or subtracting objects within five.
- h. Children compare and classify objects using measurable attributes.
- i. Children identify basic shapes by name and in the environment
- j. Children identify basic shapes regardless of their orientation.

Teaching Strategy Examples

- Model and provide children a variety of objects to count within their environment.
- Focus on one number within 1-20. Have students decide what number comes before the number and what number comes after it.
- Pause during the counting sequence and encourage children to say the next number or ask in the counting sequence "What comes next?".
- Set up baskets of large counters for children to take by handfuls (*i.e. large markers, large erasers, rolls of tape, small cars*). After taking a handful, children count to see how many they have.
- Use books where children can practice counting objects.
- Play matching games with numerals and pictures of objects.
- Find numerals in the environment (*i.e. calculators, clocks, phones, address numbers, rugs*).
- Have children take the correct number of items from a stack when given a written numeral.
- Offer a variety of problem-solving opportunities that involve combining, separating, sharing, or set making with real objects.
- Read and act out books and songs emphasizing adding and taking away (*i.e. "Five Little Monkeys", "One Little Duck Went Out to Play"*).

- Focus children’s attention first on patterns involving colors, then progress to shape, and then size.
- Provide opportunities for children to identify, copy, extend, and create a variety of patterns (*i.e. visual, auditory, movement stories, verse*).
- Provide tools for comparing objects such as balances, measuring cups, rulers, yardsticks, and other containers for children to use in their exploration of measurement.
- Have children explain or describe how and why they organized objects in a particular way.
- Go on a shape search where children identify different shape characteristics and observe which shapes are found most frequently in their environment.
- Label shapes with the correct names as children use them.
- Guide children in exploring shapes’ attributes (*i.e. the number and types of corners and sides, whether they roll, slide or stack*) and emphasize vocabulary.

Learning and Science

Research shows that children with positive attitudes and behaviors toward learning are more successful in school. The way children view themselves as learners will affect the way they learn. By cultivating a sense of wonder, we help children become scientific learners.

From *Utah’s Early Childhood Core Standards*

2 ½ - 3 Year Olds

- a. Children show interest and curiosity in new people and objects.
- b. Children make things happen and watch for results or repeat the actions.
- c. Children share materials.
- d. Children use their senses to explore objects and the environment.
- e. Children identify objects that are part of the living world.

Teaching Strategy Examples

- Expose children to different cultures, including people and objects.
- Include toys, literature, music, dress-up clothes, and snacks that reflect the cultural diversity of the group.
- Provide opportunities and materials for the child to directly manipulate materials, and observe many times the same activity in order to understand what they are observing.
- Provide enough materials that children will not become frustrated when sharing.
- Provide support for children, as needed, to teach them how to take turns as they play games.
- Introduce a variety of materials that children can taste and smell.
- Read books and magazines about living things.
- Sing songs and nursery rhymes identifying animals, plants, and humans.

3 - 4 Year Olds

- a. Children display a sense of curiosity and willingness to try new things.
- b. Children persist in completing tasks.
- c. Children work collaboratively with others.
- d. Children use senses to explore objects and the environment.
- e. Children recognize changes in the seasons.
- f. Children differentiate between living and nonliving things.

Teaching Strategy Examples

- Emphasize the use of the five senses in the environment (*i.e.* “*I touch ____.*”, “*I smell ____.*”, “*I taste ____.*”).
- Provide opportunities and materials for the child to directly manipulate materials, and observe many times the same activity in order to understand what they are observing.
- Enhance children’s curiosity by providing new information through books (*fiction and nonfiction*), media, and hands-on experiences.
- Arrange the room by placing loud and active centers away from quiet centers to minimize distraction so that children can participate appropriately and lengthen time engaging in an activity.
- Maintain children’s interest by providing a variety of materials, props, and media that they can directly manipulate.
- Read stories, role-play, and model how to help each other in learning and play situations.
- Provide support for children, as needed, to teach them how to take turns as they play games.
- Introduce a variety of materials that children can taste and smell.
- Create a pictograph that describes the daily weather.
- Talk about activities that occur in each season (*i.e. raking and playing in leaves, sledding*).
- Offer collections of materials and a variety of sensory experiences for children and work with them to compare and contrast. Let children compare these materials with living things.
- Read and discuss books about living things.

4 - 5 Year Olds

- a. Children display a sense of curiosity and a willingness to try new things.
- b. Children complete tasks.
- c. Children can work collaboratively with others.
- d. Children use their senses to explore objects and the environment.
- e. Children compare the differences as the seasons change.
- f. Children can describe the needs of plants and animals.
- g. Children can name and identify most body parts.

Teaching Strategy Examples

- Create opportunities for children to learn new things by creating activities and centers to help children make new choices and expose them to new information through books, media, and hands-on experiences on an ongoing basis.
- Set up experiences for children to use as many materials and tools as possible (*i.e. eyedroppers, magnifiers, measuring cups and spoons, eggbeater, balance, strainers*).
- Ask children how work is “coming along” or ask “What is your plan?”
- Praise children for staying on task and following through with activities.
- Encourage children’s independence and talk about all the things they can do by themselves now.
- Design activities in which children can work with partners or small groups on cooperative projects.
- Involve all children in group jobs, delegating fairly and enabling all children to be contributors to a caring, learning environment.

- Provide a variety of materials and tools that children can manipulate and experiment with (*i.e. rocks, magnets, weight scales, discovery boxes, and things to smell and taste*).
- Collect leaves or other vegetation in the children's environment and notice the different colors in the fall and spring leaves.
- As children explore nonliving objects, discuss whether or not the items need care and feeding and why.
- Give children opportunities to use their bodies throughout the day, and identify what body parts are being used (*i.e. in dance, music, running, obstacle courses, and working in the classroom*).

Physical/Health and Safety

Research shows that if children are healthy and feel safe, they will learn better. Physical development is integral to building children's self-esteem, confidence, fitness, and well-being. As children refine their physical movements, they develop higher-order thinking skills that are necessary for future social and academic success.

From *Utah's Early Childhood Core Standards*

2 ½ - 3 Year Olds

- a. Children can make lines, circles, or scribbles with writing tools.
- b. Children show control and balance while moving (*running, jumping, etc.*).
- c. Children show control and balance while stationary.
- d. Children show control of large muscles by pushing and pulling objects.
- e. Children begin to learn outdoor and indoor safety rules.

Teaching Strategy Examples

- Encourage children to draw pictures on the sidewalk or driveway with colored outdoor chalk.
- Place footprints on stairs to assist in walking up or down stairs using alternating feet.
- Pretend to be animals or objects. Demonstrate movements (*i.e. jumping like a kangaroo, galloping like a horse, hopping like a bunny, etc.*).
- Have children freeze in different positions and then melt (*i.e. like a bear, like a tower, like a bridge, etc.*).
- Model walking inside the building, regardless of time constraints.
- Provide regularly scheduled and supervised outdoor play, serving as a motivator and facilitator of organized activities and child directed activities.

