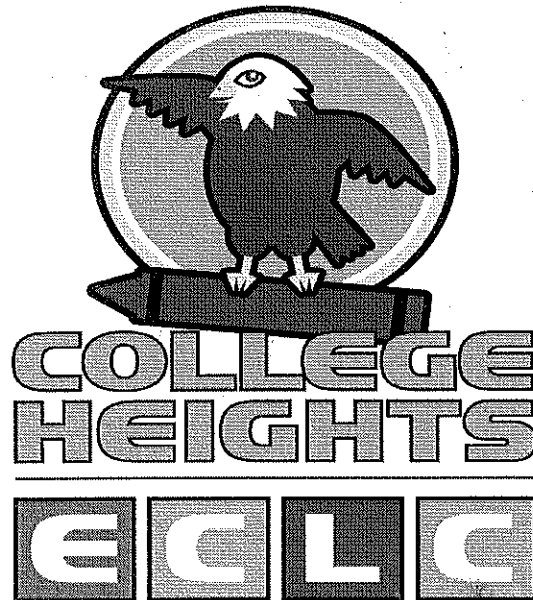


**College Heights
Early Childhood Learning Center
Parent Handbook
2009-2010**



**City Schools of Decatur
Metro Atlanta YMCA
Partnership for Community Action, Inc.**

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Welcome to College Heights Early Childhood Learning Center

College Heights ECLC (CHECLC), home of the Eagles, provides early childhood education to infants, toddlers, and preschoolers who are Decatur residents. College Heights is an accredited school from the National Association for the Education of Young Children (NAEYC) – the nation’s leading organization of early childhood professionals (<http://www.naeyc.org>). This accreditation represents the best care and early learning experiences possible. We are very proud to be recognized for our commitment to reaching the highest professional standards.

City Schools of Decatur works in partnership with Decatur-DeKalb YMCA (http://www.ymcaatlanta.org/Branches/DDY-Decatur_Dekalb_YMCA/default.asp) and Partnership for Community Action, Inc. (<http://www.pcaction.org/>) to provide high-quality, literacy-rich preschool experiences that are intentionally taught by well-prepared and knowledgeable staff. CHECLC birth to 3 year old program is licensed under the Decatur-DeKalb YMCA by Bright from the Start: Georgia Department of Early Care and Learning (BFTS: DECAL) (<http://dec.al.ga.gov/>).

Our goal is for all students to enter Kindergarten with the skills and knowledge to be successful students. The Pre-K program at College Heights and the Frasier Center at Decatur High School received high honors this past year for attaining “All Exceeds” on their Performance Quality Assessment (PQA) conducted by Bright from the Start Pre-K Consultant, Ms. Megan Lee.

CHECLC implements the Anti-Defamation League's *No Place for Hate* Program and has been given special recognition for being the first preschool in the United States to be awarded this high honor. The staff believes children learn best in a school that embraces their cultural individualities. We look forward to another successful year with our students and families and invite you to engage in your child’s school and classrooms and experience quality early childhood learning at its best.

Mission

College Heights ECLC is dedicated to working with families to provide a healthy, safe, and nurturing learning environment so that all children will grow and learn.

Goals

- To provide a safe, friendly, engaging learning environment for all children
- To foster a nurturing relationship between children and their families/teachers
- To assist children to reach their fullest potential through active learning and lead healthy lives to encourage a lifelong love of learning
- To embrace diversity and respect people of different ages, abilities, income, races, religions, cultures, and beliefs
- To facilitate connections between families and school by offering open communication in an atmosphere of mutual trust and respect

CSD Early Learning Curriculum and Instructional Program

The birth-Pre-K and the Frasier Center Pre-K programs implement the Georgia Early Learning Standards (GELS) and the Pre-K Content Standards following the framework of the High/Scope curriculum by using several scientific research-based instructional programs:

- Opening the World of Learning (Toddler, Preschool and Pre-K)
- 1-2-3 READ! (Infants)

High/Scope

High Scope (<http://www.highscope.org/>) is a framework based on the belief that children learn best through “active learning” – direct, hands-on experiences with people, objects, events, and ideas, rather than through direct teaching or sequenced exercises. Trusting relationships and continuity of care are emphasized as the anchors for development and learning. Infants and toddlers are encouraged to discover the world around them by exploring and playing.

Preschoolers and Pre-K students are encouraged to construct their own knowledge by pursuing their personal interests and goals, guided by trained teachers who understand the important learning areas for children in the preschool/Pre-K years. Active learning is central to all the activities in the program, whether planned by adults or initiated by children.

Opening the World of Learning

Opening the World of Learning (<http://www.pearsonlearning.com/microsites/owl/main.cfm>) is a comprehensive curriculum that covers all domains of early learning. The content of each unit is built around the carefully crafted daily routine within an activity-center day. Themes, skills, and concepts are developed through quality children’s fiction and nonfiction trade books. The consistent format and features in every unit makes it easy for teachers to use and children to learn. The OWL curriculum does the following:

- provides guidance for preschool and Pre-K teachers with a variety of materials to implement six thematically organized units: Family, Friends, Wind and Water, The World of Color, Shadows and Reflections, and Things that Grow;
- develops language and literacy skills through rich, integrated content in all domains of early learning;
- incorporates favorite children’s books, songs, and poems; and
- supports teachers to individualize instruction by providing an ongoing assessment tool.

