

Memphis Heritage Christian School
Little Heritage Enrichment Center, Inc.



EARLY CHILDHOOD & ELEMENTARY
PROGRAM PARENT HANDBOOK

3802 Gragg Avenue
Memphis, Tennessee 38108
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Created: 2016-2017

MHCS, LHEC & MIS

EARLY CHILDHOOD & ELEMENTARY PROGRAM 2016-2017

Welcome to MHCS, LHEC & MIS

This catalog was designed to provide the parents and guardians of our early childhood program with the policies and procedures followed by the center and school.

Every effort has been made to present information that is current (as of September 2012) and of greatest relevance to you.

The center reserves the right to make changes in policies, procedures, and curriculum.

Such actions shall be published, as they become effective.

*** This project is funded under by parent fees, DHS payments and Food Program funds. We accept tax exempt donations as a 501c3 tax exempt organization.**

Licensing Statement

Little Heritage Enrichment Center is a state-licensed program open to children of all races, nationalities. Our inspection records are available upon request for public viewing. We are licensed through the Tennessee Department Human Services.

Purpose and Philosophy

Little Heritage Enrichment Center is guided by a philosophy of learning through the Creative Model of Teaching. Art activities, games, storytelling, movement and songs provide a positive and comfortable environment in which children develop physical coordination, social skills and self-control.

We believe a child's first school experience is important because it is the foundation for all future educational experiences. Therefore, we provide an encouraging atmosphere conducive to the child's individual growth and development. The creative approach involves the whole child and recognizes that each one develops at his or her own pace. We strive to provide an environment that is safe, loving, and rich in opportunities for learning and growth through age appropriate, hands-on activities.

Mission Statement

MHCS is committed to providing an educational environment that is dedicated to meeting the needs of all our children. The center supports learning and skill development. We are dedicated to providing a positive, stimulating, and nurturing environment that will point the learners to academic excellence with a Biblical worldview and service to others.

Curriculum

Most experts will agree that children, especially young children learn better through play and through structured academic activities. Little Heritage Enrichment Center embraces this concept and provide a wide range of hands-on activities that encourage children to experiment with science, math, language, music, and art. Blocks, easel painting, toys, dramatic play, puzzles, math manipulatives, sand and water play, and other games are available to the children during class time.

Our classes contain three basic educational components: Reading, Writing, and Arithmetic (each of which are designed to aid in specific developmental areas). Students are encouraged to use their imagination by responding to problems i

ovement or music

reating thunder sounds with instruments)

Develop large motor skills (moving to music and participating in other creative movement activities)

Improve development, and learning styles have been considered to design appropriate activities to meet the needs of the learner. Interactions and activities are designed to develop children's self esteem and positive feelings toward learning.

Holiday Celebrations within the Classroom

Our classes will celebrate seasonal holidays with stories, games, art projects, food, and special guests. The celebration of traditions is an important aspect of human development. The annual cycle of holidays creates a rhythm and focal point for these traditions in the lives of our children. Only the traditional holidays are incorporated into the center's program. Secondly, parents should understand that we are an American Institution and will introduce and participate in patriotic holidays and themes at an appropriate age level, including Columbus Day, Presidents Day, Civil Rights Day, and the Pledge of Allegiance.

Other seasonal holidays will also be observed and discussed in the course of the school year. Room decorations will be friendly and non-frightening.

✓ *Costumes that are not "scary" are optional for our fall activities.*

Classroom Strategies, Practices, and Expectations for Three-Year-Old Class

- Teachers provide affection and support. They will also plan experiences to help alleviate children's fears and/or teach them to cope with their fears.
- Teachers develop and foster children's independence but will help when needed.
- Teachers recognize that although three-year-olds are usually more cooperative than toddlers, they will occasionally revert to toddler behavior when they feel shy or upset, i.e. thumb sucking, crying, and hitting, baby talk, etc.
- Opportunities to practice self-help skills such as dressing, toileting, feeding, hand washing, and picking up toys are available.
- Teachers are patient with occasional toileting accidents, spilled food, and unfinished jobs.
- Opportunities are provided for three-year-olds to play by themselves (solitary play), next to another child (parallel play), or with one or two other children (cooperative play). Many three-year-olds are not comfortable with much group participation, so teachers will allow children to enter and leave group activities at will. Children are encouraged to take turns and share but teachers do not always expect children to give up favorite items.

- Outdoor and indoor space is provided for children to explore and exercise their large muscle skills like running, jumping, riding a tricycle, or catching a ball. Teachers are always close by to offer assistance as needed. Opportunities and materials are provided for children to develop fine motor skills. These materials may consist of pegboards, beads to string, blocks, crayons, play dough, blunt scissors, and more. Art is viewed as a creative expression and exploration of materials. The process is more important than the end product.
- Materials are provided to encourage each child's natural curiosity and help them explore their environment. These may include dress-up clothes, sand toys, bubbles, science activities, and more.
- Teachers encourage children's language development by speaking clearly and frequently to individual children and listening to their responses.
- Teachers also provide many opportunities for children to expand their language skills through stories, songs, finger plays and weekly on-campus library visits. Color names, numbers 1-10, shapes, alphabet recognition and simple number activities are introduced through various experiences.
- Teachers help children to develop positive self-esteem, independence, personal responsibility, and self-expression.

Classroom Strategies, Practices, and Expectations for Four-Year-Old Class

A majority of the concepts given above for three-year-olds are used or built upon when dealing with four-year-olds. The following items are an extension of those previously mentioned.

- Teachers create an environment for children to learn through active exploration and positive interaction with adults, other children, and a wide range of educational materials.
- Teachers recognize that in many areas of learning there is more than one right answer and that children learn from experimentation.
- Teachers move among the children to facilitate learning by asking questions, offering suggestions, or adding materials.
- Teachers do not dominate the environment by telling the children what to do.
- Teachers use positive guidance techniques such as redirecting, setting clear limits, modeling and encouragement.
- Children are allowed to select many of their own activities from among a variety of learning areas, which the teachers have prepared. Some of these areas include dramatic play, blocks, science, math, games, puzzles, books, art, and music.
- Four-year-olds begin to develop an understanding of themselves, others, and the world around them through observation and interaction with people and objects, and seek to find solutions to concrete problems.
- Teachers facilitate learning in math, science, social studies, health, and other content areas through integrated multilevel activities.
- With an increased attention span, four-year-olds are expected and encouraged to participate in all group activities.

- Fine motor skills continue to be developed with writing preparation. Children will be encouraged to learn how to write their names in preparation for Kindergarten.
- Gross motor skills continue to be a focal point with daily scheduled outdoor activities. These sessions allow the children time to develop their large muscle skills, practice their social skills with other children, and express themselves freely and loudly.
- The alphabet is introduced through various language activities and the children are given many opportunities to see how reading and writing are useful. Children are exposed to many activities that develop language and literacy. Some of these include listening to stories and poems, weekly on-campus library visits, dictating stories, seeing classroom charts and other printed material, participating in dramatic play and other experiences requiring communication.
- Math readiness skills, such as patterning, classifying, counting, comparing, and graphing, are introduced and practiced. Increased opportunities for social interaction help teach children about cooperation, helping, negotiating, problem solving, and taking turns while preparing them for Kindergarten.

Admission Policies

Little Heritage Enrichment Center welcomes all families who seek a creative early childhood education program for their children. We do not discriminate on the basis of race, creed or color.

Enrolled families are required to follow all Tennessee State preschool licensing regulations, which pertain to their child, and all school policies as specified in the Parent Handbook or other official school documents. Families are responsible for reading, understanding, and following all school policies and state regulations.

Reasons for Admission Denial or Refusal of Services

Little Heritage Enrichment Center will deny admission to a child when the family fails to submit documented proof that the child has been immunized, or has laboratory evidence of immunity for preventable diseases, including Rubella, as required by the State Department of Human Services. Non-immunized children pose a threat to the well being of any pregnant women who use our facility.

Little Heritage Enrichment Center will refuse services to enrolled families who fail to follow state regulations and school policies.

Certain circumstances or conditions may exist under which Little Heritage Enrichment Center may be unable to adequately and safely provide services to families and/or children with various types of behavioral, physical, or social needs. In these situations, admission to or continuation in our program will be considered on an individual case basis.