3 - 4 Year Olds

- a. Children build with a variety of blocks.
- b. Children make lines, circles, or scribbles with writing tools.
- c. Children manipulate small pieces or objects.
- d. Children tear paper into small pieces.
- e. Children show control and balance while moving (*running, jumping, etc.*).
- f. Children show control and balance while stationary.
- g. Children show control of large muscles to manipulate objects (*throw objects, ride a tricycle, etc.*).
- h. Children show independence in personal care.
- i. Children demonstrate awareness that personal boundaries exist.

- j. Children demonstrate outdoor and indoor safety rules.

Teaching Strategy Examples

- Encourage children to draw pictures on the sidewalk or driveway with colored outdoor chalk.
- Plan an art activity that involves tearing paper into small pieces.
- Play a “mirror game” where the leader slowly moves one body part at a time and others mirror movement.
- Have a designated block center where you regularly switch out the types of blocks that are at the center. Encourage the children to build something related to your current unit of study.
- Create and model usage of an obstacle course. Let the children take turns leading through the obstacle course.
- Play catch with the children. Use a large soft ball. Start by tossing the ball to children from a close distance, then move back so that they are practicing catching from five or six feet away.
- Teach proper hand washing techniques and request that children wash their hands after toileting and before meals.
- Demonstrate techniques for putting on outerwear.
- Take pictures of children following the rules and place them around the room, let children decorate “rules posters” or make “rules books”, give children time to talk about home rules and come to class with a list of their home rules.

4 - 5 Year Olds

- a. Children demonstrate a more precise control needed to use everyday objects such as: using wrist, hand, and finger to open a lid, using fingers to button and zip, and holding a pencil and other writing tools with a thumb to index finger grasp.
- b. Children demonstrate eye-hand coordination.
- c. Children demonstrate control and balance while moving (*i.e. walks, hops, runs*).
- d. Children demonstrate coordination and balance while stationary (*i.e. balances on one foot, moves body parts in isolation*).
- e. Children demonstrate control of large muscles to manipulate objects (*i.e. throws, catches, and kicks balls*).
- f. Children play outdoor games.
- g. Children show independence in personal care.
- h. Children practice safety procedures.

Teaching Strategy Examples

- Equip a math center with pegboards, geoboards, and lacing cards.
- Furnish writing instruments such as crayons, markers, and pencils in a variety of sizes and thicknesses.
- Use wet or dry mediums to practice emergent writing strokes (*i.e. paint, shaving cream, hair gel, sand*).
- Provide a small pitcher for children to use for pouring.
- Design relay races where children run forward on a line to complete an action such as touch a wall or pick up an object.
- Play games where children explore movements (*i.e. run and stop, step sideways, hop*).

- Warm up muscles by stretching, bending, and twisting the body.
- Provide an instructional hand-washing chart for children to follow.
- Show children how to remove outerwear as they return from outdoor play.
- Design outdoor play centers.
- Provide equipment for children to use independently.
- Teach and enforce rules for outdoor equipment.
- Encourage children to help be responsible for a safe environment by helping do a daily indoor and outdoor safety check.

Social/Emotional and Social Studies

A positive self-concept and emotional development are the foundation for all learning. For many children, preschool may be their first experience in a non-family, structured social environment. As such they are beginning to acquire those abilities which will allow them to develop cooperation, conflict resolution, self-regulation, and responsibility skills.

From *Utah's Early Childhood Core Standards*

2 ½ - 3 Year Olds

- a. Children know and use their friends' names.
- b. Children leave their parent or caregiver without anxiety.
- c. Children follow simple rules and routines.
- d. Children employ positive social behaviors with peers and adults.
- e. Children show concern for others.

Teaching Strategy Examples

- Sing songs to learn children's own names and others, such as "Hand clap, hand clap, what's your name".
- Use activities to encourage children to respond when their name is called and to use names of other children/adults (*i.e. Duck, Duck, Goose or Who Stole the Cookie?*).
- Have a set routine for each morning when children come to school.
- To reduce anxiety when the parent or caregiver leaves, greet the children using positive, calming techniques (*i.e. speak softly at eye level, engage children in a favorite activity, use daily routine to inform children when parent/caregiver will return*).
- Interact positively with children on a 1:1 basis.
- Design centers for different numbers of children, including large and small groups.
- Incorporate rules into daily routines (*i.e. "We line up without touching each other, clean up your own space, use your inside voice"*).
- Establish and post a simple picture schedule at children's eye level with large pictures and one- or two-word descriptions indicating the sequence of events for the day.
- Identify and discuss emotions and feelings as they are expressed by the children in daily situations.

3 - 4 Year Olds

- a. Children call themselves by name and begin to use words such as "I" or "me".

- b. Children know and use their friends' names.
- c. Children engage in pretend play and act out roles.
- d. Children employ positive social behaviors with peers and adults.
- e. Children express emotions and feelings.
- f. Children respect others and their belongings.
- g. Children follow simple rules, routines, and directions.

Teaching Strategy Examples

- Encourage children to begin to use "I" and "me" correctly.
- Have children draw pictures of family, friends, and familiar adults, then ask for names to label drawings.
- With stuffed animals or dolls, create conflict situations and resolve the situations.
- Smile, nod, wave, and use culturally appropriate eye contact to communicate and play with children.
- Provide positive acknowledgement when children interact with pro-social behavior (*age appropriate behavior skills*).
- Guide children, offering words for them to comfort others when they are unable to express themselves.
- Demonstrate, discuss and acknowledge acts of empathy, sympathy, compassion, kindness, and caring for others.
- Model and reinforce sharing and use of materials with others.
- Teach children that all people are unique, important, and have needs, wants, and desires.
- Use consistent cues for children to transition easily (*i.e. children start to cleanup when the adult starts to sing the cleanup song*).
- Set clear, modeled, and consistent behavior expectations.

4-5 Year Olds

- a. Children know their first and last name and age.
- b. Children play different roles in dramatic play or free play.
- c. Children employ positive social behaviors with peers and adults.
- d. Children express emotions and feelings.
- e. Children respect others and their belongings.
- f. Children follow established rules, routings, and directions.

Teaching Strategy Examples

- Play games, sing songs, say nursery rhymes, etc. to encourage children to learn their own name and age.
- Ask children to bring pictures of their family and talk about each family member using the family member's names.
- Using stuffed animals or play figures, create a party or group playtime. Let the children pretend to be different people and talk about how they might feel and act.
- Use literature as a tool for identifying and discussing a wide variety of emotions.

- Model appropriate dialogue when asking permission.
- Collaborate with children in establishing developmentally appropriate rules.
- Remind children of expected behavior before moving from one area or activity to another such as whispering in the library area.

Creative Arts

Creativity is natural to young children, who use that resource to explore the world around them and make meaning of their experiences. Creativity in children must be nurtured and allowed to have a place in the education of the whole child in order to prepare that child for the future.

From *Utah's Early Childhood Core Standards*

2 ½ - 3 Year Olds

- a. Children can learn several simple songs.
- b. Children can recognize basic colors.

Teaching Strategy Examples

- Teach and sing simple songs and nursery rhymes.
- Provide children with a variety of art materials (*i.e. paint, glue, crayons*).
- Provide activities that give the children the opportunity to sort objects into colors.