Following the comprehensive OWL curriculum and adjusting it to our toddler program and GELS, teachers incorporate favorite children’s books, songs, and nursery rhymes while implementing the following monthly thematically organized units: Family and Friends, Pets, Night and Day, On the Farm, Winter Weather, Creatures of the Forest, Feather Friends, Growing Things, and Creatures of Water.

1-2-3 Read!

1-2-3 READ! (<http://cdrhelpdesk.org/123READ/>) is a research-based storybook early literacy curriculum designed to build emergent literacy in children birth to age three through a carefully planned set of experiences that lay the foundation for reading and writing success. Daily schedules and routines are established to give children a sense of control over the events of the day by planning a predictable, yet flexible, daily routine. The infant routine consists of arrivals and departures, choice times, group times, meal times, and outside times. These common daily events flex around the individual eating, sleeping, and bodily care schedules of each infant. We anticipate that children will make substantial and measurable gains in language and literacy skills when 1-2-3 READ! is implemented in the classroom.

Requirements for Entrance

You must be a resident of City of Decatur dwelling in the home within the Decatur City limits and your child must be between the ages of 6 weeks and 4 years old.

YMCA Infant, toddler, and preschool program: parents must complete and submit a YMCA application packet to the CHECLC office. There are thirty-six (36) slots available in the preschool classrooms; twenty-four (24) slots available in the toddler classrooms; twenty-four (24) slots available in the 1 year old classrooms; and sixteen (16) slots available in the infant classrooms.

CSD Pre-K program: your child must be 4 years old by September 1, 2009 in order to be eligible for the Pre-K program. Parents must complete and submit a Pre-K application packet to the CHECLC office. There are 180 slots available in the CSD Pre-K program.

PCA Head Start program: your child must be 3 years old by September 1, 2009 and your family must meet specific Head Start guidelines in order to be eligible for the Head Start program. CHECLC Head Start program is blended within the YMCA preschool program. There are seventeen (17) additional preschool slots available in the preschool classrooms that are dedicated to Head Start families.

Parents must provide a **certified** birth certificate from the county or country where the child was born, proof of the child's immunization (DHR Form #3231), 2 proofs of residence in City of Decatur, picture ID of the parent/guardian, and a copy of the child's social security card. An eye, ear, and dental (EED) screening will be performed on each 3 and 4 year old child within the first ninety days of school.

CHECLC maintains a priority waitlist for siblings of children currently enrolled and attending our school, however, there is not a sibling discount.

After School Programs

All CHECLC Pre-K, Frasier Center Pre-K, and Head Start students are eligible to participate in the Decatur-DeKalb YMCA or the Frasier Center after school enrichment program.

The CHECLC program operates until 6:00 p.m. and the Frasier Center program operates until 5:15 p.m. on the days that City Schools of Decatur is in session. All parents must register their child/ren at CHECLC and will be required to pay a one-time registration fee of \$50.00. Late charges of \$1.00 per minute will apply after designated closing hours. After 3 late pick-ups, your child may be dismissed from the after-school enrichment program.

CHECLC Closings

CHECLC and the Frasier Center Pre-K will be closed on the following days:

Description of Day	Date of Closing	YMCA	Head Start	Pre-K
Labor Day	September 7	x	x	x
Professional Learning Day	September 21	x	x	x
Columbus Day	October 12		x	x
Teacher Work Day	November 2	x	x	x
Thanksgiving Holidays	November 25		x	x
	November 26	x	x	x
	November 27	x	x	x
Winter Break	December 21 – 31		x	x
	December 24 & 25	x		
New Years Day	January 1	x	x	x
Professional Learning Day	January 4	x	x	x
Teacher Work Day	January 5		x	x
Martin Luther King Day	January 18	x	x	x
President's Day	February 15		x	x
Professional Learning Day	February 16	x	x	x
Spring Break	April 5 – 9	x	x	x
Last Day of School	May 25		x	x
Memorial Day	May 31	x		
Building Maintenance	July 5 – 9	x		

Arrival and Dismissal

School Hours of Operation

Early Learning Child Care (6 weeks to 3 years old)
 Head Start Program (3 years old)
 Preschool Special Education (3 & 4 year olds)
 Pre-K Program (4 years old)

7:00 a.m. – 6:00 p.m.
 8:00 a.m. – 2:30 p.m.
 8:00 a.m. – 2:30 p.m.
 8:00 a.m. – 2:30 p.m.

Afterschool Program ECLC (3 & 4 year olds)
Afterschool Program (Frasier Center Pre-K)

2:30 p.m. – 6:00 p.m.
2:30 p.m. – 5:15 p.m.

CHECLC opens every morning at 7:00 a.m. for children enrolled in the infant, toddler, and preschool program. The Frasier Center opens every morning at 7:15 a.m. School hours for Pre-K and Head Start students are 8:00 a.m. to 2:30 p.m. All Pre-K and Head Start students attend classes six and one-half hours daily.

Chex Mix, an afternoon preschool enrichment and social activity time, begins at 2:45 p.m. The preschool tuition students come together and split into 2 classrooms. These students are engaged in language and literacy enrichment activities, along with new social opportunities, until parents arrive to pick up or 6:00 p.m.

