



CHAPEL  
HILL

PRESCHOOL

# Parent Handbook

7700 Skansie Ave, Gig Harbor WA 98335

[www.chapelhillkids.org](http://www.chapelhillkids.org) 253.853.0234

Established in 1999

# Welcome to Chapel Hill Preschool!

Our children are so precious, and we delight in partnering with you to provide educational and social experiences to nurture their growth. We purpose to have a place where your children learn to love school and love God. As the year progresses, I look forward to knowing you and your child better. Please feel free to stop in to chat or call, especially if you have any questions or concerns. We are all working together for the same goal – to grow great kids! We are honored and privileged that you have chosen to trust us with your children.

Blessings to You,  
Beverly Burmark,  
Preschool Director

## Mission Statement

Chapel Hill Preschool, as a ministry of Chapel Hill Church seeks to develop a love of learning in preschool age children. We accomplish this through introducing children to a developmentally appropriate classroom that is Christ-centered and ministers to their social, emotional, physical, intellectual and spiritual needs.

## Our Goals

To challenge children to explore the world around them, to discover for themselves the wonder of creation, and to get to know the love of God.

To encourage activities that build self-confidence in each child.

To provide a curriculum based on knowledge of child development and learning that gives each child the opportunity to develop as a unique person and at his or her own individual pace.

To provide a model where children express their ideas and concerns in emotionally healthy ways and learn to appreciate the ideas and feelings of others.

To nurture in each child the knowledge that they are special to God-- created, loved, and uniquely gifted by Him.

# Chapel Hill Preschool Program

**School Hours-** 9:00 - 12:00AM or 9:00AM - 1:00PM

**Class Size**—Classes are limited to a maximum of 10- 16 students, depending upon their age. There is a lead teacher and an assistant teacher for each class.

**Staff**—The Chapel Hill Preschool staff consists of persons professionally trained and experienced in early childhood education. All staff members sign a profession of faith and are expected to live and teach a lifestyle that reflects the Christian faith.

**Daily Program**—A typical day includes small and large group activities, independent learning tasks, language, math, art, music, physical activities and story time. Built into these activities are many opportunities to share Biblical truths. The daily schedule for each class is posted in the classroom.

**Field Trips**—We periodically take field trips away from the facility. At other times, resource people come to the school to share with us. Parents will be notified when any such special activity is planned. For safety reasons, it may be necessary to request each student have a parent or parent-substitute accompany him or her on a trip. When you participate in such an activity with your child, we prefer that other siblings be left at home.

**Chapel**—This is a time when the classes gather weekly in the Memorial Chapel to sing praises to God and learn biblical truths in a larger group setting.

**Birthdays**—Birthdays are a special time to honor your child. The teacher will coordinate the classroom celebration with parents.

**Holidays and Celebrations**—We hold parties for holidays, birthdays, and class chosen events (PJ's & Pancakes for letter "P" day, etc.). Your child's teacher will let you know how you can help with these special fun days.

**Lunch Bunch**-- Lunch Bunch is offered from 12:00-1:00<sub>PM</sub> on regular school days. Children may sign up by the day, joining children from other classes for a lunch and play time. Lunch Bunch costs are billed separately. Your child may bring a lunch from home OR you may purchase a lunch from Chapel Hill. If you choose to purchase a lunch, the culinary department offers a special child's menu. Indicate your preference on the menu slip by 9:30am and put it in the designated pocket in the Preschool Office. The cost of purchased lunches will be charged separately.

**Disaster Procedures** – A completed "Emergency Procedure Card" and a "comfort kit" in a gallon-sized zipped plastic bag, will be kept in storage outside. In the event that the building is evacuated and no return is allowed, students will remain with their teacher and class in a designated emergency area. Students will only be released to a parent or legal guardian or others with proper authorization.

## Admission and Tuition Policies and Procedures

In the admission of students, Chapel Hill does not discriminate on the basis of the applicant's race, color, religion, sex, national or ethnic origin.

**Application forms** are available at the office and on our website: [www.chapelhillkids.org](http://www.chapelhillkids.org). Return them at the appropriate time along with the non-refundable registration fee. Early registration is available in December to families who are currently enrolled, and is open to the public in January. All other enrollment documents must be returned before your child begins preschool. Parents are encouraged to make an appointment with the Director to visit the school.

**Tuition Costs** are based on a 40-week preschool year. Tuition will be billed in 10 equal installments. Other charges/credits that may be incurred will be added or subtracted to the next bill. Tuition payments are made July through April unless otherwise arranged.