3 - 4 Year Olds

- a. Children know several simple songs.
- b. Children show interest in a variety of art materials and tools.
- c. Children recognize basic colors.

Teaching Strategy Examples

- Teach and sing simple songs and nursery rhymes.
- Provide a variety of toys and materials to encourage children to create their own music (*i.e. rhythm instruments, string wrapped around cardboard, recorders*).
- Provide different materials and teach different techniques to make art creations.
- Model and provide opportunities for children to participate in fine arts (*painting, modeling/molding, collage*) activities on a regular basis.
- Provide activities that give the children the opportunity to sort objects into colors.

4 - 5 Year Olds

- a. Children use their voice and instruments to create sound.
- b. Children move different patterns of beat and rhythm in music.

Teaching Strategy Examples

- Listen, teach, sing, and use musical instruments to perform songs and nursery rhymes.
- Ask children to express what they feel and hear in various musical tempos and styles.

- Provide children opportunities to express thoughts, feelings, and energy through music.
- Combine music and movement to develop a sense of beat and rhythm.
- Have children use creative movement to express concepts, ideas, or feelings enhanced with varied musical selections.

At Hilltop Christian School we understand that all children develop differently. These skills are the skills that we would like the students to have by the end of the year. As our teachers perform their assessments throughout the year they can adapt their curriculum and activities to meet the individual needs of the students.

KINDERGARTEN/FIRST GRADE CURRICULUM

The Kindergarten/First Grade program at Hilltop Christian School continues the school's philosophy of learning and respect for each child's individual learning style. Our Kindergarten/First Grade program:

- Assumes students learn at different rates.
- Allows continuous learning through small group instruction and individual pacing.
- Is success oriented and non-competitive.
- Allows for a broad social experience with opportunities to lead and follow.

Academic Curriculum for Language Arts and Math

The school uses the *Wright Group Literacy* curriculum for a comprehensive literacy program promoting authentic reading, writing, listening and speaking experiences. The teaching philosophy encompasses a blend of strategies and methods, including phonics and basic skills instruction and immersion in meaningful literature and writing. Based on the assessed needs of the students, this approach combines developmentally appropriate literature, language and writing experiences with explicit instruction in skills. The main components of the program include:

- **Shared Reading** – Whole group instructional process where teacher models and demonstrates skills and strategies, and invites beginning readers to participate in a supportive environment.
- **Guided Reading** – Small group instructional process where students are guided through the reading of a carefully leveled text.
- **Independent Reading** – Students read on their own from self-selected and teacher-selected reading materials.
- **Shared Writing** – Whole group experiences where teacher models writing process, skills and strategies as students dictate and participate in the writing.
- **Guided Writing** – Small group instruction that focuses on a skill needed in student writing.
- **Process Writing** – Students develop a piece of writing by working through stages.
- **Independent Writing** – Opportunities to practice writing skills, strategies, and conventions that students learn during shared and guided writing.

The school utilizes the *Growing with Mathematics* curriculum for math instruction. The *Growing with Mathematics* program:

- Utilizes children's experiences, interests, and ability to think.

- Provides mathematics learning that is “active, rich in natural and mathematical language, and filled with thought provoking activities”.
- Develops both a depth and a breadth of understanding of key mathematical concepts.
- Embeds problem solving and encourages the use of powerful thinking strategies into every lesson.

In addition to math and literacy, our learning activities include music and movement, art activities, science, social studies, foreign language, and outdoor play/physical education. Weekly chapel time includes singing, prayer and a short story or Bible scripture emphasizing Christian values.

HOLIDAY CELEBRATIONS AND OUR CURRICULUM

Hilltop Christian school observes the following holidays in the classroom: Harvest/Halloween, Thanksgiving, Christmas, Valentine’s Day, St. Patrick’s Day, and Easter. As a Christian school, we will include traditional Christian elements of these holidays along with secular aspects. Activities planned are positive and age appropriate. We understand that different cultures and religions may celebrate these holidays in a different way or not celebrate them at all. Please talk with your child’s teacher so that you are familiar with the activities planned for your child’s classroom. If you choose to keep your child home during particular holiday activities, tuition will not be reimbursed.

ASSESSMENT PROCEDURES

Assessments are an integral part of our program and the results help guide curriculum planning for staff members to support students' learning by providing insight into their interests and ability levels.

WHY DO WE ASSESS STUDENTS?

Teachers assess students on a daily basis to monitor their learning, gain insight into their interests, and to help better understand their needs. By observing students individually and as a group, our staff can adjust their curriculum, classroom environment, and teaching practices to better fit their students. Documentation from assessments is also helpful for referrals to outside agencies when needed. Teachers use a variety of methods including observations, checklists, portfolios, and formal assessments. Please feel free to talk with your child's teacher about the best ways of assessing your child.

ASSESSMENT PROCEDURES

Formal assessments are conducted twice a year for each preschool student prior to Parent/Teacher Conferences in the fall and in the spring. Formal assessments can be used as an additional tool for communicating student's progress with their family. These assessments include developmental milestones in the following content skill areas: social-emotional, cognitive, language, gross motor, and fine motor. We as educators understand that every child masters skills at their own pace and it is our job to help them along their academic path. Our formal assessments are created to document the skills that students are mastering throughout the year. It is common for students to demonstrate some skills at home and not demonstrate them at school until a later time.

Assessments are kept in confidential student files that are accessed only by the teaching teams working with each group of children, office staff, and their parents/guardians. Parents/Guardians may request to see their student's file at any time and may give notice in writing, to the school, allowing others to receive access to their child's file.

Student assessments are conducted in class so that they feel comfortable and secure during their formal and informal assessing. If you have any questions or concerns with our assessment process or have ideas on how to help improve them, please let your child's teacher or the Director know. We are always looking at ways we can improve our procedures to better meet the needs of our students and their families. These assessments become part of the child's confidential file, which is available to school staff, legal guardians, and individuals authorized by the child's family.

CLASSES AND TUITION

First Days of School: August 26 and August 27, 2019

Last Days of School: May 21 and May 22, 2020

<u>Morning Preschool Classes</u>		<u>8:45 am – 12:00pm</u>		
		<i>Monthly</i>	<i>Annual</i>	<i>Service</i>
		<i>Tuition</i>	<i>Deposit</i>	<i>Hrs./Sem</i>
Ages 2 ½ - 3, 3-4		\$175	\$120	3
2 Day (2 ½ - 3, 3-4)	T/TH	\$175	\$120	3
3 Day (3-4)	M/W/F	\$240	\$150	4.5

<u>Pre-Kindergarten Classes</u>		<u>8:45 am – 12:00pm</u>		
		<i>Monthly</i>	<i>Annual</i>	<i>Service</i>
		<i>Tuition</i>	<i>Deposit</i>	<i>Hrs./Sem</i>
Ages 4-5		\$240	\$150	4.5
3 Day	M/W/F	\$240	\$150	4.5
4 Day	M – Th	\$305	\$165	6
5 Day	M – F	\$375	\$175	7.5

<u>Kindergarten</u>				
Ages 5-6 (age 5 by Sept. 1)		<i>Monthly</i>	<i>Annual</i>	<i>Service</i>
		<i>Tuition</i>	<i>Deposit</i>	<i>Hrs./Sem</i>
Half Day	M – F	\$435	\$235	7.5
Aug – May	8:45a – 12:00p			
Full Day	M – F	\$535	\$235	10
Aug – May	8:45a – 3:15p			

<u>First Grade</u>		<u>8:45a – 3:15p</u>		
		<i>Monthly</i>	<i>Annual</i>	<i>Service</i>
		<i>Tuition</i>	<i>Deposit</i>	<i>Hrs./Sem</i>
Aug – May	M – F 8:45a – 3:15p	\$565	\$235	10

*All classes are offered subject to sufficient enrollment.