CHECLC and the Frasier Center Pre-K parents providing their own transportation must have students at school promptly by 7:55 a.m. and need to be picked up promptly by 2:30 p.m. This will help your child establish a set school routine and will reduce interruptions in the classroom.

Tardy Policy

The Pre-K program is a full-day, Monday through Friday, program, which follows the City Schools of Decatur calendar. Excessive tardiness is not permitted. The Bright From the Start Georgia Department of Early Care and Learning defines chronic tardiness as late arrival or early departure more than once per week. Inability to resolve the problem after assistance has been offered will result in a referral for dismissal to the Bright from the Start Office of Early Care and Learning. **A child's enrollment may be jeopardized if tardiness, early departure or late pick-up, issues are not corrected.**

CHECLC: If you arrive after 7:55 a.m., you must stop by the reception desk, sign the Pre-K tardy sheet, and pick up a late pass **before** walking your child to the classroom. Your child will be considered tardy for that day.

Frasier Center Pre-K: If you arrive in the classroom after 8:00 a.m., you must sign the Pre-K tardy sheet located inside the classroom near the door. Your child will be considered tardy for that day.

Parents of 0-3 year olds must escort their child/ren to their classrooms when dropping them off at CHECLC. All children must be signed in and out daily in their classrooms by an authorized individual. Parents of toddlers (2 year-olds) and preschoolers (3 year-olds) are strongly encouraged to have their child/ren at school by 8:30 a.m. every day in an effort to establish a consistent, daily routine with limited interruptions. Classroom teachers begin their daily routine, starting with morning meeting and breakfast time, at 8:00 a.m.

Pre-K Attendance Policy

Children are expected to attend on a regular basis. Chronic absenteeism is defined by **The Georgia Department of Early Care and Learning** as missing more than **two days per month** without medical or other reasonable explanations. Children may be dismissed from the Pre-K program in cases where there are excessive, unexcused absences.

Parents are expected to pick-up their child promptly at 2:30 p.m. Students who remain in the building after 2:40 p.m. are considered late pick-ups. The following is our policy for late pick-ups:

- The 1st time you or a supervising adult is not present to receive your child, a verbal warning is given.
- The 2nd time this occurs, you must meet with the Parent Advocate and/or the Pre-K Resource Coordinator, to discuss the issue.
- The 3rd time this occurs the parent must meet with Suzanne Kennedy, Principal of College Heights ECLC and the Frasier Center Pre-K, to discuss the issue and possibly complete an after school program registration form, along with a \$50.00 registration fee. At this time your child could be placed in the after school program at the parent's expense on days when the parent is late to pick-up their child.

CHECLC Pre-K Drive-Thru

A drive-thru service is offered to Pre-K parents in the morning and in the afternoon. The morning drive-thru is open between 7:30 am and 7:55 am. The following procedures are in place in order to ensure the safety of all of our families and students:

- The drive-thru closes promptly at 7:55 am and a sign stating "Pre-K drive-thru is Closed" will be placed in the front of the school. Parents who arrive at the school on or after 7:55 am must park and walk their child/ren into the building and to their classrooms.
- Please do not drop your child off at the front door when school staff is not on duty. Students must be escorted to their classrooms by an adult at all times.
- Please remember to display your child's number when using the afternoon drive-thru to pick up your child/ren at dismissal.

Frasier Center Pre-K

The following procedures are in place to accommodate Frasier Center parents who drop off and/or pick up their child/ren at school:

- In the morning parents may park in the upper parking lot in front of the center or down the driveway on the left side (on the gravel) across from the front entrance.
- In the afternoon a drive-thru will be offered to all parents, which will be located down the driveway in front of the fenced in playground area. Please remember to display your child's number when using the drive-thru to pick up your child/ren at dismissal.

CHECLC Park and Walk Agreement

- If you are walking your child to his or her classroom, park in the lower lot to the right upon entering the school driveway.
- **YOU MAY NOT** park on the yellow curbs, in front of the red cones, or in front of the building in the emergency fire lanes.
- **YOU MAY NOT** park in the handicap spaces unless you have a current handicap sticker displayed in your vehicle.
- Please do not park in any assigned spaces in front of the building, except in the two designated visitor parking spaces.

- For safety reasons, please drive slowly through the parking lot at all times.

Bus Transportation

In the past City Schools of Decatur provided transportation for Pre-K students on buses that were designated for Pre-K students only. Due to district level budget cuts this year, Pre-K students will be riding buses along with the K-5 students and transported to their assigned school. In addition, transportation will not be provided for students living within one mile of their school.

For information concerning your child's school bus route, please go to the City Schools of Decatur's website at <http://csdecatur.org> to access bus route information. There may be several pages listed so please scroll down until you locate your address. Also, the school bus schedules will be posted on the front door of College Heights ECLC, Frasier Center, and on our parent information board inside CHECLC next to the Family Resource Center.

DeKalb County School System Department of Transportation requires that a completed transportation request form be on file for each student who rides the bus. A transportation request form was provided to each parent at Pre-K registration. However, if you did not complete a request form and need to do so, please contact Harold Rall at CHECLC.

If you have any questions concerning your child's transportation, please contact Ms. Simone Elder, Transportation Director for CSD, at (404)370-4400 ext. 928 or by email at selder@csdecatur.org.