Special situations may include, but are not limited to, the following:

1. A child who has AIDS or the HIV virus The following factors will be considered in determining admission or continuation in the program of a child

with AIDS or the HIV virus:

- The child's age
- The child's ability to control bodily functions
- The degree of maturity of social interaction
- The staff's ability to use universal precautions concerning hand washing
- and the safe disposal of blood spills and bodily fluids

2. A child with physical or mental disabilities, severe or chronic illness, or a medically fragile condition. The following factors will be considered in determining admission or continuation in the program of a child exhibiting one of these conditions:

- The requirement of special attention or treatment during school hours which the staff is not trained to administer.
- The requirement of adaptive facilities or equipment which the church or school does not have or cannot reasonably accommodate.

3. A child or family whose social, psychological, or emotional behaviors pose a threat of emotional or physical harm to others. The following factors will be considered in determining admission or continuation in the program of a child or family member exhibiting one of these conditions:

- The presence of appropriate staffing to accommodate the additional services required to safely and adequately handle the situation
- The requirement of special skills or training by the staff to ensure the safety of the child and others
- The ability of the family and the school to cooperate and work together to provide a safe and secure environment for all concerned

If Little Heritage Enrichment Center determines, after careful assessment of all factors, that the center is unable to admit or continue services to any child, the center will seek to assist the family through referrals to appropriate agencies or special services.

Age Requirements for Admission

The age for enrollment corresponds with the standard age policies for the school districts in and around the Tennessee area. We understand that these age requirements may be in conflict with individual family needs; however, due to our class sizes, staffing, and our age appropriate curriculum, all students must meet these age requirements for enrollment.

- To be enrolled in our Three-Year-Old class a child must be three on or before September 30th of the school year.

- To be enrolled in our Four-Year-Old class a child must be four on or before September 30th of the school year.

Financial Information

Registration Fee

A *non-refundable* registration fee of \$35.00 is required at the time of registration.

Tuition Fees & Refund Policy

Little Heritage Enrichment Center operates on a 12-month school year and extended summer program. Upon registration your child is signed up for the entire school year. In the event your plans change, we require at least a two-week notice of withdrawal. Weekly tuition payments cannot be refunded or prorated for early withdrawal. We also offer summer camp through Little Heritage Enrichment Center.

Tuition payments are due each Friday before the upcoming period. If tuition fees become more than two weeks in arrears a late fee will be assessed. If no arrangements have been made for payment, we reserve the right to withdraw your child from our center.

There is NO TUITION REDUCTION for absenteeism during the calendar year. Our fees are based on a 12-month school year with payments divided into 12 equal installments.

Fees for the 2012-2013 School Year

REMINDER: the program is currently for ages I-8.

- Cost per week- \$ 85.00 for a school day 8:00 a.m. – 3:00 p.m. This includes lunch and 1 snack.
- Before care is 6:00 a.m. – 8:00 a.m.
- Preschool Care is 8:00 a.m. – 3:00 p.m. (\$85.00 per week) depending on program
- All-day Care is 6:00 a.m. -6:00p.m. (\$105.00 per week)
- After school care only is \$60.00 per week.

See 2012 Tuition

Making Payments

All payments must be made in the business office. Payments are the responsibility of the individual and monthly reminders are not given. When paying in cash, please bring the exact amount due, as change may not be available. Credit and debit cards are not accepted methods of payment. Please do not mail tuition payments or place tuition checks in the church offering plates. We will not be responsible for payments made in this manner nor can we guarantee that they will be posted to your school account.

Late Pick-Up Charge

All children should be picked up promptly, as it can be very upsetting for a child to be the only one left at the center. If a parent does not arrive and sign a child out by their scheduled pickup time, a late charge will be assessed to their account. The late charge is \$1.00 per minute according to LHEC time. In the event you are unavoidably detained, please try to call the business office to let us know. Our staff is not contracted to stay beyond closing time. In extreme cases the Department of Children's Services may be called to pick up children consistently picked up late.

Enrollment Termination

As stated in the *Tuition Fees* section of this manual, if you choose to withdraw your child from the center, please give two weeks advance notice or you are responsible for the two weeks tuition. In the event of withdrawal in the middle of the pay period, for any reason, tuition will not be prorated. If your child has not attended class for one month and tuition has not been paid, your child will be terminated from the center's program and the registration fee must be paid to re-enroll. Re-enrollment is not guaranteed and will be possible only if space is available.

Student/Parent Policies and Procedures

Arrival and Departure Times

The morning staff is ready to greet the children at 6:00 a.m. each morning. Parents must sign their children in prior to leaving the school campus. Please use your full legal signature, per state licensing regulations.

Please do **NOT** bring your child earlier than 6:00 am. The teacher and assistant teacher are very busy planning the school day and setting up activities prior to 6:00 a.m. They are not free to supervise children during this time, so please don't ask them to do so.

Departure time is as scheduled by the center. The person who picks the child up must sign the child out. Children will not be released to anyone who is not listed on their authorized pick-up cards. Be sure these cards are kept up-to-date! We can release your child upon your telephone authorization if you have signed the proper release form and it is on file in the business office.

Please remember to **DRIVE SLOWLY** and **WATCH CAREFULLY** for children when entering or leaving the center parking lot.

School Dress Code

Uniforms for Little Heritage Enrichment Center are purchased at Parker Uniforms. The children will need to wear comfortable clothes, which are suitable for sitting on the floor, and playing outdoors. Paint shirts or smocks are provided for art time and water play. We believe that the children's comfort and fun are much more important than their tidiness and we hope that parents will keep this in mind and dress them accordingly.

A part of each class will be spent outside, weather permitting. During portions of the school year, the playground can be either chilly or very hot so children should be dressed appropriately. Please be sure jackets and sweaters are plainly marked with your child's name.

Students must be in approved uniforms upon acceptance to the School.

Extra Clothing

If your child is prone to having accidents, it is a good idea to leave a complete extra set of clothing at the center.

Children are encouraged to be reliable in caring for their own restroom needs. Clothing should be easy for the child to undo - belts and suspenders can be tricky! Restrooms are located close by and the children are encouraged to use them frequently. However, accidents may occur and our staff will handle these with as little embarrassment to the child as possible.

It is important that your child's shoes be both comfortable and safe. Tennis shoes, or other enclosed shoes, with no slip soles and either laces or Velcro closures are the best choice. We discourage dress shoes, or other slick soled shoes, scuffs, thongs, and boots at school. These tend to cause many trips, slips, and falls when playing outdoors. Use caution when dressing your child for school.

Special School Rules

1. Toys, teddy bears, "blankies", and other special items, as well as unusual articles of clothing like capes or masks, should only be brought to school on special occasions announced by the teacher. Please do not allow your child to bring toy weapons, marbles, gum, or small toys to school for any reason. If the child brings money it must be in a sealed/labeled envelope and given to the teacher.
2. Do not send special snacks just for your child unless there is a medical need (as directed by a physician). If you would like to provide a snack for the entire class, check with the teacher for an agreeable time to do so. You may bring in birthday treats. Store-bought or bakery treats are preferable to homemade in order to

conform to state regulations. Treats must be individually wrapped.

3. We are not licensed to accommodate child visitors. We cannot accept your houseguests or other young visitors, even for part of a morning.

4. Please notify us promptly of any change of address, phone number, or person on your child's emergency card.

5. Please do not bring dogs or pets onto the school campus or playground without the permission of the teacher or preschool director. Calm, tame pets have been known to bite when stressed or excited - we cannot risk bites or injuries.

6. Please keep playground gates closed at all times. Do not congregate near the gates or become involved in conversations at the gates - we cannot risk children slipping through unattended into the parking lots.

7. If you choose to linger "after hours" to allow your child to play on our playground, please note and enforce our school safety play rules:

1. Do not throw sand.
2. Do not hang or swing on gates or railings.
3. One person at a time on the slide.
4. Slide on bottoms only, feet first, and do not walk up the slide.
5. Do not leave children unattended on the playground.
6. There will be **no lingering on the campus after the school has closed.**
7. PARENTS MUST SUPERVISE THEIR CHILDREN AT ALL TIMES.

- Please call the preschool office at (377-7536) if you have an emergency while your child is at Little Heritage Enrichment Center.
- No weapons of any kind will be allowed on the campus by anyone for any reason.

Snacks

Each school day your child will be served a nutritious snack consisting of items from at least two food groups. Monthly snack menus will be posted in the classrooms. Snack menus are subject to change because of availability, special birthday celebrations, or seasonal class cooking projects. Any changes in the snack menu will be posted.