**Installment payments** are due on the 10<sup>th</sup> of each month and will be considered late after the 15<sup>th</sup>. A late fee may be assessed when tuition is not paid by the 15<sup>th</sup> of the month. Parents may be asked to withdraw their students from school should tuition payments become delinquent for two months. Students may be readmitted after tuition has been brought current and there is class availability.

**Discounts:** After one child in a family is enrolled in the school, all other siblings attending the school at the same time are eligible for a 10% reduction in the lower monthly tuition rate.

**Withdrawal:** A 30-day notice of anticipated withdrawal is required in order to obtain a refund of prepaid tuition. Refunds consist of any tuition that has been paid beyond the 30-day notice and are based on a weekly rate. Tuition will not be refunded after the 30<sup>th</sup> week of school.

**Assessment:** Each child is assessed by the teacher at the beginning of the school year. Comprehensive assessment of each child's progress is completed again mid-year and year-end. Parent-Teacher conferences are offered after the mid-year assessments, and year-end. The assessment looks at cognitive skills, language, social-emotional development, approaches to learning, health and physical development including self-help skills. Each teacher uses age specific assessment tools, and children are assessed in a non-threatening testing environment using materials the children are accustomed to. Copies of these assessments and related reports will be kept in each child's file and available only to parents or legal guardians. If the parent would like this information for another party, a written release is required.

## Health and Safety

One of our primary considerations in the preschool is to insure that our children are in a safe and healthy environment. Therefore:

No student who appears ill will be admitted to the program that day. Do not send your child to school if he/she has had within the last 24 hours: a fever, vomiting, sore throat, cold, watery or inflamed eyes, diarrhea, runny nose, constant cough, an undiagnosed rash, or sores. The child may return to school once he/she is no longer contagious.

Additional measures are in place during the COVID-19 outbreak. Our "Safety Plan for COVID-19" follows the guidelines of the Washington State Department of Health "Child Care, Youth Development, and Summer Day Camps During the Covid-19 Outbreak" guidelines.

**Immunizations:** All students must have an immunization record on file.

**Medication:** Please take care of all medication needs at home. An exception may be made if the child has a life-threatening ailment which requires medication be administered during school hours. Such medication must be prescribed by a physician and be in the original container with full instructions on the label, and will be kept in the preschool office with a completed Medical Permission form.

**Illness or Injury at School:** Should a child become ill at school, they will be isolated under adult supervision and a parent contacted. If we cannot reach a parent, we will contact those designated on the child's emergency card. Minor injuries will receive first aid treatment by a staff member if necessary. You will be notified of any such event. If a student is seriously injured, we will immediately call 911, then contact parents.

**Attendance Policy:** If your child will be absent for any reason, please notify the school office at 253.853.0234 or 253.853.0288 or the teacher directly.

**Locked Doors:** To improve the safety of your child, classroom doors remain locked during preschool hours. If you need to sign your child out early or to see the teacher, please go to the Preschool Office.

**Toileting Assistance:** The Preschool staff will assist your child with toileting, including diaper changes, wiping and clothing changes as needed unless you direct otherwise.

**Clothing:** We encourage active play and "messy" art. Please send children in washable, comfortable play clothes and closed-toe shoes. Sandals and "flip flops" are a safety concern, especially in the playground.

## School Calendar

School begins after Labor Day in September, and meets through mid-June. The Preschool uses the Peninsula School District Calendar as a guide which generally includes a break for Christmas and New Year holidays, a week for President's Break, and a week for Spring Break. We are also closed on school holidays for Veterans' Day, Thanksgiving, Martin Luther King's Birthday and Memorial Day. When Peninsula School District closes for inclement weather, Chapel Hill Preschool will also be closed. When "Late Start" (two hour delay) is declared, Preschool will offer classes 11:00-1:00. Preschool Summer Camps are offered each Summer. Children may enroll for one week or multiple sessions of camp. The cost of these camps is not included in the regular school-year tuition and is paid separately.

## Discipline Statement

At Chapel Hill Preschool, we believe children find security and direction where there is consistent adult guidance and discipline. Our teachers both model and teach appropriate behavior. We earnestly strive, when correction is necessary, to discipline in an atmosphere that reflects Christ's love and acceptance.

We use several disciplinary techniques that help children to internalize rules and become self-directed in their behavior. These techniques include:

**Offering Choices** - providing an environment in which children can make choices that are good for them and for the group.

**Problem Solving** - helping a child or group of children work through a situation to a natural, positive, conclusion.

**Natural and Logical Consequences** - stating school rules in clear and appropriate language and indicating the consequences of not obeying the rules. Discipline measures are fair and consistent.