Tuition Payment Policy

All YMCA 0-3 tuition payments are due every Friday prior to the next week of service. Deadline for payment is Monday evening at 6:00 pm. A \$10 late fee will be added per day. If payment is not received by the close of business Tuesday, your child/ren may not return to CHECLC until the account is brought current. All returned checks will be charged a service fee of \$37.00 per check. Upon prior requests, parents will be given a chance to make a payment arrangement. If at any time this arrangement is not fulfilled, your child/ren will be dismissed from the program until payment is made in full. CHECLC does not offer part time slots within the program.

Vacation

Two vacation weeks, per school year, will be granted at a discounted rate of one half (1/2) off (50% off) of the weekly tuition rate for each week. Those weeks will be spring break and summer building maintenance week. Please refer to the school calendar for these dates.

Late Pick-up Fee

Students attending CHECLC infant, toddler, and preschool program or the after school program must be picked-up no later than 6:00 p.m. Students attending the Frasier Center Pre-K After-school Program must be picked-up no later than 5:15 p.m. A \$1.00 per minute charge must be paid before the child/ren can return to school or to the after school program the following business day. Late fees may be paid in cash or by check at the time of pick up.

- First late pick-up: Verbal warning

- Second late pick-up: Written warning
- Third late pick-up: Family will be dismissed from program

Weekly Fees

The YMCA fees are subject to change in January due to the fiscal year running from January to December.

Registration Fee (one time only)	\$ 50.00
Infants (6 weeks – 24 months)	\$196.00
Toddlers & Preschoolers	\$186.00
ASP Registration Fee (one time only)	\$ 50.00
ASP Weekly Fee: (CHECLC)	\$ 65.00 (M-F)
	\$ 40.00 (2 days only)
ASP Weekly Fee (Frasier Center)	\$ 60.00 (M-F)
	\$ 24.00 (2 days only)

Field Trips

Due to car seat safety laws, only Pre-K students participate in educational field trips during the school year. Families may be asked to help chaperone students on several of these trips. At times, the staff may ask families for donations towards these field trips, however, no child will ever be denied the opportunity to participate. Staff must have a signed field trip permission form for each student prior to the student leaving the building.

Student Support Model

College Heights ECLC and the Frasier Center Pre-K program recognizes that children's development will vary greatly, and is committed to supporting those who are identified as "at-risk" in language, pre-academic, physical, and social-emotional development. Staff effort to assist these children may range from informal collaboration to formal group interventions. When varied and repeated efforts to support children are not successful, an academic improvement plan (AIP) will be developed to assist struggling learners.

Team Learning Community: Lead teachers meet on a monthly basis or more if needed to discuss student work and progress. The purpose of these meetings is to share student work and assist teachers in planning strategies for students experiencing pre-academic, language, social/behavior, physical, or health-related issues or to plan strategies to enhance and challenge others.

AIP Meetings: When required and in consultation with parents, an AIP will be developed and implemented to assist students in meeting BFTS and CHECLC expectation for proficiency. The AIP shall identify the desired levels of performance in the student's specific areas of weakness, and the instructional and support services to be provided to meet the desired levels of performance. Teachers will provide frequent monitoring of student's progress.

The AIP will serve as the documentation method for all support services. School staff efforts to differentiate instruction at the Tier 1 level and provide different and/or more intensive interventions at the Tier 11 and Tier 111 level will be documented on the AIP, along with supporting data. All Response to Intervention functions and data will also be documented on the AIP.

If you have any questions concerning our Student Support Model process, please contact Suzanne Kennedy, Principal of ECLC, at (404)370-4480.

Student Discipline Guidelines

Our goal is to help children learn acceptable behaviors while still feeling good about him/herself. Positive feedback, redirection, conflict resolution, and reflection time are some of the techniques used to accomplish this goal. If a particular inappropriate or disruptive behavior continues, the parent will be called to help.

We understand that preschool and Pre-K children are very active; however, we expect them to maintain self-control at school so that they and others are safe and can learn and enjoy school activities. If a child is out-of-control and causing excessive disruption or harm to himself or others, parents may be contacted to schedule a meeting to discuss concerns and to develop strategies and an AIP to help resolve the issues.

Once a child has been enrolled in our program, he or she will not be dismissed or suspended from the program unless it is determined that he/she is demonstrating one or more of the following:

- Chronically disruptive
- Causing harm to himself/ herself, or others (biting, constantly hitting friends and adults, running away)
- Chronically tardy or absent from the program (Pre-K only)

Immediate suspension for up to 2 days can be made at any time the administration has a situation where a child is causing harm to himself or others. This situation could include children who are biting other students in his/her classroom. If the child's behavior does not improve after interventions and strategies have been implemented and it is determined that he/she continues to chronically disrupt or cause harm to others or to him/herself, a request for disenrollment could be made to the parents or a recommendation for disenrollment could be made to the Bright From the Start Office of Early Care and Learning (Pre-K students only).

Communication between teacher, parent, and resource coordinator/parent advocate is vital when addressing student concerns. Parents can help by providing as much information as possible about the child's behavior at home or any unusual events or circumstances that may be contributing to the concerns being discussed.