Birthdays

Birthdays are very special days for our children. We invite each child to celebrate with his or her friends at school, provided arrangements are made ahead of time with the teacher. Parents may provide a special class snack. We request that birthday party invitations NOT be distributed at school. In order for birthday invitations to be distributed at school, one must be provided for each child in a class, with the exception of all girl or all boy parties.

Field Trips

We offer the opportunity for our students to participate in off-campus field trips during class time, which may include places like the Park, Zoo, Children's Museum, and other outings. These field trips may require a small fee for your child to participate.

Permission slips will be sent home prior to any field trip for the parent to sign and return to school. Additionally, we cannot make any reductions in tuition for children not participating in the field trip.

After School Care

We offer after school care on Monday through Friday. This is an extended day program, which lasts from 3pm-6pm. Parents must make a reservation for their child in the program, as space is limited. Children participating in the program will be provided a healthy snack. (The child may bring change to purchase an additional snack). The cost of the program is \$8.00 per day or \$ 36.00 per week. This is a non-refundable fee. Reservations must be made at the beginning of the week, and payment is due at the same time as tuition.

Parent Volunteers

Moms, dads, and grandparents are welcome and encouraged to participate in class activities or volunteer as classroom helpers. To insure a positive experience for all, parent volunteers are asked to sign up with the teacher in advance and follow these guidelines:

- On the morning of your visit, sign in at the business office.
- Be prepared to interact with the children in their activities - no sitting and observing!
- Make other arrangements for siblings - do not bring infants, toddlers, or older siblings to class with you. When you are with the class, we need your undivided attention.
- Avoid introducing competitive games.
- Allow children the freedom to create original art projects. Correcting or directing their efforts stifles creativity.

Parent-Teacher Conferences

We have two scheduled Parent-Teacher conferences each year in March and November. The teacher will post a schedule of available times and ask the parents to sign up for an appointment. If at any other time during the school year you wish to speak privately with the teacher, please contact the teacher to arrange a mutually convenient time for an appointment or phone call. If something is concerning you about your child, our programs, or a specific incident that has occurred, please let us know so that we can reach a solution together.

We do ask that you not engage the teacher or the assistant teacher in lengthy conversations during the times they are with the children. It is important that the children receive the teachers' undivided attention during school hours.

School Evaluations

Parents will be given the opportunity to evaluate the program through an annual evaluation form and survey. During the course of the year we are open to positive suggestions.

State Required Policies

Center Director

Our Director is Mrs. Tauris Nelson. Mrs. Nelson welcomes each and every child and parent to a year of academic success here at the center. In the event of her absence, our Assistant Director and Lead Teachers will make all necessary or immediate decisions.

Sign-In & Sign-Out Procedures

Whoever brings and picks up your child must sign the attendance sheet with their full legal signature - no initials or nicknames, please - and their name and signature must appear on the authorized release card in your child's file. If they are not the child's parent, then a picture I.D. is required.

This is one of the most important legal requirements of our licensing regulations and is there for our protection, your protection, and the safety of your child. Also, it is very important for parents to understand that if in the case of an emergency, they would like someone other than one of the individuals listed on their child's card to pick up their child, they must have the phone authorization form filled out and on file in the business office. Without this form we will be unable to release the child from the center except to the parent.

Immunizations

Each child is required to have an official copy of his/her immunization record on file in the business office. Tennessee State law requires that all children enrolling in a licensed care program show proof of immunizations for DPT, Polio, MMR, HIB, and Hepatitis B.

While not required, we strongly urge families to have their children tested for TB as has been recommended to us by public health. A positive test will require a doctor's release for the child to continue in school. As children receive their regularly scheduled booster shots, these must be entered into our records as well. Please bring a copy of booster shot records to the business office.

Common Illnesses

A child will be excluded from school for the following illnesses:

Symptoms of Inflammation	Fever
Rash	Diarrhea
Vomiting	Pinworm
Lice	Chicken Pox (a child may return to school upon a doctor's release)

Any children suspected of the above illness must be excluded from class. Any communicable diseases among the class will be listed on the attendance sheet the day following the reported occurrence. If a child becomes ill at school, a member of the staff will notify the parents by phone.

Please keep your child home if he or she:

- (has a fever or has one during the previous 24-hour period
- (is taking an antibiotic
- (has a cold that is less than four days old
- (has a heavy nasal discharge
- (has a constant cough
- (is fussy, cranky, and generally out of sorts
- (is just tired. Rest at such times may prevent the development of serious illness
- (have symptoms of a possible communicable disease. (These are usually sniffles, reddened eyes, sore throat, headache and abdominal pain, plus a fever). Please notify the center at once if the child has a communicable disease.

Reportable Illnesses

If your child is diagnosed with any of the following illnesses, please contact the business office immediately. We are required to notify the Tennessee State Health Department of any occurrence of the following:

AIDS	Botulism
Chicken Pox (Varicella)	Cholera
Diphtheria	Encephalitis
Food Poisoning	Giardiasis (a type of diarrhea)
Haemophilus influenza, Type B (HIB)	Hepatitis, all forms
HIV	Lead Poisoning
Malaria	Measles
Meningitis	Mumps

Pink Eye (conjunctivitis)	Rabies in Humans
Reye Syndrome	Rubella
Salmonellosis	Scabies
Shigellosis	Smallpox
Staphylococcal Infections (Staph)	Streptococcal Infections (Strep)
Tetanus	Trichinosis
Tuberculosis	Typhoid Fever
Typhus Fever	Whooping Cough (Pertussis)
Yellow Fever	

School Accidents

If your child receives a very minor scrape, bruise, or scratch while at school, we will send home an "Ouch!" Report to tell you what happened. If a more serious accident occurs, you will receive an Accident Report, which describes the incident in detail. Any time a school related accident requires a doctor's attention, this must be reported to the business office so that we, in turn, can report it to the Health Department. If a serious accident happens during school hours, a member of the staff will notify the parents by phone.

Note: Little Heritage Enrichment Center Preschool is covered by liability insurance as required by State Law.

Other Infectious Problems

Colds, Coughs, and Ear Infections

Consideration for others is paramount in controlling the spread of colds and flu at school. Please do not bring children who have runny noses with thick, whitish or greenish discharge or those who have frequent or heavy coughs - even if these symptoms appear to be caused by allergies.

Fevers

A child is not to return to school until they have been free of fever for at least 24 hours. A child with an evening temperature above normal may **NOT** come to school the next day, even if he or she wakes up with a normal temperature - fevers often rise as the day progresses.

Impetigo

This is a highly contagious bacterial skin infection, which presents itself as pus filled sores. Because the bacteria involved may be either "staph" or "strep", a doctor's care is required and any suspected cases will be sent home from school. Oral antibiotics are the best treatment and 48 hours after beginning antibiotics a child may return to school as long as all sores are covered and there is marked improvement in the rash - no new sores and those presents begin drying up. Topical ointments are not as effective a treatment as oral antibiotics. If this method of treatment is used, children must remain at home until all sores have dried.

Ringworm

This is a highly contagious fungal skin infection, which presents itself as itchy, scaly, red patches that grow into red round or oval "rings" surrounding a smooth center that in some cases carries pus. It is transmitted by direct contact with infected people, animals, or items handled by the infected individual. It is imperative that a doctor treats a child before he or she may return to the center, with the sores covered, after being on medication for at least 48 hours.

Medications

A child may not return to school for a full 48-hour period after beginning any antibiotic treatment for their illness. We cannot administer any over-the-counter medications to your child without a written statement from your child's physician and parent. This includes aspirin, Tylenol, and cough syrup.

Only the director, or her designee, may administer doctor prescribed medications and a special form which (available in the business office) and your parent handbook must be completed in order for this to be done. All medications must be kept locked in the business office.

Sunscreen & Other Personal Products

We ask that parents apply any sunscreen, lip balm, or other ointments on their children before they arrive at school. Due to the length of our program and the need for written approval, it is in the child's best interest that the parents administer any of these products at home prior to the school day. We recognize that special circumstances may exist that require a member of our staff to administer an item of this kind. In order to do this, we must have written instructions and the item must be in its original container.

Allergies

If your child suffers from any kind of allergy, please notify the teacher and complete the correct forms in writing and complete the appropriate spaces on all of the enrollment forms.

Special Needs Children

The center may accept a few children with special needs. The director, teacher, and advisory board will review each situation individually and evaluate the appropriateness of our facilities and staffing in determining which special needs children we are best able to accommodate and serve. If your child's does not establish a consistent growth process the child will then be referred to a center that specializes in the particular needs of your child.