TUITION AND FEE POLICIES

Monthly Tuition

Tuition covers the operational costs of the school, including salaries and equipment. All fees are due regardless of absences or holidays. If entering mid-month (after the 15th), half tuition will be charged.

Tuition is NON-REFUNDABLE.

Tuition is due each month, August through April. Tuition payments are made by automatic draft from your checking or savings account on or about the 25th of each month. (See schedule for specific dates. Payments will not draft earlier than date listed without notice.)

Late Tuition

Tuition is late if not paid before the 1st of the month (Sept 1st – May 1st). **Beginning on the 1st of the month, a late fee of \$5 per day will accrue.**

Extended Day Tuition

Tuition payments for extended day programs will be made by automatic draft in combination with regular class tuition, on or about the 25th of each month. Please see the school office for details of monthly fees.

Nonpayment of Tuition

Rejected ACH (automatic draft) transactions may incur a minimum \$25 fee. Failure to pay tuition is cause for expulsion.

Application Fee

A non-refundable application fee of \$25 per child is due at the time of registration.

Student Fee

An annual Student Fee is due upon registration. **The Student Fee is NON-REFUNDABLE.**

Late Pick-Up

All children are to be picked up by 5 minutes after the end of class (12:05pm and 3:20pm), after which a late pick-up fee will incur at \$1 per minute.

Returned Checks

A \$25 fee is charged for returned checks. Upon 2nd occurrence, cash or money order will be required for the remainder of the school year.

Sibling Discount

A \$10 discount per month is offered for the second child and each successive child in a family.

OPTIONAL EXTENDED DAY PROGRAMS

These programs require additional fees. Register in the school office.

**Class offerings are subject to change based on enrollment numbers.*

Lunch Bunch (3+ yrs old) Mon – Fri 12:00 – 1:00pm

Lunch Bunch is offered daily for students 3 years of age or older, allowing families to extend the preschool day with supervised play and lunchtime (lunch not provided) until 1:00pm. Please label all food and beverages with your child’s name and provide cold packs to keep food cold if needed. Children 2 ½ - 3 years old may attend Lunch Bunch at the discretion of the school director.

Two rate options are available:

1. If you need a flexible schedule, choose the **drop-in** option for \$7 per hour. Drop-in spots must be booked in advance; available space may be limited. Drop-in fees must be paid in advance. Sign up in the school office.
2. Sign up for a **permanent spot** that coordinates with your child’s preschool schedule to receive the discounted rate of \$5 per hour. Lunch Bunch is scheduled and billed monthly. (See rate sheet for pricing.) Please notify the school office of any enrollment changes by the 20th. Otherwise, enrollment continues until you notify the school office of your cancellation. Payment is made by Automatic Draft on or about the 25th of the prior month. Tuition for this program is non-refundable, regardless of attendance.

Enrichment (4-6 yrs old) Mon – Fri 12:00 – 2:00pm

Enrichment is offered daily for students 4-6 years of age, allowing families to extend the preschool day until 2:00pm. Students will attend Lunch Bunch from 12:00 – 1:00pm and then the enrichment class for the chosen day from 1:00 – 2:00pm. Enrichment is scheduled and billed monthly. (See rate sheet for pricing.) Sign up for classes that coordinate with your schedule, whether it’s 1 day per week, or all 5. Please notify the school office of any enrollment changes by the 20th. Otherwise, enrollment continues until you notify the school office of your cancellation. Payment is made by Automatic Draft on or about the 25th of the prior month. Tuition for this program is non-refundable, regardless of attendance.

The following classes are taught by members of our well-qualified preschool teaching staff.

- Art: This class gives children the opportunity to create their own works of art, with an emphasis on the Great Artists – who they were, how they created their art, and the artist’s style.
- Dance Movement: This class explores music and rhythm through song and movement.
- STEM: Children learn science and technology in a fun and creative way.
- Spanish: This class offers a wonderful head start for children who are willing to learn a second language. Children learn to hear, comprehend, and begin speaking Spanish through songs, games, and art in a small class environment.
- Yoga: Children will stretch their bodies and minds with child-centered yoga.

See office for schedule of current school year offerings.

Early Drop-Off (all ages)

Mon – Fri

8:00 – 8:45am

This program gives parents the option to bring their children to school as early as 8:00am, where they will be supervised by staff until school begins at 8:45am. No food is offered or allowed to be brought in.

This program is available M – F for an additional fee of \$7 starting at 8:00am, or \$3.50 starting after 8:25am. Students must schedule with the school office in advance so that staffing may be coordinated.

ARRIVAL AND DEPARTURE POLICIES

- Please help our teachers begin the day smoothly. The drop-off period for morning classes begins at 8:45am. Teachers begin Circle Time promptly at 9:00am. If your child is not in the classroom and ready to participate by 9:00am, please wait until Circle Time is over to bring them inside the classroom.
- Please drop your child off no earlier than the scheduled start time. The teachers are very busy preparing their classrooms in the morning.
- An adult must escort every child to and from the classroom. The adult must sign-in and out on the sheet provided in the classroom.
- Please pick up your child on time. **A fee of \$1 per minute is charged for being late starting at five minutes after the official end of class time.** A phone call to let us know you are running late is appreciated. After 5 late pick-ups in a semester, the Board will review the situation and may choose to dismiss the child from the program.
- Children are released only to those whose names are listed on the child's Authorization List. Identification may be requested.
- You need to notify the office in advance (in writing or by telephone) if someone else will be taking your child home. Changes/authorizations made by phone will be asked to verify identity of the caller.

ENROLLMENT

Enrollment is on a non-discriminatory basis providing equal treatment and access to services without regard to race, color, religion, or national origin. Enrollment is open to any child that is ready and able to participate in the program.

First consideration for enrollment is given the following priority order:

- Families currently enrolled in the school, including siblings.
- HUMC members and siblings of HCS alumni families.
- Mother Morning Out, a Hilltop United Methodist Church affiliated group.
- General public enrollment.
- Once enrollment is opened to the general public, admissions are taken on a first come, first served basis with no other priority given.

SCHOLARSHIPS

Scholarships are awarded based on financial need. To apply, submit a completed scholarship application and verification of income to the Director. Previous scholarship recipients must reapply each school year.

Upon approval, a contract is signed stating the amount of the scholarship money to be received and the amount to be paid by the family, if applicable.

All scholarship recipients must pay the full Annual Deposit and regular rates for any extended day program fees.