Child Find

Child Find is a screening process to support families who live in City of Decatur but whose child does not attend CHECLC or the Frasier Center Pre-K program. Parents who feel that their preschool child may need some early interventions and support may contact Felicia Gibson at CHECLC and schedule their child for a preschool screening that will be held at CHECLC on the following dates:

- September 4, 2009
- November 6, 2009
- January 15, 2010
- March 26, 2010

All children will be screened by specialists in the following areas:

- Vision and hearing
- Speech and language
- Motor development
- Pre-academic skills
- Play and social skills

This information may lead to specific strategies in any developmental area. These interventions may be implemented by private childcare center staff and/or parents and supported by CSD preschool special education staff. Students enrolled at CHECLC or the Frasier Center/Oakhurst Pre-K program will be supported by the CHECLC Student Support Model process.

Progress Reports and Parent Conferences

Parents receive written and verbal progress reports during the school year, which is intended to keep parents informed of their child's growth and development. Two parent-teacher conferences are scheduled, one in December and one in May, during the upcoming school year. Teachers will contact parents when it is time to schedule conferences. In addition, parents of infants, toddlers, and preschoolers will receive a mid-year written progress report in February on student's classroom performance if requested by a parent.

During conferences, student progress will be shared with parents. Teachers will offer ideas on how to support and enhance a student's academic experience. Parents are welcome and encouraged to arrange additional conferences with their child's teacher at any time during the year.

Teaching staff assess their learners to meet developmental needs of infants, toddlers, preschoolers, and Pre-K. This information allows staff to appropriately individualize environments and activities to develop strategies based on each child's capabilities, temperament, culture, and learning style.

All students receive a developmental screening within two months of entering the program. The formal assessment points are cumulative and occur twice a year, allowing 90 days between the

pre- and post assessment. Developmental assessments of all students occur in their natural learning environment in the classroom, on the playground, in the cafeteria, and other learning areas in the school. Staff is trained by a qualified assessor how to implement and score each assessment. Student assessments are based on a collection of the following data:

- The Developmental Profile – 3 (DP-3) is used with infants, toddlers, and preschoolers (<http://portal.wpspublish.com>). The DP-3 collects developmental data in the areas of physical, communication, cognitive, adaptive behavior, and social-emotional development
- The Pre-K PALS is used with Pre-K (<http://pals.virginia.edu>). The PALS collects developmental data in the areas of phonological awareness and literacy pre-reading skills such as: name writing ability, upper and lower-case alphabet recognition, letter sound and beginning sound production, print and word awareness, rhyme awareness and nursery rhyme awareness
- The Peabody Picture Vocabulary Test, Fourth Edition (PPVT-IV) is used with Pre-K (<http://pearsonassessments.com/pai/>). The PPVT-IV collects developmental data in the areas of receptive language skills
- Work Sampling System is used with all students and is an ongoing assessment that is based upon observation of student's academic performance and behaviors. The teacher observes and records data in the following areas: language and literacy, mathematics, science, social studies, creative expression, social-emotional, and physical development.

Parents are involved in the planning and implementation of all assessments by gathering vital information and input from all families concerning their child's learning. Parents will be informed of the assessments being conducted on their child and will have the opportunity to provide input at anytime concerning their child. All assessment results are recorded by the classroom teacher and kept in a locked drawer or filing cabinet in the classroom. In addition, student assessment records are electronically recorded in the City Schools of Decatur student information system, Infinite Campus, and used to assist in determining overall program effectiveness and to guide the school improvement plan.

If you have any concerns about our chosen assessments, please feel free to contact the CHECLC principal or the preschool director.

Confidentiality of Student Files and Data

All student cumulative folders are kept in a locked fireproof filing cabinet in the CHECLC administrative office. Teachers may view these folders when needed. A sign-out sheet is kept in the office for any student file that is removed from the main office. All student records must be returned to the administrative filing cabinet by the end of the day.

Home and School Communication

Teachers welcome the opportunity to talk with parents concerning their child's growth and development. One of the most difficult times for teachers to talk, however, is in the morning when children are being dropped off. Parents are welcome to schedule a conference with teachers at any other time.

Parents may leave messages for teachers during the school day with the CHECLC receptionist, Felicia Gibson, at (404)370-4480, or contact the teacher via email: **first name intiallast name@csdecatur.net (ex. JDoe@csdecatur.net)**. Parents who child attends the Frasier Center Pre-K program may leave messages for the teacher during the school day at (404)370-4420 ext. 246. Pre-K staff will check messages twice a day and will return all phone calls as soon as possible.

In order to inform parents of the teaching and learning that is occurring in the classrooms, teachers will post outside the classroom on a parent information board the following information:

- Daily class schedule
- Weekly lesson plan
- Georgia Early Learning Standard/Pre-K content standard being focused on each week
- Weekly breakfast and lunch menu

Student work, teacher's weekly newsletter, and all other written communication from the school will be sent home on Thursday in your child's folder.

The CHECLC and the Frasier Center Pre-K's bi-weekly newsletter will be sent home the first and third Thursday of every month. A kiosk is located at the front desk at CHECLC that displays updated information and events concerning the center. Pertinent information is displayed on the marquee in front of CHECLC, as well as, on the CHECLC website.

School Closings

All school closings, including emergency closings, are posted on our school website at www.csdecatur.org. CHECLC will be closed the week following July the Fourth for building maintenance, repairs, and extensive cleaning. In order for the school to meet the health and safety needs of students, staff, and families, this closing cannot be avoided. Parents will be granted a discount rate of half (1/2) of a week's payment.