Discipline Policy

Tennessee State law prohibits our teachers and staff from using any form of physically, emotionally, or verbally abusive disciplinary action to control the students. We prefer to take a pro-active stance in regards to discipline. By using such pro active techniques as redirection and setting limits, while establishing and communicating realistic expectations, we hope to prevent discipline problems before they happen. If a problem does occur, "time out" may be used to diffuse the situation. Our ultimate goal is to have the children reach a personal level of self-discipline. Pro-active discipline, and the various techniques it employs, provides children with a safe, comfortable place to learn in an atmosphere of trust and fairness.

Transportation Policy

Little Heritage Enrichment Center does not offer transportation to and from the center for any child for the purpose of attending our preschool. We do, however, offer transportation for all enrolled students for any off-campus field trips.

Special Tips for Your child to have a Positive Experience in the Early Childhood Program

- Your attitude is contagious! Be positive and confident about your decision to enroll your child in preschool. You have made a wise decision! Your little one will reflect your confidence and positive attitude.
- When dropping off your child in the morning, don't linger but be sure to tell your child good-bye and remind them that you will be there to pick them up in a little while.
- A quick, clean, confident break will be best for both you and your child. As soon as you are gone, your child will quickly become absorbed in the activities of the day.
- Be sure your child gets plenty of sleep and a good breakfast before coming to school.
- Encourage your child to tell you about his or her day at school. Look for the positives and don't dwell on any negative experience. However, don't press the issue if your child doesn't seem to have much to say - some kids just don't keep their parents informed as well as others!
- Check with the teacher for activities that you can do at home to carry through on the things done in school. Let your child teach you finger plays and songs. If special recipes are used in school, try making them at home. Your interest and involvement will give your child a great sense of achievement and importance.
- Please read all papers and newsletters, which are sent home with your child. Watch for notes and announcements posted outside your child's class. Stay informed so your child won't miss out.

APPENDIX

Personal Medical History Form

Little Heritage Enrichment Center

Name: _____ Address: _____

Telephone Numbers

Home: _____ Work: _____ Cellular: _____

Date of Birth: _____ Birth Place: _____ Sex: _____

Health Insurance

Carrier Name & Address: _____

Group Number: _____ Subscriber Number: _____

Doctor(s) Name Telephone Number Address

1. _____

2. _____

3. _____

Current Medications

1. _____

2. _____

3. _____

Medication Allergies

1. _____

2. _____

3. _____

Food Allergies

1. _____

2. _____

3. _____

Other Allergies

1. _____

2. _____

3. _____

Previous Illness

Date

Previous surgeries

1. _____

2. _____

**PERSONAL MEDICAL HISTORY VERIFICATION
LITTLE HERITAGE ENRICHMENT CENTER**

IMMUNIZATIONS RECORD

**DATE
DATE
DATE
DATE
DATE**

DTP

T/D

POLIO BOOSTER

MMR

Please return

CHILD'S DAILY REPORT

PARENT INFORMATION FOR CAREGIVERS

Child Name _____ Arrival Time _____ Date _____

Child Seems

Child Slept

Today's Special Instruction

Happy

Well

Not Usual
self

woke several times

Did not sleep well

CAREGIVER INFORMATION ABOUT YOUR CHILD'S DAY

AM
LUNCH
PM

Comments: _____

NOTE TO THE
PARENT: _____

Things he/she did well
today: _____

TEACHER SIGNATURE: _____

CURRICULUM PORTFOLIO

Portfolio Assessment

The Center will embrace the use of "portfolios" because it offers an alternative method to traditional classroom assessment procedures by having both student and teacher reflect on samples of the child's work. It offers a useful and generative picture of the child's development. It is a method that provides a lesson in learning long after the isolated moment of assessment has occurred. Portfolio assessment gives the child the responsibility to function as individual learners.

The impact of what children learn is enlarged because portfolios contain a wide range of work. It provides a place to see progress, and offers a developmental point of view as students construct a long-term account (story) of what and how they learn.

Goals of Portfolio Assessment

Portfolio Assessment offer one way for students and teachers to evaluate the learning, while providing information to center systems as well. The portfolio shows growth over time so that learners can become intelligent and reflective assessors of their own progress as learners.

- Create a comprehensive picture of student development.
- Assist educators in providing individualized plans for each student based on knowledge of patterns of growth and learning recorded from year to year.
- Offer the opportunity for students to learn and demonstrate who they are as human beings.

Portfolios In Practice

Documentation of student work for portfolios can take a variety of forms, including, but not limited to:

- The learners' products (such as drawings, paintings, photos, written stories, math work)
- teacher journals and reflections
- weekly teacher records
- classroom observations
- reports to parents
- information from parents
- curriculum documentation
- teacher assessment of student work in math and reading activities
- student assessment of their own work
- student notebooks and journals
- audio and video tape samples of student performance
- interactions with peers and adults

Description of Task and Skills Learned

Language/Reading

Language is enhanced as children talk about how the process as its is carried out, what's its function or ask questions about concepts or directions. And dramatic play is also a part of block building as children create stories to go along with their constructions. Teachers can incorporate story telling, phonics, and word structure.

Fine/Gross Motor Skills

Cutting, gluing, coloring, bead stringing, play dough one-to-one correspondence manipulation, lacing, painting, and drawing a circle.

Pre-Science

Body Awareness and personal hygiene.

Gross Motor

Movement experiences

Pre-Math

Number concepts and numerals 0-20, shapes through the creative model.

Basic Computers Program

Children benefit from computer play when you set learning objectives that match their developmental levels and interests. By thoughtfully considering the needs of each child in your program, you can help children grow in many ways.

- Identify and sort objects by attributes such as color, shape, and size (using programs that develop classification skills).
- Learn sequencing and order (using programs that focus on size and patterning).
- Develop early reading skills (relating word labels to graphics).

Outdoor activity

Just as you design and organize the indoor space to ensure that children are exposed to activities and materials that support growth and development, so you must give careful thought to planning and using whatever outdoor space is available.

- Demonstrate social skills (pushing and being pushed on swings, helping care for a garden, participating in social play with peers).
- Take turns, negotiate compromises, and cooperate (using playground equipment, sharing art materials, and playing group games).
- Express creativity (making art, sand, and woodworking creations, developing a new game).
- Enhance self-confidence (learning to use small and large muscles in competent ways).
- Increase independence (climbing a stepladder or going down a slide unassisted).

- Demonstrate pride in accomplishments (performing physical feats, caring for pets, growing plants from seeds)

Library

Our program has adopted the library on wheels. Even though the creative curriculum classroom layout requires a reading area, the library on wheels will visit each classroom twice a week. The interest of the child will depend on their ages.

- Develop concern for others (demonstrating empathy after hearing a story about people with disabilities or people who have suffered from prejudice)
- Try out different roles (play-acting characters from a story)
- Share time and materials with others (inviting another child to join in listening to a tape)
- Develop awareness about relationships (making a book composed of photos of themselves and their families)

Art

Projects that allow children to be creative and individualistic in their art play. Your specific objectives will reflect the ages and interests of the children in your program. examples that follow will give you an idea of this approach.

- Express feelings (selecting bright colors for a painting to match a playful mood)
- Learn to channel frustration and anger in a socially acceptable way (punching and pounding clay)
- Assert individuality
- Experience pride (making a mobile that is hung in the classroom).
- Share and cooperate with others (working together on making a group mural)

Music

The Creative Curriculum suggests objectives for social, emotional, cognitive, and physical development.

Social development:

- (Participate in a group (singing or dancing with other children)
- Develop social skills by playing cooperative musical games
- Express anger, fear, joy, and other emotions through music and movement (creating a happy dance to celebrate snow)
- Recognize that music and dance express moods and feelings
- Enhance self-concept by sharing the music and dance of each child's culture (teaching the group a familiar song from home)

Cognitive development:

- Refine listening skills by noticing changes in tempo or pitch (adapting one's dancing or clapping to shifts in tempo or beat)

- Increase awareness of different movements or body positions (folding legs like a child in a picture book)
- Develop creativity and imagination by responding to problems in movement or music (creating thunder sounds with instruments)

Physical development:

- Explore the many ways in which a body can move (finding different ways to get to the other side of a line without stepping on it)
- Develop large motor skills (moving to music and participating in other creative movement activities)
- Improve balance, coordination, and rhythm through dancing and other movement activities (playing "Follow the Leader")
- Improve small motor skills (learning finger plays and playing musical instruments)

Curriculum

Our Preschool Curriculum program is setup in a classroom of it's own that is divided into interest areas. The children have free choice within these and other areas of the room upon arrival to Preschool until it are time to come together as a large group through using the Creative Model of Teaching.