Additional parent service hours are required for scholarship recipients.

Additional service hours are as follows:

5 day classes	5 hours annually
4 day classes	4 hours annually
3 day classes	3 hours annually
2 day classes	2 hours annually

HEALTH AND IMMUNIZATION POLICIES

Wellness Policy

- If your child is showing signs of illness such as fever, vomiting, diarrhea, frequent coughing or conjunctivitis (pink eye), or persistent runny nose or cold, please keep your child at home. Students must be free of fever and/or other symptoms for 24 hours prior to their returning to school.
- If your child becomes ill at school, you will be notified immediately. Your child will be isolated in a private room, with supervision of the staff, until you can pick them up at school.

Injury or Accidents

- If the injury is minor or does not need immediate medical attention, you will be notified. If we are unable to contact you, we will notify the next person on your child's *Authorization List, Emergency Contact* section.
- If the injury requires immediate medical attention, we will call 911 and then the child's emergency contacts, continuing in contact order until someone is reached.

Medications

No medication will be administered without a *Medication Release Form* that has been completed and signed by the parent (or guardian).

Required Immunization, Health, and Emergency Treatment Forms

- All children must be fully immunized to enter school or have filled out the *Personal Exemption Form* (in accordance with the State Health Department).
- Please have your child's physician complete the *Immunization Form* (in accordance with the State Health Department).
- A Child Health Assessment form is to be completed by the parent for each student. This form is required in accordance with the State Health Department.
- Parents with children who are *Immunization Exempt* will be contacted if there is a case of a vaccine preventable disease to which their children are susceptible.
- All required forms must be submitted no later than the first day of class. Your child will not be allowed to attend school until all completed forms are turned in. If the required forms are not submitted by the first day of school, your child's name will be placed on the waiting list and his/her spot will be filled.
- Only school staff, legal guardians, or other individuals authorized by the family will have access to the child's records.
- Student records may be claimed after the child is no longer enrolled at Hilltop Christian School. All records are destroyed after three years if not claimed by the legal guardian.

Children with Food Allergies

Because of the potential life-threatening nature of some food allergies, Hilltop Christian School has taken steps to make accommodations for all individuals with known food allergies while attending school. Hilltop Christian school understands that children may react differently to food allergies and that our food allergy policy may need to be tailored to meet each child's specific needs. In order to do so, it is

essential that you meet with the Director prior to the beginning of the school year to discuss this information in detail. If your child has a food allergy, we request the following:

- Provide and maintain current emergency contact information for parent(s)/guardian(s), physician and allergist (if different from physician).
- Return completed *Emergency Allergy Alert Form* to school no less than one week prior to child's first day at school.
- Take steps to educate their child in the difference between safe and unsafe foods and signs of a reaction (as much as is age appropriate) and to tell an adult.
- No less than one week prior to the child's first day at school, provide the school with a list of foods to avoid and a list of foods that are appropriate for snacks.

Parents of children with food allergies agree to follow the school's *Food Allergy Policy*, which is available in the school office.

Parents of all the child's classmates will be notified that there is a child with food allergies in the classroom. All parents in the class will receive information detailing foods that cannot be served (for example, nut products) and any additional preventive procedures that will be implemented. If you have any questions, please don't hesitate to speak with your teacher.

For those with food allergies, it is important to note that in the event of extreme weather or notices of poor air quality Hilltop Christian School utilizes a shared space inside the building that is outside of the designated school zone. Additionally, outside of posted school hours, groups associated with Hilltop United Methodist Church utilize areas within the designated school zone. Hilltop Christian School cannot dictate either policies or procedures for the other groups utilizing these spaces.

HCS avoidance and prevention strategies include:

- A list of foods approved by the parent for use in the classroom of each child with a food allergy will be posted for reference.
- Sharing or trading of food or utensils is not allowed.
- All children in the classroom are to wash their hands prior to entering the classroom each morning and before and after eating.
- Tables and chairs are to be sanitized after eating.

Please see the school office for a copy of our detailed food allergy policy and the procedure we follow in an allergy emergency.

Sunscreen Policy

Students play outside every day, weather permitting. Sunscreen and/or a hat is recommended for outside play. Sunscreen must be applied before coming to school. Please note: teachers are not permitted to apply sunscreen.

Vision Screening

Hilltop Christian School partners with Friends for Sight to conduct a vision screening of students, typically in the fall of each year.

EMERGENCY PROCEDURES

Emergency Supply Kit

In the event of an emergency or evacuation, an emergency kit is kept in a location accessible by the staff according to our evacuation plan. The kit includes a snack and a small bottle of water for each student. The Emergency Information book containing health and contact information is taken with the staff at time of evacuation. **It is the parents' responsibility to keep contact information updated.**

Fire

Fire drills are held throughout the year in which students and staff practice evacuating the building via safe exit routes. Evacuation plans are posted in each room.

Earthquake

Earthquake drills are conducted during the school year. In the case of an earthquake emergency, teachers will gather the children and get under the tables in the classrooms until the shaking stops. When the shaking stops, the Director will assess whether it is safer to be outside the School, or if we need to relocate the children to Hilltop House. In a very serious situation, where phone lines are down and parents may not be able to come for their child, we will call the out of state contact.

Power Failure

In the event of a power failure, students may be moved from inner rooms to those with natural light. If the failure is projected to last more than 90 minutes, parents will be called to pick up children.

Water Failure

Water is required for sanitary bathroom use. Therefore, if a water failure leaves the school without water service for more than one hour, parents will be called to pick up children. We will use hand sanitizer and wet wipes for those children who do need to use the restroom.

Evacuation or Flood

In the case of a required building evacuation, children and staff will be relocated to Hilltop House. This house is owned by Hilltop United Methodist Church and is located across the parking lot and just north of the grassy area. For a more serious situation that requires more distance, Dimple Dell Rec Center is an official refuge area. It is located south of Hilltop Christian School at 10670 S 1000 E. All staff would carefully assist the children to this location and signs will be posted for the parents' knowledge. All children are checked against the class sign in sheets for that day. Evacuation notice will be posted on the front door of the school and the church's north doors.

Snow Days

The decision to close school due to weather conditions will be made by the Director and President of the Board. The school will close automatically if Canyons School District closes. The notice to close school will be posted on Facebook and messages sent out through our school communication app.

DISCIPLINE POLICIES

PRINCIPLES FOR OUR DISCIPLINE POLICY

- Children have the right to an education in pleasant and safe surroundings.
- Teachers have the right to teach in an environment conducive to learning.
- Staff members have the right to carry out their duties in an atmosphere of respect.
- Administrators have the right to expect cooperation from parents, students, teachers, and staff.
- Parents have the right to expect a quality education for their child within a positive setting.

As stated in our goals:

- Children learn best when they have a positive self-image. Therefore, the first objective of this program is to assist the child in seeing himself/herself as a person of worth.
- Children will begin to recognize and accept their own feelings and the feelings of others through play (their work).
- Children will begin to follow directions and accept responsibilities, such as picking up toys, etc.
- Children will feel capable and competent and feel the excitement of learning new things. The whole school experience will be fun and exciting.