In case of bad weather, City Schools of Decatur will advertise announcements of school closings using the following radio stations:

- WFOX (97.1 FM)
- WGST (640 AM and 105.7 FM)
- WSB (750 AM)
- WSTR (94.1 FM)

Or the following TV stations:

- WAGA (channel 5)
- WGNX (channel 46)
- WSB (channel 2)
- WXIA (channel 11)

Health and Nutrition

CHECLC and the Frasier Center Pre-K are fortunate to have a school nurse, Sally Dobbins, through our partnership with DeKalb Medical. If your child has any special medical needs, please contact her at CHECLC, (404)370-4480, preferably in the morning between 8:00 and 10:00 a.m.

Immunization Form

All students enrolled at CHECLC or the Frasier Center must provide the school with a current immunization record (form 3231) or supporting evidence for cases in which a student is under-immunized because of a medical condition (documented by a licensed health professional) or the family's beliefs upon entry into any program. All students without current immunization records after attending 45 days of school will be dismissed from the program.

Eyes, Ears, and Dental

City Schools of Decatur nursing staff will conduct hearing, vision, dental examination (form 3300) for all 3 and 4 year olds during the month of September at their respective schools. If parents have any questions concerning any of these certificates, please feel free to contact the school nurse at (404)370-4480.

Medications

Parents must complete a medication release form in order for school staff to administer any medication (inhalers, cough medicine, etc.) to students. Medication release forms, which can be obtained at the front desk at CHECLC or by the classroom teacher at the Frasier Center, tell us how much and when the medication should be administered.

All medication must be checked in at the front desk at CHECLC or in the classroom at the Frasier Center and must be in the original container and labeled with your child's name. If you send in medication without filling out the medicine release form, we will not be able to give it to your child. Authorization form must be completed on a weekly basis for medication.

(add policy about over the counter medications must be accompanied with a doctor's prescription)

Sick Policy

It is difficult for students to focus and learn when they are not feeling well. Please allow your child ample time to recuperate at home if he/she has any of the following symptoms:

- Fever of 100°F or higher taken under the arm, orally, or rectally. **Your child must be fever-free for 24 hours before he/she can return to school.**
- Diarrhea: runny, watery, or bloody stools
- Vomiting: 2 or more times in a 24 hour period

- Severe coughing
- Eye discharge -- mucus or pus draining from the eye or pink eye
- Yellowish skin or eyes

If students show any of these symptoms at school, a staff member will contact the parent immediately. Because of the risk of infecting others, students with skin or scalp ringworms or head lice should not be sent to school without written permission by a physician or proof of treatment.

Meals and Snacks

CHECLC and the Frasier Center Pre-K program is a peanut-free school environment. At the parent's request, students will receive a hot breakfast and lunch through the school cafeteria. Menus are sent home at the beginning of each month and posted outside each classroom. **Please inform the school if your child has any food allergies by contacting Sally Dobbins, school nurse, who will develop and monitor a special program to meet the student's needs.**

Parents are welcome to provide lunch for their child/ren from home. The CHECLC administration requests that all parents honor the peanut-free school zone by not sending in peanut products such as peanut butter and jelly sandwiches, peanut butter crackers, etc. Please send food items that do not need to be refrigerated or heated as the classrooms are not equipped to keep them hot or cold. Meals sent from home must meet the Child and Adult Care Food Program (<http://dec.al.gov/Nutrition/NutritionServicesMain.aspx>) requirements per Bright from the Start and NAEYC standards.

Pre-K parents receive information on meal prices at the beginning of each school year. Families may apply for free/reduced meals at the beginning or anytime during the school year. **Families must prepay for meals by the day, week, or month. Students will be given an alternative lunch after meal accounts are one week past due.** All lunch money should be placed in a sealed envelope marked with the student's name, teacher's name, amount included in the envelope, and purpose of money (example: lunch money).

Prices for CHECLC:

- Breakfast: \$1.25 Full/.30 Reduced
- Lunch: \$1.75 Full/.40 Reduced

Prices for the Frasier Center:

- Breakfast: \$1.35 Full/.30 Reduced
- Lunch: \$1.75 Full/.40 Reduced

Breakfast is served in the infant classrooms between 8:00 and 8:20 a.m. Toddlers, preschoolers, and Pre-K students will eat breakfast and lunch in the school cafeteria. Please be sure to check your child's schedule for breakfast and lunch times.

Beginning on Monday, August 24, 2009, breakfast will be served in the cafeteria between 7:30 am and 7:55 am to Pre-K. Students should go directly to the cafeteria upon entering the building

if they wish to eat breakfast. Staff will be on duty to accommodate and supervise Pre-K students to and from the cafeteria.

Potty Training

CHECLC staff assists parents with potty training when students begin to show signs that they developmentally ready. Once students demonstrate the following signs of readiness, complete and successful potty training can take less than two weeks.

- Child's diaper stays dry for 2-3 hours between wettings
- Child has a desire to use the potty (takes own diaper off and sits on the potty independently)
- Child understands toileting process by using language or gestures to use toilet when feeling full or tummy aches

Students are completely "potty trained" when they can consistently, accurately, and independently perform the following tasks:

- Pull pants up and down;
- Verbalize the need to go to the bathroom; and
- Take care of toileting needs with minimal assistance – this includes wiping self, flushing toilet, and washing/drying hands.