As a small or large group we will have circle time (stories, songs and discussion) and snack. The rest of our Preschool time is spent in small groups that rotate to each of the planned activities for the day (i.e. craft, games, readiness skills, etc.)

Each week in Preschool, we will focus on a different theme, which is of interest to the young child. Within each theme, there will be specific concepts, which we will be teaching the children. Appropriate discussion, music, games, books, snacks, crafts and field trips will be used to re-enforce these concepts. Specific information about each month's themes, concepts and field trips will be available on your monthly calendar.

Curriculum Includes: Whole Language, Phonics, hands-on Learning, and Individualized instruction. Subject matter includes Pre-Science, Pre Language, Pre-Social Science, Pre-Math, Social Skills, Gross Motor Skills, Fine Motor skills, Dramatic play or Arts & Crafts and Basic Computer Programs.

Goals of the Curriculum:

Among the many goals of the year, we hope to help the children develop a positive self-image, develop friendships and foster a joy of learning in an atmosphere that is both fun and appropriate for their age. Watching the children grow and develop in their own special ways is a great delight and preparing our four year old children for kindergarten.

These are some of the activities within the Curriculum:

Art/Drawing	Cooking	Exercise	Sand and Water
Free Play	Music	Science	
Computers	Drama/Dance	Field Trips	
Language Development	Outside Play	Stories/Books	

TWO YEAR OLD PROGRAM

Our Two Year Old program concentrates on social activities related to sharing and showing kindness. Students are introduced to working collectively in the classroom, alphabet, numbers, days of the week and colors/shapes. Students are engaged in various painting and music oriented activities that helps them become acclimated to prek life and learning within a classroom context.

THREE YEAR OLD PROGRAM

Our Three Year Old program classes concentrate on socialization activities, fine motor and gross motor development, and language development.

FOUR YEAR OLD PROGRAM

Little Heritage Enrichment Center Four Year Old program is open to children who will be four on or before September 30th. The four-year-old class is more structured than the 3-year-old class but the same concepts are reviewed. Greater emphasis is placed on learning numbers and simple phonics are introduced.

Curriculum for 3 Year Olds

The time allotted for each subject matter is based on the needs of the child.

Objectives Subject matter Age of Learners

3.1 The learner will be able to strengthen their small muscles through activities and play.

Fine Motor Skills (ex.)

- Opening the doors
- Carry their own belongs
- Stand along
- Drawing/painting

3.2 The Learner will develop and strengthen his/her gross motor skills through physical activity.

Gross Motor Skills

3.1 The Learner will learn the basic on the computer through guided instruction by the lead teacher.

Technology

- Games
- Stories on CD's

3.4 The Learner will learn to take more responsibilities and task. Able to speak for themselves and become more independently. The teacher encourages the learner to express their needs verbally.

Social/Emotional

3.5 The learners will lean to demonstrate respect of all life through hand-on caring for classroom pet. They will learn about the weather and what to wear during these different seasons.

Pre-Science

3.6 The learners will develop in the area of listening, speaking, phonics and the alphabets.

Pre-Language

3.7 The learners will learn to count through the use of activities that clarify shapes and concepts.

Pre-Math

3.8 The learners will the differences in sounds, tones and beats through hand-on instruction.
Music

3.9 The learner will explore through activities the many forms of creative art. Through colors, painting etc.

Dramatic Play

Curriculum for 4 Year Olds

The time allotted to each subject matter is based on the needs of the child.

Objectives Subject matter Age of Learners

4.1 The learner will show a higher level of spatial perception.

Fine Motor Skills (ex.)

- **Block Play**
- **Puzzles**

4.2 The Learner will develop stronger physical coordination.

- **Gross Motor Skills**
- **Walk to-to-toe**
- **Master dressing & undressing themselves**
- **Brushing their teeth**
- **Combing their hair**

4.3 The Learner is know ready to compare, learn patterns, numbers, counting.

Math

4.4 The learner will strengthen their cognitive thing on the seasons, weather, the different living thins, life of plants, personal hygiene, health and nutrition.

The learner will learn sounds, light, color, temperature, balance, solids and liquids.

Physical Science

4.5 The learner will learn to built words, reinforces learned alphabet and reading through phonics.

Language/Reading

4.6 The learner will learn computer basics through guided instructions.

Technology

4.7 The learner will interact within lager & small groups in painting, coloring books, drawing, and self-expression.

Art/Dramatic Play

4.8 the learner will explore the ways in which they are alike and different, learn to respect other belongs, learn more responsibility.

Social Skills

4.9 Learning the difference in feeling safe and unsafe. Learning to wear seat belts, learn about what to do when they are lost.

Safety Skills

4.10 Within free activity the learner is able to use their own judgment as to what activities they choose to participate in.

Free Classroom Activity

4

Course Descriptions

Basic Computer Programs

Children benefit from computer play when you set learning objectives that match their developmental levels and interests. By thoughtfully considering the needs of each child in your program, you can help children grow in many within their **socio-emotional, cognitive, and physical development:**

Art/Dramatic Play

Using large drawing instruments such as crayons, chalk pastels, paint and water-based markers. Colored chalk on wet and dry papers emphasizing expressive qualities. Brush drawing emphasizing large strokes on large paper. Line, shapes, parts with in a whole shape or object, and variation of line. Drawing subjects such as trees, architecture, human body, face, and imaginary objects.

Learning Outdoor activity

Just as you design and organize the indoor space to ensure that children are exposed to activities and materials that support growth and development, so you must give careful thought to planning and using whatever outdoor space is available. Think of these objectives and the examples that follow as a starting point for the children in your program. Outdoors program is used them to help plan an outdoor program that will best suit the needs and interests of the children in your group.

Music

The Creative Curriculum suggests objectives for social, emotional, cognitive, and physical development. The curriculum program requires the child to participate in a group (singing or dancing with other children), develop social skills by playing cooperative musical games (simple games such as "Ring Around the Rosy, or those requiring more cooperation such as "Farmer In the Dell"). The can express anger, fear, joy, and other in a positive way emotions through music and movement. Music refines listening skills by noticing changes in tempo or pitch.

Language/Reading

Language is enhanced as children talk about how to build what they built, what is its function or ask questions about concepts or directions. And dramatic play is also a part of block building as children create stories to go along with their constructions. Teachers can incorporate story telling, phonics, and word structure.

Fine Motor Skills

Cuttings, gluing, coloring, bead stringing, play dough one-to-one Correspondence manipulation, lacing, painting, and drawing a circle. Circle

Pre-Science

Body Awareness, personal hygiene, plants, animals and weather.