DISCIPLINE/POSITIVE GUIDANCE

- Children are always encouraged to resolve conflicts between themselves with encouragement from the teacher. Children are encouraged to verbalize their emotions and wants as well as listening to the verbalizations of their peers. This teaches the development of empathy, an important tool for problem resolution.
- Teachers will often attempt to gently divert a child's attention to another activity where they can interact more appropriately. The diversion methods follow the positive guidance model of positive reinforcement, appropriate alternative choices, and if needed, gentle physical redirection.
- Children are given structured choices to empower them with the ability to act appropriately in their classroom environment.

BEHAVIORAL DIFFICULTIES

You will be informed on a daily basis if your child has any difficulties with self-control. Should behavioral difficulties continue, a conference would be held with you, the teacher, and the Director.

Each child will be on a 30-day probationary period starting with his or her first day of school. Should behavioral or adjustment difficulties (such as aggressive behavior, excessive crying, etc.) continue after a conference with a parent, teacher and Director, the enrollment may be terminated upon notice. This action is necessary in order to ensure the safety of other children and the quality of the environment.

Biting, Scratching or Hitting

Preschool children may lack the skills to cope with frustrating situations. They have a natural tendency to bite, scratch or hit other children. When this occurs in the classroom, the teacher will comfort the victim and state very strongly to the aggressor that it is **not OK** to hurt people. The aggressor will then be redirected into an acceptable activity for releasing his/her tension (such as play dough or water play). If the aggressor continues to bite, scratch or hit after all forms of redirection have been used, then it will be necessary to meet with the parents. Certain extreme situations may lead to removal of the child from the program.

Occasionally, a child will exhibit a behavior that is aggressive, violent or otherwise unacceptable, and be unable to respond to the usual methods available to the teachers for controlling such behavior. This can cause the following challenges in the classroom:

- The child may require “one to one” supervision in order to safeguard the other children.
- The child may so disrupt the classroom activities that the teachers are unable to provide the desired environment in the classroom.

In these cases, the child may be removed from the program.

POLICIES REGARDING TOILET TRAINING

All students are required to be toilet trained before entering the program.

- Students are not allowed to wear diapers or pull-ups to preschool or kindergarten.
- Children must be able to pull their pants down, get on the toilet seat (unless physically unable to), wipe themselves, pull up their pants and flush the toilet.

Regression

- We understand that for many children, the transition from home to preschool or any other traumatic situations may cause a regression in toilet-trained children.
- If this occurs, you will be notified and asked to remove the student temporarily until the toilet training is once again complete. The student’s position in the class will be held for a period of four weeks.
- If after four weeks the child is not ready to return to preschool, his or her position in the class will be filled and the student will be placed on the waiting list.

PARENT SERVICE HOURS PROGRAM

We like to encourage parent participation in our classrooms. This is helpful to our teachers and provides an excellent opportunity to monitor your child's progress in class. Prior to volunteering in the classroom, one must sign the *Classroom Volunteer Application*, which authorizes a simple background check.

For health, safety, and ratio+ reasons, please make other arrangements for siblings of children enrolled in our program if you are volunteering in the classroom.

There are also times when we need your help with certain services, such as cleaning, painting, repairing equipment and the facility. This is a great help in reducing our operating costs. We also have many school activities and events throughout the year that are great opportunities to fulfill hours. We recommend that families have at least 1 hour each semester completed at a school event (Fall Festival, Blooming Bash, etc.) and not in the classroom.

The following **minimum** number of Parent Service Hours are required **each semester**.

2-Day AM Preschool	3 hours per semester
3-Day AM Preschool	4.5 hours per semester
4-Day AM Preschool	6 hours per semester
5-Day AM Preschool	7.5 hours per semester
Progressive Kindergarten	7.5 hours per semester
Full Day Kindergarten	10 hours per semester
First Grade	10 hours per semester

Fall hours are due by January 1st.

Spring hours are due by May 1st.

Extra hours do not carry over from semester to semester.

It is the responsibility of each family to verify that their service hours have been recorded before the deadline. Families that have not fulfilled their semester service hours by January 1st and May 1st will be charged \$20.00 per hour. The money collected will go toward supplies, equipment and/or payment of services needed for repairs or maintenance of the school.

Families with more than one child in the program will be expected to fulfill all required hours up to a maximum of 20 hours per school year.

Scholarship recipients are required to fulfill additional hours. *See Scholarships.*

While your participation in the classroom is preferred, we recognize that some families' circumstances may not allow fulfillment of this service commitment. In those cases, it is necessary to make arrangements for service in other areas (such as working on projects at home or helping with a weekend fundraiser). Information about opportunities for volunteering will be posted on the Message Board by

your child's classroom and in the monthly newsletter. Examples of opportunities are listed below. Please let us know of any other ideas you may have.

- Room Parent – A room parent would be responsible for organizing room parties, helping teachers and recruiting volunteers for different activities and special projects.
- School Events – Help with school events such as Fall Festival, Christmas Concert or Spring Social.
- Help Setup Playground and/or Supervise for Outside Play Day – Outside Play Day is held in May.
- Special Talents – If you have any special talents that can contribute to our curriculum, please let us know.
- Maintain Outdoor Areas – Around windows, shovel snow, weed or mow the lawn.
- Read a Story at the Beginning or End of the Class – Check with your child's teacher.
- Help with a Cooking Activity
- Take Dictation from the Children – We will also need volunteers to type the stories.

For those parents who are unable to volunteer during school due to work, new baby, etc. a few additional ways to participate are:

- Take items home to be cut out.
- Participate in School or HUMC Work Days – Work days are usually scheduled on a Saturday in the fall and in the spring.
- Support fundraising activities- Blooming bash, Fall Festival, Box Tops, etc.
- **Refer another child who enrolls at Hilltop** – Receive 3 service hours.

PARENT VOLUNTEER TRAINING

Before entering the classroom to volunteer, all parents must sign a form acknowledging their understanding of the following policies.

Health and Safety Procedures

Children and adults wash their hands: on arrival for the day; after using the toilet; after handling body fluids (i.e. blowing or wiping a nose, coughing on hand, or touching any mucus, blood, or vomit); before snacks, before preparing or serving food, or handling any raw food that requires cooking (i.e. meat, eggs, poultry); after playing in water that is shared by two or more people; after handling pets and other animals or any materials such as sand, dirt, or surfaces that might be contaminated by contact with animals.

Adults also wash their hands: before and after preparing food for the children (if they hold a current food handlers permit); and after handling garbage or cleaning.

Proper hand-washing procedures are followed by adults and children and include using liquid soap and running water; rubbing hands vigorously for at least 20 seconds, including back of hands, wrists, between fingers, under and around any jewelry, and under fingernails; rinsing well; drying hands with a paper towel, a single-use towel, or a dryer; and avoiding touching the faucet with just-washed hands (i.e. by using a paper towel to turn off water). Except when handling blood or body fluids that might contain blood (when wearing gloves is required), wearing gloves is an optional supplement, but not a substitute, for hand washing in any required hand-washing situation listed above.

- Staff wear gloves when contamination with blood may occur.