Potty Training Process

Once students demonstrate signs of readiness, staff will begin discussing the potty training process parents. Consistency with students and flexibility with the teachers are most important in this process. Teachers take students to the potty at regular intervals throughout classrooms daily schedule.

At CHECLC teachers use the following procedures:

1. Students continue to wear disposable diapers and are taken to the potty at 1 ½ to 2-hour intervals. If a student's diaper is constantly wet, he/she is not ready for step 2.
2. After a few weeks of using the potty and remaining consistently dry at 2 hour intervals, teachers will suggest that students begin wearing **cloth training pants covered with plastic pants**. This helps to keep urine and feces away from other children, toys, and carpet. **The staff does not recommend the use of pull-ups because they feel and act just like a diaper.** Teachers continue to take students to the bathroom supplying words to them for toileting. Teachers offer praise and encouragement for effort and success until students are completely independent.

CHECLC staff have found that some students will successfully potty at home first or at school first. And, at times staff will observe students regressing at least once during the process. Good communication between home and school is imperative throughout the potty training process.

Successful Potty Training "Tricks"

1. Verbally prompt the child that pottying is coming up.
Example: "When we finish reading this story together, it will be time to sit on the potty."
2. Encourage the child to keep dry underpants.
Example: "Don't pee-pee on Barney/Pocahontas."
3. Offer a choice to the child only when there is one. The child may choose to potty independently or to have assistance, but the child must come and try.
Example: "It's time to potty. You can come by yourself or I can help you."
4. When a child resists pottying, minimize the power struggle by a simple alternative.
Example: "You don't have to pee-pee in the potty but you have to sit and try."
5. Buy a timer to remind yourself as well as the child when it is time to potty. When it rings, it is time to go potty.
6. Have a special book that can be shared when the child is sitting on the potty.
7. Potty before engaging in an activity instead of in the middle of the activity. Use this as leverage to get the child to potty.
Example: "Let's get ready to go to the park. We will leave as soon as you finish pottying."

Potty Pointers

1. Dress child in loose, comfortable, unrestrictive clothing that allows ease in self-dressing. Avoid overalls, onesies, trendy outfits with straps or belts, layers and zippers. This type of clothing can become frustrating in a rush to potty.
2. Make potty training a positive experience by using praise and encouragement.
3. Provide a comfortable potty-chair for the child. A potty that sits on the floor is best.
4. Encourage independence! Allow the child to pull pants up and down, wipe self, and wash/dry hands.
5. To avoid confusion, home and school must be consistent. Use the same bathroom words and body words. At CHECLC we use the words: pee-pee, poop/poo-poo, penis, and vagina.
6. Let the child help you select the underwear to purchase. Then, allow the child to choose which pair to wear each day.
7. It is better to say, "You wet your pants." then to say, "You had an accident."

8. Do not pressure the child to use the potty. Instead, you say, "Okay, We'll come back in 5 minutes (set the timer) and you can try to potty then."

Family Engagement Opportunities

CHECLC and the Frasier Center Pre-K Program are committed to engaging all families in their child's education through a variety of school events and classroom opportunities. Parents, family members, and community members are always welcomed at the school.

Parent and Child Together (PACT) Time

Parent and Child Together (PACT) time is scheduled for October, November/December, January, February, March, and April. Teachers will inform parents of the PACT session schedule and each month the PACT sessions will be listed in the CHECLC school newsletter. During these sessions, parents and teachers engage with the students in activities that support and enhance the classroom curriculum.

PACT activities emphasize the philosophy that parents are their child's first and most important teacher. The teacher and teaching assistant will present and model developmentally appropriate strategies that are effective in the classroom.

The FRC, the Head Start Parent Advocate, and teachers will send family engagement (PACT) activities home on the weeks PACT sessions are not scheduled at school. These activities will continue the focus on parent/child interactions and provide family engagement opportunities for the weeks PACT time is not scheduled in the classroom. Teachers keep documentation of participation for both school and home PACT sessions.

PTA Officers

President:	Ms. Stephanie Berkule
Vice President:	Ms. Anne Moore
Vice President:	Ms. Paula Maiberger
Secretary:	Ms. Christa Sobon
Treasurer:	Ms. Angie Tacker

Family Engagement Events

CHECLC's Family Engagement Specialist, Ms. Tascha Madaffari, collaborates with the PTA board and other staff members to plan and implement monthly family engagement events that are held at CHECLC.

August 25	PTA General Meeting and Curriculum Night
September 17	Family Science Night
October 31	PTA Fall Festival
January 21	PTA Family Dinner and Family Reading Night
January 18	Pre-K to K Parent Transition Information Session
February 26	PTA Silent Auction Night

April 15

PTA General Meeting and Toddler/Preschool Performance

There are a number of different ways to become engaged in your child's education through the CHECLC Family Resource Center and the PTA organization. Teachers and staff are always seeking parent support in the following ways:

- Working/volunteering in the Family Resource Center and classrooms
- Chairing a PTA committee and/or function
- Helping to prepare classroom materials/activities
- Working with a small group of students or students individually, as a tutor
- Reading a story
- Leading an activity and/or event for the school
- Chaperoning a field trip

Any parent interested in volunteering at CHECLC or the Frasier Center Pre-K program, please contact Robbin Dickerson, Pre-K Resource Coordinator, or Tasha Madaffari, Family Engagement Specialist, at (404) 370-4480 for more information.