**Redirecting** - distracting the child's attention from the disruptive behavior by helping him/her get involved in another acceptable activity.

**Taking a break** - sometimes a child needs to take some time away from the group in order to regain some self-control and rejoin his friends.

**Positive Reinforcement** - above all, we work at "catching them being good," and offer genuine praise for appropriate behavior.

No child enrolled in Chapel Hill Preschool will be subject to any form of corporal punishment, nor will any child be subject to any disciplinary action that results in unusual

punishment, infliction of pain, humiliation, intimidation, ridicule, coercion, threat, mental abuse, or other action of a punitive nature. Additionally, no Chapel Hill Preschool child or staff member will be subjected to any form of **sexual harassment** or intimidation by another student, staff member or parent.

## Working Together

**Parent Orientation:** Parents are invited to attend a parent orientation each fall. The Director and Teachers will be present to help make our partnership get off to a good start.

**Communication:** You will receive a newsletter/calendar from your child's teacher once a month. Teachers may also send information by email and post classroom photos to an online group. Please take the time to read them. They offer you an opportunity to talk with your children about the learning experience in the classroom.

**Assist in Classroom:** Come join in! Be an extra pair of hands at centers, art and play time. Read a story, share your profession and special experiences. Schedule the time with the teacher to best fit both of your schedules.

**Child Orientation and Conferences:** In order to ease your child's transition into preschool, your child's teacher will be sending you a letter describing the events of the first day of school. If your child is a returning student, please feel free to visit their former teacher for hugs, hello and good wishes.

Formal conferences for all students are held twice a year—once mid-year and again towards the end of the year. Individual conferences may be scheduled as needed.

**Conflict resolution:** Please ask when you have a concern. We operate under a Biblical conflict resolution policy based on Matthew 18:15. First talk with the person you have the

conflict with, then to their supervisor. If the issue is still not solved to your satisfaction, make an appointment to talk to a Pastor.

**Parent Education:** Chapel Hill Preschool and the Church periodically sponsor education classes designed to assist in refining positive parenting techniques. Chapel Hill Church offers a lay counseling program which supports parenting on a more individual basis.

## What Do We Do in Preschool?

The information below will help you build an understanding of what your child does in the classroom, and will help you ask your child with confidence, "What did you do in school today?"

**Discovery Learning** Our discovery learning environment promotes trust, growth, and independence as children discover and learn through play. This method improves student's abilities as independent thinkers, and encourages them to become life-long learners. Our teachers facilitate this environment by appropriate room arrangement, units and themes, interests, and interaction with children, teachers, parents and members of our community. Our curriculum is based upon current research on how children learn best and utilizes several early childhood curricula.

### The Physical Environment

We understand the importance of room arrangement and the selection, display and availability of materials in the room and on campus that support the development of trust, independence and initiative. You will see: Block/ construction/ building areas, table toy areas, art spaces, library and quiet spaces, dramatic play areas, sensory tables and tubs, Circle Time area, gym/indoor play spaces, outdoor play spaces, and the Chapel.

### The Teacher's Role is to:

- Communicate a clear statement of teaching strategies that promote learning and growth.
- Maintain a consistent daily schedule
- Select developmentally appropriate units and themes
- Create a positive partnership with parents through clear communication and timely response to questions and concerns
- Model good relationships by demonstrating positive interactions with other staff, children and parents

**Literacy development** helps youngsters build an understanding of language and literature. It includes listening, speaking, reading, and writing activities. These activities help build skill in areas such as communication, vocabulary, letter recognition, and comprehension. Story time is designed to help youngsters develop an appreciation and enjoyment of literature, and gain a broader knowledge of the world around them.

**Math activities** include hands-on and real-life experiences. They also help youngsters develop awareness of numbers, geometry, patterns, measurement, and graphs.

**Manipulative activities** help students improve visual perception, hand-eye coordination, as well as problem solving and social skills.

**Circle time** is a group gathering during which the day's plans, ideas, and observations are shared. Circle activities are designed to stimulate youngsters' thinking, enrich their social skills, and strengthen their cooperation.

**Art activities** help youngsters creatively express their thoughts and feelings. They help reinforce fine motor skills and concept development in areas such as colors, shapes, and size relationships.

**Dramatic-play activities** help children express themselves, practice life skills, improve social skills, increase self-esteem, build vocabulary, and solve problems.

**Music and dance activities** promote youngsters' listening skills, creative expression, and social skills. Music allows children to explore sound, volume, tempo, and rhythm.

**Science activities** offer children many hands-on opportunities for observation, exploration, investigation, making predictions, and experimentation.