- Staff do not use hand-washing sinks for bathing children or for removing smeared fecal material.
- In situations where sinks are used for both food preparation and other purposes, staff clean and sanitize the sinks before using them to prepare food.

Staff does not offer children younger than four years these foods: hot dogs, whole or sliced into rounds; whole grapes; nuts; popcorn; raw peas and hard pretzels; spoonfuls of peanut butter; or chunks of raw carrots or meat larger than can be swallowed whole.

Guidelines for Parent Volunteers Assisting in the Classroom

1. Squat down to the child's level when talking to him.
2. Sit down whenever possible while supervising.
3. Answer questions and talk to the children when the occasion calls for it, but avoid talking to them all the time.
4. When children are working or playing well, do not interfere; just observe.
5. Be consistent. Do not tell a child one thing one day and another the next day.
6. Avoid talking about a child in his presence.
7. Be patient. Children need time to develop and improve gradually.
8. Look for what is RIGHT with the child instead of looking for problems. Suggest what he is to do rather than what he is not to do.
9. The use of treats or bribes as a means of gaining obedience is not appropriate.
10. Praise the type of behavior you wish continued. Success is the best reinforcement possible.
11. If a child is struggling with something, ask him if he needs help. Do not just "rush in" to help him.
12. Allow the child to learn by experiment. Help him only when it is necessary to avoid failure and discouragement. Encourage him to find out for himself. A child feels better about himself when he can do it himself.
13. Let each child grow and proceed at his own rate.
14. Accept each child as he is. Remember, each child is different.
15. Encourage the children to help each other.
16. Enjoy the children.

Guidelines and Classroom Management Techniques

1. Direct, redirect, or change the activity. Substitute one activity for another.
2. Stop the child (for protection). When you must restrain a child, you must also give them the assurance that "I'm here for you and I'll help you stop." Then help the child find an acceptable activity.
3. Give the child a choice of two desirable things. (Only give choices when you are prepared to accept the child's answer.)
4. Talk to the child stating the alternatives and consequences.
5. Isolate. This is rarely used at preschool, and only by the teacher.
6. Help the child understand his feelings, and show that you understand how he feels.
7. Set a good example: remain calm and patient.
8. Come ready to play. Wear clothes that are comfortable.
9. Young children are very egocentric and think that while they are playing with something, it is theirs. If another child wants to play with a toy that a first child is engaged in, the child needs to wait until the first child is done. Children learn how to share this way.

10. Be aware of your tone of voice. If you need a break or are overwhelmed, take a deep breath or step outside.
11. If you are uncomfortable or unsure about a situation, tell the child, "Let's ask the teacher".
12. Ask open-ended questions. This encourages children's problem solving skills to develop.
13. Most importantly, the process is always much more important than the product. If a child draws a picture, ask them about it without placing judgment.

Child abuse and neglect reporting procedures

If you suspect child abuse you must report it to the Director immediately.

MISCELLANEOUS

Snacks

- Nutritious snacks are served daily during each class session and are regulated by staff to meet the USDA's CACFP guidelines. Donations are always welcome. Food that comes from home must be either whole fruits or commercially prepared packaged foods in factory-sealed containers.
- Teachers will post an approved snack sheet monthly. Families are assigned to contribute to the snack for their child's class on a rotating basis.
- Please note any special food or diet needs on the *Child Health Assessment* form and discuss them with your child's teacher.
- Food allergies may dictate restrictions on certain foods in a given classroom. The teacher will inform all parents in the class of any restricted foods.
- Children younger than four years cannot have the following foods: hot dogs, whole or sliced into rounds; whole grapes; nuts; popcorn; raw peas; hard pretzels; spoonfuls of peanut butter; or chunks of raw carrots or meat larger than can be swallowed whole. Food will be cut to the appropriate size according to a child's age.

Lunches

- Students enrolled in Lunch Bunch and Kindergarten eat lunch at school.
- Parents are responsible for providing their child's lunch.
- Please send lunches in an insulated cooler bag with an ice pack.
- Please prepare child-sized portions, cut-up/sliced/peeled, in non-breakable containers for easy and safe eating.
- Label all lunch bags, boxes and thermoses on the outside.
- Children are encouraged to eat their nutritious foods first before eating their treats.
- Children are not allowed to share lunches.
- A well-balanced lunch should consist of the following:
 - Protein: meat, cheese, eggs, cooked beans, tofu
 - 2 vegetables, 2 fruits, or 1 fruit and 1 vegetable
 - Grain: cereal, whole grain or enriched bread products, crackers or pasta
 - Dairy Product

Birthdays

Each teacher will recognize your child's birthday. Please confer with your child's teacher in advance regarding your child's celebration.

Student Field Trips

- You will be notified in advance of planned field trips with the understanding that your child is not required to participate.
- Numerous opportunities are made available for each age group for onsite activities, such as the Fire Truck visit, Dental Hygienist visit and off-site field trips. Some onsite activities may require a special permission slip, which will be provided upon notification of the activity.

- In order for your child to participate in field trips, you will need to complete a *Field Trip Permission Form* and have a current Authorization List on file. **If your child does not have a completed form or you cannot be reached by phone, the child will not be able to attend.**
- **Students are required to wear their Hilltop school shirts on all off-site field trips.**
- If Hilltop Christian School must close for a particular day and/or if cancellation of a field trip is required for reasons beyond the School's control, there will be no tuition refund.
- **Siblings will not be allowed to attend field trips with the exception of Family Field Trips.** Please make other arrangements for siblings.
- Family Field Trips: A parent/or parents will be required to attend the field trip and siblings are welcome to come. Families will meet us at the designated site.
- **Field trips will not count as Parent Service Hours.**

Personal Property

Hilltop Christian School is not responsible for personal property. Children should only bring necessary items to school. Any items brought onto school property are the sole responsibility of the child and their parents. Keep in mind this is a school with young children and damage can occur.

What to Wear to School

- Please send your child in comfortable play clothes that can get dirty. We will be painting or doing some kind of creative art daily.
- Tennis shoes or rubber soled shoes work best. **For safety, please avoid open-toed shoes, sandals and cowboy boots.**
- As the weather changes, please send your child to school with **weather appropriate** clothing. This might include gloves, a hat, a warm jacket, and, if necessary, snow pants and boots. We will go outside every day except on severe weather days and poor air quality days.
- Please send a sun hat for outdoor play during warm weather. Refer to *Sunscreen Policy* under the Health & Immunization Policies section.
- Please pack a spare change of clothes in your child's backpack daily.
- **NO TOYS** from home, please! (Except on designated sharing days.) We welcome books and audio books. Play guns, weapons, and other toys that encourage aggressive play are prohibited in our school.
- Please **LABEL** your child's belongings (such as coats, gloves, etc.).