Pre-K Family Resource Coordinator and Head Start Parent Advocate

The Pre-K Family Resource Coordinator (FRC) and the Head Start Parent Advocate are available to offer support to all Pre-K and Head Start families. They communicate regularly with parents and teachers about student progress and any other concerns. The FRC and Head Start Parent Advocate meet as needed with parents to discuss issues or answer questions about student's needs and how to better support their educational experiences. Meetings can be scheduled to occur at the parent's home, workplace or at school.

Family Resource Coordinator's Schedule

Monday, Wednesday, and Friday @ CHECLC

Tuesday and Thursday @ the Frasier Center – Robbin

Head Start Parent Advocate's Schedule

Monday, Tuesday, and Thursday @ CHECLC

Wednesday and Friday @ the Frasier Center

The FRC and Head Start Parent Advocate are available to make referrals to local agencies that assist families in addressing specific needs such as obtaining furniture, food, clothing, housing, health and dental care, counseling, job training, education, employment, finances, and other services. Any information shared with CHECLC staff is strictly confidential and will not be shared without written permission.

Coordination services include:

- Educational workshops and activities for parents

- Family Resource Center: books on parenting and home learning activities available for check-out
- Assistance in accessing community resources and services (counseling, housing, adult education, financial assistance, afterschool care, etc.)

CHECLC Advisory Board

An Advisory Board was established at CHECLC to function at the level of an advisory body to the administration and partners of the school. The purpose is to link communities, schools, and parents closer together in efforts to solve difficult education problems, to improve the quality of teaching and learning, to provide support and guidance to staff and administrators, and to provide an avenue for parents to be a part of the decision-making process.

The advisory board has very specific roles. They advise and make recommendations on matters related to school improvement and student achievement, are responsible for maintaining a school-wide perspective on issues, and act as a link between the advisory board members and the community and parents of CHECLC and the Frasier Center Pre-K program.

The school administration will provide information about the Advisory Board meetings through the school newsletter. Official meeting minutes will be published on the school website. Parents and community members should feel free to contact advisory board members on matters related to student achievement, school improvement, school process and procedures, curriculum and assessments, school budget priorities, school-community communication strategies, methods of involving parents and the community, and school discipline and attendance.

Each year new parent representatives are selected to serve on the Advisory Board. A notice is sent home in September requesting interested parents, who are willing to serve as a board member, to contact Suzanne Kennedy or William Misenheimer. Active board members are posted on our school website.

Frequently Asked Questions

1. What do parents need to send to school with their child?

All materials are provided by the program. Students sometimes have accidents, so an extra set of clothing with the child's name on each item should always be kept at school. Book-bags are helpful in transporting materials. Please check with the teacher about other items such as blankets or large towels for nap-time.

2. How should students dress for school?

Students should wear casual, comfortable clothing that allows them to be active. Clothing should be washable so that students can comfortably engage in activities such as painting and playing on the playground without being concerned about "getting their clothes dirty".

3. When can parents call teachers?

Please call any time between 7:30 a.m. and 7:45 a.m. or between 2:45 p.m. and 3:30 p.m. If you must call during class time, please leave a message so the teacher can return calls after class time. The Parent Advocate and the FRC may be contacted any time during the school day.

4. Will students be provided meals?

Yes, breakfast and lunch will be provided to all students enrolled in the 0 to 3 year old program as part of their tuition payment. All Pre-K students will be offered breakfast and lunch if the parent chooses to purchase their meals through the school district. Otherwise, parents may provide their child's meals as long as it meets the Child and Adult Care Food Program guidelines and does not include peanut products. Breakfast/lunch money should be placed in an envelope with your child's and teacher's name on it (Pre-K Only). Applications for free or reduced meals will be available the first week of school or when your child enters the Pre-K program.

5. Can students with special needs be served by CHECLC or the Frasier Center Pre-K program?

Yes, if the regular educational classroom is deemed the least restrictive environment for the student.

6. Will there be a rest time?

Yes, mats will be provided for each child for rest time. You may send a light blanket or a large towel to cover your child during this time.

7. How will parents know how their child is doing?

CHECLC and the Frasier Center Pre-K program have an open door policy. Parents may observe in their child's classroom, however, 24 hour notice is required and the observation will not exceed 45 minutes. Please check with the teacher about the best time for observations. PACT time is also a great opportunity to observe and engage with your child in the classroom setting.

8. Can parents bring a treat to school for their child's birthday?

Parents often request that they be permitted to bring treats to school to celebrate their child's birthday. Sharing this special day with other classmates is great; however, the administrative staff asks that parents follow these simple guidelines:

- Contact the teacher 24 hours in advance
- Due to NAEYC standards, all food brought to the classroom must be store bought and not homemade
- All food must be free of any peanut product
- **For parties held outside school, do not distribute invitations in school unless you are inviting ALL of the children in the class.**

9. May parents go on field trips with their child/ren (Pre-K Only)?

Many times parents are invited to join the class. The teacher will send permission slips and parent invitations home with the students. Parents (no siblings due to state regulations) may be allowed to ride the bus depending on available space, and they will be asked to pay for their own admission ticket if one is included in the field trip. Smoking is not allowed in City Schools of Decatur facilities or on buses.