**Sensory table activities** allow youngsters to experiment with textures and properties of different substances. These activities also promote the development of other skills, such as math, science, and language.

**Block play** gives children experience with many different concepts, such as shape and size discrimination, spatial relationships, number skills, balance, organization, cause and effect, and classification. Cooperative play skills, problem solving, and creativity are also promoted in block play.

**Gross-motor activities** give children the opportunity to use their large muscles, as well as their imaginations, as they engage in fun, healthy exercises.

**Fine-motor activities** help improve small-muscle development and hand-eye coordination. Some common items that can be used in developing skills include puzzles, laces, pegboards, writing tools, scissors, and glue.

## Curriculum Goals

### Spiritual Growth

--Know that God is always with them  
--Learn Biblical truths and ways to practice them

-learn to communicate God's love and joy to others

### Cognitive Growth

- develop a positive attitude toward learning  
- be successful in "learning through play" activities

- make discoveries

- take risks to continue with a task after making a mistake

### Enhance Learning Skills

- ask questions and to recall experiences

- use developing perceptual/motor skills to explore and investigate the environment

### Expand Logical Thinking Skills

- identify similarities and differences (attributes) among objects (e.g., shapes, colors, sizes, textures)

- sort objects according to common characteristic (e.g., look alike, things that belong together)

- identify common characteristics of objects and events.

- arrange events in a sequence (e.g., what happened first, second, and last)

- arrange objects in a series, (e.g., smallest to largest)

- recognize patterns and be able to repeat them

- describe simple cause and effect relationships on the basis of concrete experiences

- identify solutions to problems

### To Acquire a Better Understanding of the Immediate World

-demonstrate a beginning understanding of time concepts (sequence of the day's activities: yesterday, today, and tomorrow)

- use concepts of quantity, volume, and mass to describe activities

- identify and use the names of objects and things in the environment

- make comparisons (e.g., more/less, larger/smaller, taller/shorter)

- identify and use words to describe the characteristics of objects (color, size, shape)

- identify where objects exist in space (below, inside, under)

- use numbers in correct sequence and to begin to match one to one correspondence

### **To Expand Verbal Communication Skills**

- show an interest in pre-reading and reading
- gain a mastery of grammar (e.g., word order, word selection and articulation)
- follow simple directions
- use words to explain ideas and feelings
- talk with other children during daily activities
- participate in group discussions

### **To Acquire Beginning Written Communication Skills**

- make increasingly representational drawings
- become aware that writing communicates ideas
- move from scribbling (watch for circles, crosses and parallel lines)
- using letters and numbers
- recognize written names, and words
- print one's name
- demonstrate an interest in using writing tools for a purpose

## **Socio-Emotional Growth**

### **Build a Sense of Self-Esteem**

- be aware of personal identity (e.g., define oneself in terms of name, family, and physical appearance)
- demonstrate confidence in growing abilities (e.g., self-care)
- demonstrate increasing independence
- exhibit a positive attitude toward life
- learn that God is always with us
- demonstrate interest and enthusiasm in classroom activities
- take initiative to try new activities
- demonstrate trust in adults
- be able to separate from parents
- participate in routine activities easily

### **Demonstrate Positive Behavior**

- seek out adults and children responding to comfort, love, and appropriate affection
- identify and appreciate differences
- accept some responsibility for maintaining the classroom environment
- help others in need

- respect the rights of others
- share with others and be able to take turns
- interact positively with others
- work cooperatively with others on completing a task
- begin to work out difficulties (e.g. identifying feelings, verbalizing solutions, and responding to feedback)

## **Physical Growth**

### **Enhance Large Muscle Skills**

- use large muscle skills with confidence
- walk up and down steps
- run with increasing control over direction and speed
- jump over objects or from objects without falling
- use large muscles for balance (e.g. walk on tiptoe, balance on one foot)
- catch a ball or bean bag
- throw an object in the intended direction
- ride and steer a tricycle, or scooter
- climb up or down equipment without falling

### **Enhance and Refine Small Muscle Skills**

- use small muscle skills with confidence
- coordinate eye and hand movements (e.g. assemble puzzle pieces, string beads, use scissors)
- use small muscles to complete tasks (e.g., build with blocks, stacking, lacing, pegboards)
- use small muscles for self-help skills (e.g., pouring, eating, zip and button)
- manipulate objects with increasing control
- use writing and drawing tools with increasing control and intention

### **Multisensory Capabilities**

- identify similarities and differences in sounds
- identify alike and different
- identify foods by taste
- identify how things smell
- balance with increasing skill
- respond to rhythm
- use directionality
- refine eye-hand coordination