School T-Shirts

Each child will receive a Hilltop school shirt. Show your school spirit by wearing your Hilltop shirts on Thursdays and Fridays (the last day of your week)! **School shirts must be worn on all off-site field trips.**

Parking Lot Safety

Please drive slowly and with caution in the parking lot at all times. The western-most side of the parking lot is for staff parking only. **Due to the high volume of traffic at drop-off and pick-up times parents and caregivers should not park in the staff parking area. Please park along the playground and in the north and east parking areas to drop off and pick up your children.**

Animal Visitors

- Visiting animals must be in good health, fully immunized, and suitable for contact with students. These documents must be submitted to the Director prior to the visit.
- Teachers and parents must be present the entire time to supervise all student/animal interactions.
- Please check with your child's teacher prior to bringing in your pet to find out if there are any students with animal allergies. If there is a child with an allergy, animals will not be allowed to visit that classroom.
- Reptiles will only be allowed to visit if kept in cages and not brought out for students to handle.

Smoking, Alcohol and Firearms Regulations

Utah Law prohibits the use of alcohol or tobacco on school grounds. School policy states that alcohol and tobacco use is also prohibited on all school field trips and functions where students are present. Firearms of all kinds are strictly prohibited on school grounds and at off campus school functions.

COMMUNICATION

Bloomz

The school's primary form of communication with families is through the Bloomz app. Bloomz is an easy to use, secure app that allows teachers, parents, and administrators all to connect. General announcements are frequently made through Bloomz, as well as class information and volunteer signups. Parent to parent communication should be used only for planning social events or parties related to the classroom.

Email

The school also communicates with families via email. Parents are responsible for providing a current email address at all times during the year. Please read school communications promptly.

Newsletter

You will receive a monthly or weekly letter electronically from your child's teacher, which will contain upcoming events, special activities or skills the children will be working on, reminders about policies, etc.

Public Message Boards

Posted outside each classroom is a Message Board for parent reminders, notices for your child's class and volunteer opportunities. For non-urgent communication with your child's teacher, you may use the classroom communication envelope posted outside each classroom.

A Message Board at the front and rear entrance to HCS will announce pertinent daily school wide information. You may post your own notices, such as car pools, social events, or babysitting needs, on these community message boards. All postings are subject to Director approval.

Conferences/Progress Reports

Children will be observed throughout the year to assess their development – physically, emotionally, socially, cognitively, as well as in language, academic readiness and self-help skills. Students will also be assessed on an individual basis by the teacher before progress reports are given. All teachers have been trained to recognize developmental milestones and what is developmentally appropriate. If there is a concern the Director and parents will be notified and, if needed, a referral for further testing will be recommended. Progress reports are provided to parents each semester.

Assessment is for the following purposes: arranging for developmental screening and referral for diagnostic assessment when indicated, identifying children's interest and needs, describing the developmental progress and learning of children, improving curriculum and adapting teaching practices and the environment, planning program improvement, and communicating with families. For more information, please see Assessments.

Conferences are held in the fall and spring for all children. **You or the school can request a conference at any time throughout the year.**

Program Survey

In accordance with NAEYC requirements, parents are invited to complete an annual program evaluation. Results are reported through regular schoolwide communication.

Grievance Procedure

You are encouraged to discuss concerns first with your child's teacher. If you feel your concern has not been adequately resolved with the teacher, you are encouraged to bring your concerns to the Director.

Parent grievances that cannot be resolved in consultation with the Director should be submitted to the President of the Governing Board using the Grievance Form. This form is available in the office. The Governing Board will interview the parties involved separately, then discuss the grievance privately. The decision of the Governing Board will be final.

2021-2022 ACADEMIC CALENDAR

The following is the school calendar for Hilltop Christian School for the 2019-2020 school year. Times and dates may change - please be sure to read your monthly newsletter for any changes or additions.

August

Preschool Get Acquainted Days	Tuesday & Wednesday	Aug. 17/18
First Days of School	Monday & Tuesday	Aug. 23/24

September

Labor Day- No School	Monday	Sept. 6
Teacher Comp Days - No School	Thursday & Friday	Sept. 16/17

October

Fall Break - No School	Thursday & Friday	Oct. 14/15
Early Dismissal - Schoolwide	Friday	Oct. 29

November

Early Dismissal - Schoolwide	Wednesday	Nov. 10
Parent Teacher Conf. PM	Wednesday	Nov. 10
Parent Teacher Conf. AM - No School	Thursday	Nov. 11
Teacher Comp Day - No School	Friday	Nov. 12
Early Dismissal - Schoolwide	Tuesday	Nov. 23
Thanksgiving Recess- No School	Wednesday-Friday	Nov. 24-26

December

Early Dismissal - Schoolwide	Friday	Dec. 17
Christmas Break	Monday-Friday	Dec. 20 - Dec. 31

January

School Resumes	Monday	Jan. 3
Priority Registration Begins for Bard and Staff	Wednesday	Jan. 12
Martin Luther King, Jr.'s Birthday- No School	Monday	Jan. 17
Priority Registration Begins for Current Families and HUMC Members	Wednesday	Jan. 19
Priority Registration Begins for MMO and Alumni Families	Monday	Jan. 26

February

Registration Open to the Public	Tuesday	Feb. 1
President's Day- No School	Monday	Feb. 21

March

Early Dismissal - Schoolwide	Wednesday	Mar. 23
Parent Teacher Conf. PM	Wednesday	Mar. 23
Parent Teacher Conf. AM - No School	Thursday	Mar. 24
Teacher Comp. Day - No School	Friday	Mar. 25

April

Spring Break- No School	Monday-Friday	April 4-8
HUMC Consignment Sale- No School	Thursday & Friday	TBA

May

Early Dismissal – Preschool @ 12:00	Thursday & Friday	May 26/27
Early Dismissal – K-2 @ 1:00	Friday	May 27
Last Days of School - Preschool	Thursday & Friday	May 26/27
Last Day of School - Kindergarten & 1 st Grade	Friday	May 27

EVENTS CALENDAR

The following events are typically scheduled during the year. Please be sure to read your monthly newsletter for exact dates and times.

August

Get Acquainted Days

September

P.S.A. Welcome Back Meet & Greet

Fire Truck Visit

Fall Festival

HUMC Consignment Sale

October

Fun Run

Spirit Week

Halloween Parade

November

Scholastic Book Fair

Parent-Teacher Conferences

School Pictures

December

Christmas Program

Class Christmas Parties

January

Date with Dad

February

P.S.A. Meet & Greet/Moving Up Day

Dental Hygienist Visit

Class Valentine's Day Parties

Spirit Week

March

Parent-Teacher Conferences

Scholastic Book Fair

April

HUMC Consignment Sale

Blooming Bash

Safety Week

Bike-A-Thon

May

Teacher Appreciation Days

Mother's Day Tea

School Picnic

4/5s & Kindergarten Graduations

CHECKLIST FOR YOUR CHILD'S FIRST DAY

- Backpack and jacket labeled with child's name
- Wear comfortable play clothes and tennis shoes
- Shade hat and/or sunscreen applied for outside play
- Water bottle labeled with child's name
- Spare change of clothes for preschoolers
- Full Day Kindergarteners and First Graders bring a lunch

All paperwork is due by the first day of school

- Child Health Assessment*
- Immunization Form (must be current)*
- Parental Agreement
- Authorization List
- Family and Social Information form
- Tuition Agreement
- Classroom Volunteer Application
- Read the Parent Handbook

**Under State law, children will not be allowed to attend school until these forms are on file.*