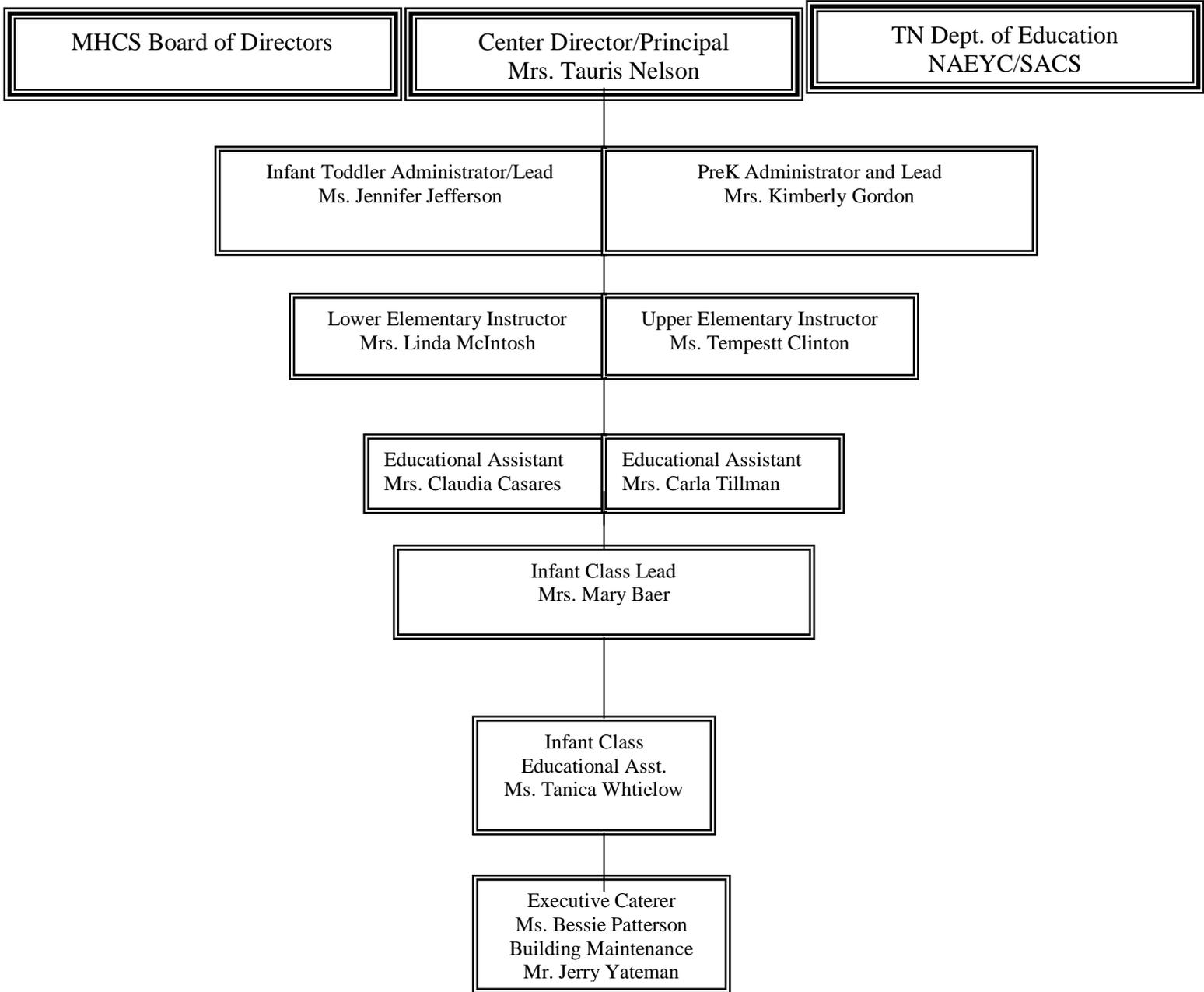
Gross Motor

Enable the movement experiences of large muscle structure. The curriculum strengthens these muscles through positive reinforcement of physical activity.

Pre-Math

Number concepts and numerals 0-20, and shapes.

*Little Heritage Enrichment Center
ORGANIZATIONAL CHART
Summer 2012 (TENTATIVE subject to change)*



MHCS IS LICENSED BY THE TENNESSE BOARD OF EDUCATION WITH ALL RIGHTS AND PRIVILEDGES

Memphis Heritage Christian School utilizes Houghton Mifflin curriculum. Curriculum standards can be found at <http://www.tn.gov/education/curriculum.shtml>.

Who we are and why we exist?

The co-educational **Lower, Middle and Upper Elementary** division features a caring yet rigorous environment designed to meet the diverse needs of the students and community and highly attuned to the individual needs of every student. Its innovative curricula and extracurricular programming actively nurture curiosity and creativity, community and camaraderie, while facilitating maximal student learning in a full array of General and Biblical studies.

MHCS Statements of Belief

Religious Principles

1. The Biblical lifestyle which guides school life and to which all students are taught to aspire is defined by a wholehearted commitment to Christianity (modeling Christ).
2. Moral and character development through Bible ideals must inform all areas of the school culture. Responsibility, integrity, caring, and mutual respect must form the foundation upon which the school community is built.
3. Students are encouraged to courageously engage the world of secular learning and secular culture from a Biblical perspective so as to learn from its wisdom, to draw inspiration from its beauty, to strengthen its ethical inadequacies.
4. Salvation is a gift of God that is central to the Christian people, and the support of its well-being is a responsibility of every believer.

Educational Philosophy

1. All students can learn. Students must be provided a variety of instructional strategies to support their varied learning styles.
2. Successful education requires a strong partnership between school and home. At all times, parents and teachers must communicate frequently and openly about all issues pertaining to a student's educational experience.
3. Only inspired teachers inspire students.
4. Consistent and sustained professional growth amongst faculty and administration is the best means for assuring consistent and sustained growth amongst students.
5. A reflective and collaborative learning community in which faculty members share instructional strategies, review their pedagogical practices, and offer guidance to their colleagues, results in improved student learning.
6. Educational practice, policy, and the process of change yield the highest results when they are guided by data-driven decision making, and rooted in research-based instructional programming.
7. Student affect is directly proportional to student cognition. Therefore, the promotion of a student's emotional welfare and the cultivation of meaningful relationships between teacher and student is a critical component of the educational process.
8. Effective instruction must provide students with the knowledge and skills necessary to become lifelong learners. Therefore, independent analysis, problem solving skills, and the promotion of higher order thinking must be extant throughout the entire curriculum.
9. Student success in the classroom and beyond is inextricably linked to a student's sense of self-worth. Therefore, curricular and extracurricular opportunities that promote the development of

student leadership skills, tap into student creativity, and showcase individual student talents, are vital components of a student's educational experience.

* Notice of Non-Discrimination *

MHCS admits students of any race, color, national or ethnic origin to all rights, privileges, programs and activities generally accorded or made available to students of the school. It does not discriminate on the basis of race, color or national origin in the administration of its educational policies, admissions policies, scholarship programs or other school administered programs.

For your convenience, a school calendar is located at the back of this manual. It includes the dates for Parent Orientation and Parent/Teacher Conferences, as well as holidays, vacations, in-service days, etc.

1. PURPOSE OF HANDBOOK

The administration of MHCS is deeply appreciative and most excited by your decision to enroll your child in our Early Childhood Program. We are proud of our exceptional educational program and we look forward to watching your child grow socially, academically, and religiously over the coming year. Achieving maximal student growth, though, is predicated on a strong partnership between both the home and school. Neither can work effectively without the understanding, support and assistance of the other. Guiding the development of the child is a cooperative endeavor. Therefore, it is very important that there is open communication between parent and teacher. The purpose of this handbook is to develop a better understanding of the MHCS Early Childhood Department.

2. EDUCATIONAL PHILOSOPHY

The MHCS Early Education Department is designed to promote learning through play and creative educational experiences in a warm and nurturing environment. Teachers use developmentally appropriate practices to reach these goals while recognizing that students learn and grow at different rates and have different interests. It is of the utmost importance that all of the students experience an open and caring learning environment which nurtures their love for school, fosters the creation of healthy relationships with their peers, and begins to build a rich and positive Christian identity.

3. EDUCATIONAL PROGRAM

The curriculum in our Early Education classrooms is an integrated curriculum. This means that students can be learning about Christian holidays, colors, mathematics, literacy or science at the same time through various activities. Students learn many things about life and their environment through hands on activities, songs, books, free play, art, library, music, and PE. The Kindergarten math curriculum and reading curriculum coordinate with that of the elementary division providing a solid foundation for success in the Elementary School while maintaining a creative, center-based, enjoyable environment.

4. ADMISSIONS

Students are accepted into our Pre-K 3 program if they have reached the age of 3 by September 30 of each school year. They are accepted into our Pre-K 4 program if they have reached the age of 4 by September 30 of that school year. They are accepted into the Kindergarten if they have reached the age of 5 by January 1st 30 of that year. All children must be **completely potty trained** to attend the early childhood program.

5. STAFFING

Our Pre-K 3 and Kindergarten classrooms are staffed by well trained and highly experienced lead teachers as well as caring and capable assistants during the school day. The lead teachers are responsible for planning the learning activities for the children. They are also responsible for supervision of the overall environment in the classroom. The lead teacher is ultimately responsible and in charge of her area and the assistant's work. Our Pre-K 4 class is staffed by two highly qualified and well trained co-teachers. They share responsibility for planning and implementing the curriculum as well as the overall supervision of the classroom. Parents should feel comfortable to speak to both of these teachers about their children.

The Early Childhood Director supervises the total program. Her responsibilities include curriculum development, in-service training, ordering of materials for the enhancement of the curriculum, and general programming and recruitment. Parents should feel comfortable to contact the early childhood director for any questions or concerns.

6. SCHOOL HOURS

The school day begins at 8:00 AM daily. Drop-off in the morning begins at 6:00.

PLEASE NOTE: **There is no supervision of students before 6:00 AM.** Children should not be dropped off or arrive before that time as the school cannot assume any responsibility for their care and safety. Students are dismissed Monday-Friday at 3:00 PM. Aftercare dismisses at 4:30 on Monday – Friday.

The aftercare program runs from 3:00 until 4:30. Students can be signed up in advance for the aftercare program through the front office. Drop-ins are permitted: please call the office on the day needed to insure that there is space available. **Students not picked by 3:15 will be brought to the front office to wait for your arrival and you will be billed the aftercare drop in rate for the day.** Parents are requested to strictly observe the hours of operations, so that children are properly supervised at all times.

There is also an extended after-care which runs from 4:30-6:00 PM but requires at least five students need this care to be offered. Contact the Early Childhood Director for details.

7. CARPOOL, MORNING DROP OFF, AND PICK UP SAFETY

Parents of preschool students can either park and walk their children into the building or drop them off curbside where there will be an administrator to help them safely inside. If you do decide to park your vehicle, please park in the designated parking areas only. **Please do not park in the FIRE LANE directly in front of the building, or in any handicapped parking spaces.**

An adult must sign the sign in sheet for each child. This is a requirement from the Department of Education and must be followed.

For the safety of your children, no child will be dismissed from school or from class prior to the regularly scheduled time unless a parent (or authorized person) signs the child out in the sign-out book in the office. Upon return, please sign the child back in to school. Remember, children cannot wait for you in the office, as your signature is needed before they can be released from class.

If your child will be going home with a friend, you must send a note from home or call the office with the information. No child will be released to someone other than their normal carpool without prior notification. No exceptions!

8. CAR SEAT POLICY

MHCS/LHEC is delighted to assist you as parents and/or drivers of the car by helping the children into their car seats at the end of each school day. To accommodate you, we are happy to place the children in the car seats. Then, you as the parents or the driver of the car can pull the car into a parking space to check that each child is secure before you leave the parking lot. It is the responsibility of each parent or driver of the car or carpool to be sure the children are secure in their car seats. For information about the TN Child restraint laws, please visit

<http://www.tn.gov/safety/newCRD.shtml>

9. ATTENDANCE

Regular attendance is required. Following an absence, parents should send a note to the teacher on the day the student returns to school, stating the reason for the absence. If parents *anticipate* an absence, they should contact the teachers. Coming to school on time is not only a good and important habit to develop. Please do your best to facilitate the consistent practice of prompt arrival.

10. DAILY ROUTINES/ OUTDOOR PLAY

Each classroom teacher will have a daily schedule posted in her room. MHCS will post notices of special events and activities. We also provide an opportunity for outdoor play every day. Please make sure to send appropriate outerwear for the day, as the children will go outside if the temperature is above 32 and below 95. **Sunscreen note:** Please apply sunscreen to your child before school each day. Teachers will not apply sunscreen in the mornings. Please sign a sunscreen permission slip (available from classroom teachers) if you would like the teachers to apply sunscreen for afternoon outdoor play.

Insect Repellent: When public health authorities recommend the use of insect repellent due to a high risk of insect-borne disease, please use repellent that contains DEET. Staff will not apply insect repellent to children so please make sure to use it at home.

11. VACATIONS

Vacation plans should be made in accordance with the school calendar.

12. ILLNESS/ALLERGIES

Facilities are not available at the MHCS for sick children. If a student becomes ill during school hours, the student will be sent to the office. If a fever is detected, if the student has vomited or has persistent diarrhea, parents will be requested to take the student home. If a student needs to stay at home due to an illness, please notify the school office/teacher in case other parents need to be notified of a possible contagious illness in the class.

A child whose ailment is contagious will not be allowed at school with or without medicine. Children must be fever free for 24 hours prior to returning to school. If a child vomits, please wait 12 hours to determine that there is no recurrence. If there is vomiting within 12 hours of school, please keep your child home for the day.

Children are not allowed to have prescription or non-prescription medication in their possession, including Tylenol, Motrin, or other non-prescription medications. The office will only dispense non-prescription medication to those that have medication forms signed by parents on file in the office. Prescription medication must be sent to the office in the original container. It must have the child's first and last name, prescription number, medication name and dosage, times of dosage, physician's name, and pharmacy name, address, phone number and written directions from a licensed health care provider. All prescription medication will be kept in a locked cabinet in the office.

Please inform the MHCS of any allergies your child may have. A form for this purpose was provided with the registration packet. Your child's teacher will be informed of such and will contact you directly to fill out an allergy procedure form.

13. HEALTH REGULATIONS

State law mandates that we have complete up to date immunization records and birth certificates for each student. **These records must be on file in the school office before a child can be admitted to class.** Children will not be admitted to class without these forms on file. **NO EXCEPTIONS!**

14. EMERGENCY CARE

Accidents are inevitable whenever large numbers of children gather. We strive to prevent mishaps through safety instructions, elimination of dangerous equipment, alert supervision and other safety procedures. However, despite precautions, we cannot completely avoid injuries. Therefore it is critical that the school is able to quickly contact a child's parent if the need arises. At the time of registration, parents must give the school emergency information (who to call in case of emergency, name of doctor, insurance information). If parents cannot be contacted immediately, the school will then notify other persons designated by the parents to call in case of an emergency. Please keep emergency information current. Each EC class has at least one CPR/ First Aid Trained teacher with them at all times.

15. REST TIME

All children will have rest time after lunch. Although children will not be forced to go to sleep during the rest period, nor criticized for not going to sleep, they will be required to rest quietly so that children who want to sleep may do so. Children are required to have a mat cover (crib sheet) and a small, thin blanket to cover them. Blankets/mat covers will be sent home **weekly** for laundering. Please return these items to the school each week so your child will have them for rest time.

All children are required to have a **2" thick trifold sewn rest mat**. No other mats will be accepted. Any mat with a rip in it may not be used for sanitary reasons. Please contact the early childhood director with any questions.

16. BEHAVIOR GUIDELINES

At the MHCS, we fully subscribe to the moral imperative of the Holy Bible – "Appropriate conduct is a prerequisite to Biblical study and living." Therefore, we work to guide children to make appropriate choices and to respect their friends, teachers and environment. We follow a developmentally appropriate schedule that allows for children's needs to be met in a variety of different settings. At times, children still

require discipline or guidance to make good choices. Each teacher will follow the early childhood discipline policy. Individual classroom management plans will be implemented by the classroom teachers. At the Parent Orientation, the teachers will clearly delineate and explain their classroom management plan.

The following are some principles we follow.

1. Modeling appropriate behavior and talk.
2. Focus on choices without judgment of children. We focus on the child's actions as appropriate or inappropriate but do not judge the child as bad or good. If a child grabs a toy we will say, "That was not a good choice." But we will never say "you are bad."
3. Give children language and words to express themselves. Our youngest students struggle with finding the right words to express themselves and often resort to hitting or crying as their first method of expressing anger. We remind them appropriate ways to use our bodies and then help them express themselves in words.
4. Positive reinforcement. We catch children when they are acting appropriately and verbally reward them for those behaviors.
5. Providing natural consequences for children. We do not punish or enforce time out. However, we do provide consequences that fit the behavior. For example, if a child is throwing toys, we remind them to treat our toys with respect and ask them to clean the toys up. We help them follow the action. If a child does not respond to natural consequences or is violent, we do ask them to sit out for a few minutes until they are ready to come calmly and follow the consequence. They control when they are ready to rejoin the group.
6. If a child repetitively demonstrates a challenging behavior and does not respond to these policies, teachers, parents and administration will work together as a team to develop and implement an individualized plan that supports the child's inclusion and success.

17. DRESS CODE

Students in Pre-school and Kindergarten are not subject to any specific dress code. They should come dressed comfortably and appropriately in clothes they can easily manage in the bathroom. We paint and glue almost daily and we do wear smocks during these activities. However, please remember to dress your children for mess. Student should wear sneakers or other comfortable shoes to insure safety throughout the day.

18. PARENTAL INVOLVEMENT: Black Parent Institute/PTCFA

Parent involvement in their children's education is a very important part of the MHCS program. We believe that all children will learn more and have more positive attitudes towards school, higher aspirations and other positive behaviors if they have parents who are aware, knowledgeable, encouraging and involved. Parents are encouraged to volunteer and participate in all school functions. We also request that parents attend all scheduled meetings and conferences (see below). Parents are encouraged to talk with the classroom teachers and administrators to discuss goals and plans for their child. Parents should feel comfortable to contact teachers and administrators at any time throughout the year to discuss their child's development. Parents are also encouraged to participate on a Parent Advisory Committee.

19. PARENT TEACHER CONFERENCES

Parent/Teacher conferences are scheduled twice each year. We strongly suggest that all parents avail themselves of the opportunity to further the home/school educational team by participating in these conferences.

20. ASSESSMENT POLICY

The primary aim of the MHCS is to give each child the best education possible. We are very aware that children differ in their learning styles and academic ability. Therefore, we assess the students in a variety of different ways. Some of the many different methods of assessment are: giving the children opportunities to self-assess, observing and listening to get an idea of what and how the children are thinking, documenting how they learn best, their social skills and their use of language, collecting samples of their work, art, as well as, dictation and others. Children will be assessed in a non-stressful environment. Children will never be forced to complete standard testing or formal evaluations. Children will be given numerous opportunities to answer questions and to complete assignments. Formal assessments will always be combined with informal methods of assessment.

We believe children should work together with teachers and take responsibility for their own learning and assessment. Children will work with teachers to design standards against which to judge and monitor their achievement. This will include, but is not limited to, choosing work samples to place in their portfolios well as discussions with teachers about their work and assessments. Results will be shared with parents at parent teacher conferences.

The Administration is always available to meet with parents and proactively work towards their child's success in the school. Should the teacher become concerned about a child's progress, we will meet with the parents to explain our concerns carefully and offer a number of options. The school reserves the right to mandate counseling or intervention for any student whom the administration perceives is having consistent problems in school.

21. CONFIDENTIALITY

MHCS will maintain the confidentiality of all student records outside of required staff and Department officials. Any information collected will be used to benefit the child's school experience. No one has immediate access to student files except authorized school staff. All personal files are kept in a locked file cabinet in the office.

We are happy to work with families and support agencies and physicians to help their child. Our teaching staff and administrators must have written consent from the child's parent in order to speak to anyone outside the school. Please see the Early Childhood Director for the appropriate authorization forms. **We will not speak to anyone without signed forms.** This is for your child's protection.

22. CLOTHING AND TOYS

For your child's comfort, we have asked that you bring a complete change of clothing (underwear, socks and outerwear) clearly marked in some way for identification. These items should be sent in a Ziploc bag which is also clearly labeled with your child's name. These items will be kept in the classroom and used when necessary. Soiled items will be returned to you in the Ziploc bag with a note. Please send in a clean set of clothing the next school day.

in a clean Ziploc bag. The children's clothing should be comfortable and adequate for the weather. Toys will be provided by the school and none should be brought from home, except at the special Show and Tell time or other times as indicated by your child's teachers. **Pacifiers are not allowed in school at any time. Pacifiers and Sippy cups are only allowed in the Infant classroom.**

23. COMMUNICATION

Please feel free to contact the classroom teachers and administrators to discuss your child's education and care at any time. We look forward to talking with you to make this the best experience for your child.

All necessary communication with your child's teacher should take place in person in the morning at drop off time, or in writing, via e-mail, or through the school office.

The email address for every teacher and administrator can be funneled by sending to memphisheritage@yahoo.com or tnelson@thesaintsheritage.org.

Teachers will communicate with home via weekly notes or emails regarding your child individually. Class newsletters will be emailed each Friday at parent's request.

24. GRIEVANCE PROCEDURES

MHCS recognizes that situations may arise concerning the care of a child that may require formal or informal procedures for resolution. When a parent needs to resolve a question concerning the care of a child, they are encouraged to first discuss the issue with the lead teacher. If no satisfactory resolution can be found, the Director will mediate the matter. If a successful resolution can still not be found, the Dean of the school will mediate the matter until an acceptable resolution has been reached. Additionally, constructive comments and criticisms are welcome. A translator will be provided if necessary to help the discussion.

25. VISITORS AND SECURITY

All visitors will be buzzed in by the receptionist (the buzzer is silent). **Everyone must sign in at the front desk and receive a Visitor's Pass.**

Parents and other visitors are asked to confine their business to the Front Office and not go into the classroom wings or the lunchroom without a Visitor's Pass.

Parents visiting the school should remember that they are examples to the children and should dress appropriately on the school premises.

Open Door Policy: Parents are welcome to visit and observe a class. Please sign in at the office when coming to observe a class or visit the school. **As a rule, out of town school age visitors are not allowed to attend classes.**

Parents are encouraged to carefully follow all school guidelines to help us ensure the continued safety of the children.

26. LUNCHES AND SCHOOL FOOD

All students are aligned with the CACFP program. Applications must be filled out yearly to receive food at no cost to the parent. Menus are available on a weekly to monthly basis and may be changed based upon food currently available. Changes will be made available to parents and families.

27. EMERGENCY CLOSING

The school will make an independent decision regarding the closing of school due to inclement weather or hazardous driving conditions. If, in the opinion of the administration, the roads are safe enough to drive, there will be school. If possible, we will open late rather than cancel the school day. Every day of school is important; therefore, these decisions are not made lightly. Please listen to your radio and television stations for announcements, and details will be provided, or check email. Decisions and announcements are usually made before 6:30 a.m.

In the event there is a need to close school early during the school day, you will be notified by phone.

28. PARTIES AND SPECIAL EVENTS

In-class birthday parties for children are permitted. Older students may not leave class for in-school birthday parties of their siblings. All arrangements for in-school parties must be made through the teacher. Surprise visits by clowns or balloon deliveries will not be permitted. Parents may bring store bought and/or healthy treats for all students in class.

We request that when a party is planned for your child outside of school, if all children are not invited, all invitations should be sent through the mail. Children are very sensitive and easily hurt when left out of these activities. If it is not possible to invite the entire class, please use good judgment and consideration in planning these events.

29. FIELD TRIPS

In order for a student to attend a field trip, a permission slip must be signed and returned to the school by a parent. Booster seats are required by State law for all field trips involving children through 9 years or under 5 feet tall.

2012-2013 CALENDAR AND ACADEMIC REPORTING PERIODS

Date	Day	Event	STUDENTS	Teachers
Modified Calendar	(due to bldg. renovation)			
September	7 Monday	Labor Day	Out	Out
September	8 Tuesday	1st Day for Students	In	In
September				
6pm	17 Thursday	Orientation	In	In
September	18 Friday	District Learning Day	Out	In
October	12-16 Monday-Friday	Fall Break	Out	Out
October				
(2-4:30 or 6-7:30)	22 Thursday	Parent/Teacher Conference	In	In
November	11 Wednesday	Veterans Day	Out	Out
November	12 Thursday	Beginning 2nd Q	In	In
November	25-27 Wednesday-Friday	Thanksgiving Break	Out	Out
November	11 Wednesday	Veterans Day	Out	Out
November	25-27 Wednesday-Friday	Thanksgiving Break	Out	Out
December	16-18 Wednesday-Friday	End of 2nd Quarter	In	In
5/30/2013	Thursday	Field Day (PreK)		
5/31/2013	Friday	Field Day (Elementary)		
6/3-6/7/2013	Monday-Friday	Achievement Testing	All students, end of year test	
6/10/2013	Monday @ 6pm	Graduation/End of Year Pr		
6/14/2013	Friday	Last Day of School	Report cards will be	

			mailed	
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Period	Span	Number of Days	Date
1 st 9 weeks Progress Report	September 4-Oct 3	22	October 5
1 st 9 weeks Report Card	September 4-Nov 6	45	November 12th
2 nd 9 weeks	Nov 8-Dec 11	22	Dec. 14
2 nd 9 weeks Report Card	Nov 7-January 28	45	February 4th
3 rd 9 weeks	Dec 12-March 4	22	March 6
3 rd 9 weeks	January 29-April 10	45	April 15th
4 th 9 weeks	Dec 13-May 13	22	May 15
4 th 9 weeks	April 11-June 13	45	Mailed by June 17 th

We pray God’s blessings over this school year. We ask Him to bless you; the parents to know you have made the right choice toward your child’s education. We pray that God empowers you to live in an excellent way as to provide assistance to us as we provide education and services to your family. We pray for the students to become leaders in their own worlds now and in the future, Biblical and academic leaders in wisdom and knowledge. We pray for the members of the community and partners. We pray for the nation in which we live, its leaders and decision makers. We pray for nations of the world to find and accept the love of Christ. We pray for revolutionary change and evidence of God’s work in our lives.

We pray this in the name of Jesus, Amen.

2015-2016