

## **GUIDE FOR CREATING A PRESCHOOL PARENT HANDBOOK**

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Note: Full handbooks are provided as examples via internet links at the very end of document.

### **COVER:**

Use your logo.

Put your center's name and contact info.

Use pix of kids who have graduated and whose parents have signed a release. Be careful of the privacy of your students.

Make it look fun.

Use color for the cover.

Most centers make a photocopied packet. If you photocopy this page at \$.50, it will be worth it. By contrast, a folder with loose pages is another option. For best marketing result, insure congruity in all representative pieces. Get a professional to help you, if at all possible.

When planning, just think of a tentative, possibly even scared and unhappy young mother. She has come into your center –and some others. She will decide which center she is comfortable with when she gets back home. She will choose yours if she thinks you will love her child and not give her much grief. She will decide that based on the conversation she had with your representative, how she was handed the packet, and finally what the packet and website look like.

Do you doubt she is worried and unhappy? Of course she is. Why is she changing care/school for her children. Maybe she did not like that last one. Maybe she moved. Maybe she is starting work. Whatever the reason, this means a big change for her and her child and she is worried.

I remember when I was a young mother. There was no internet for me to peek into the centers with. I drove by the centers. How often I was abruptly handed a packet. I figured if they had no time for me, the one who paid, they would have no time for my child. If they only cared about my money and the forms being filled out, and not about explaining their teaching philosophy, then maybe that is all they really cared about.

So put real marketing and sales type thought, and real caring/loving actions into how your interface with that first time young mother. Besides, the mothers who are not so young, and not so worried, are even more discriminating – meaning they are shopping, with knowledge and power. They will read your packet.

## **FORMS**

Very often the forms come first:

The page that says, “Yes, I have read this book.”

You will have many forms, including school application and doctor’s forms. These may or may not be in the packet. Ideally, you would have tear out forms, so that one doesn’t get forgotten in the hand-off. Alternatively, you might have a checklist in the back of the orientation manual.

## **TABLE OF CONTENTS**

Always appreciated, because you know that some parent one day will be very rushed and need to find out what your policy is on..... something.

I have placed topics in what I thought was logical order, but you may wish to place them in alphabetical order. Alternatively, make an index.

## **MISSION STATEMENT**

Work out a mission statement with your board. Remember to think about how it sounds to those outside. For instance, If you say “We aim to follow the Great Commission.” That sounds great to people who know what it means, but it doesn’t say anything positive to those who need to hear the Gospel. Especially if you are working on evangelistic mission, put your statement in terms those outside can understand.

Example: Providing quality care and education, supporting the child and his/her family, demonstrating God’s great love.

Similarly, if you are working on a charitable mission, be sensitive of how you may be coming across to your recipients. Neither demean nor encourage dependency.

Example: Demonstrating God’s love, providing the X Neighborhood with family support, quality preschool education, and superb childcare.

Example:

Our mission is to partner with preschool families, introduce God’s plan for their child, and inspire a love for learning. A developmental approach is used to teach the whole child (spiritual, physical, emotional, social, and cognitive) in preparation for Kindergarten and life.

## **PURPOSE or VISION**

Think through what your purpose really is. Be sure then, that the statement is used regularly. Notice if you have a director and staff whose purpose it is to push some different agenda from what was originally anticipated at founding. *This is very common.*

Example (SBC):

The Child Development Center is a part of the Preschool Ministry of EDG Baptist Church. It is a planned, Bible based, weekday program for children ages six weeks through five years of age with teachers who model Christ-like behavior while implementing age appropriate activities. We provide a safe and nurturing environment that promotes the physical, social, emotional, mental, and spiritual development of young children, allowing them to grow and develop just as Jesus did.

Example (Lutheran):

We exist to support, encourage, and connect families to Jesus, by providing a foundation of Christ-centered academic learning and equipping them to be His witnesses and make disciples wherever they go.

Example (Presbyterian, Christian Montessori) :

### **STATEMENT OF PURPOSE**

The purpose shall be to provide educational experiences, in a safe and accepting Christian environment. The school curriculum shall attempt to introduce children to a Christian way of living, learning, and playing together.

Example (Non-denominational):

XYZ Christian Schools' desire is to in still within the preschoolers, Christ-like qualities, an excitement for learning, and confidence in who they are and God's plan for his/her life. Our vision is to have a quality Christian preschool program that meets the individual developmental needs of each child, and partners with the parents to accomplish these goals.

## **EDUCATIONAL PHILOSOPHY**

Speak directly to the philosophy on which your school is based. Do you primarily believe play or structure is what is primary? Are you very spiritual/religious or is the church affiliation only incidental? What do you hope children will learn? What is your primary way of conveying that? Is there a culture of how you interact with parents?

**Example (SBC):**

We believe that a child forms his/her concept of God and Jesus from the people, things, and experiences that construct his/her environment. A love for, and an appreciation of, God, Jesus, and the Bible are communicated through age appropriate activities.

**Example (Lutheran):**

Philosophy Statement

- Every child is a gift from God.
- Every child needs to know that Jesus loves him or her.
- Every child has the unique potential to learn.
- Jesus is the foundation of everything we teach.
- Every family has a place and a purpose in the Community of Christ.

**EXAMPLE (Nondenominational):**

**CORE VALUES:**

1. Partner with families to introduce God's plan and teach Jesus' love for the children encouraging His values and character in their lives (Jeremiah 29:11 & John 13:34).
2. Partner with families by providing opportunities and resources to increase their knowledge of child development and parenting skills (Genesis 18:19).
3. Provide children with a safe, loving, and nurturing environment where children can experience success and failure (Isaiah 54:13).
4. Provide opportunities for each child to build self-worth and confidence (Joshua 1:9).
5. Provide opportunities for children to interact with peers and adults outside the family unit Hebrews 10:24-25).
6. Provide children with developmentally age-appropriate curriculum and emergent activities, which encompass all areas of the child's development (Psalm 78:1-4).

**WORLD VIEW:**

Grace Christian Schools, out of a love for the Lord Jesus Christ, has a desire and commitment to 1) teach a child age-appropriate biblical truths that they can integrate into all knowledge, 2) be able to coherently articulate those Godly truths, and 3) measure all knowledge based on those truths (John 17:17-19). Through a well-developed quality half-day program, a dedicated staff is committed to meeting the particular needs within the community

**EXAMPLE (Presbyterian PC (USA), Christian Montessori)**

Exploration shall be an integral part of the classroom, encompassing the entire child's learning activities. Children will learn through cooking, art, music, movement, and experimentation in a relaxed, nurturing environment. Realizing that each child comes to school with a unique set of experiences, the curriculum shall deal with children at their individual developmental stage.

**GOALS**

It is our intention to:

- Provide a loving Christian environment.
- Foster emotional stability.
- Educate and help the child grow in a relaxed, fun environment.
- Respect the individuality of each child and help children reach their full potential.
- Provide social experiences which will stimulate a sense of personal responsibility and an awareness of the rights of others.
- Help the child develop behavior and skills that will lead to successful relationships.

- Provide a wide range of creative experiences.
- Encourage the development of language and conceptual skills.
- Help the child develop habits which lead to effective learning.
- Offer a variety of experiences that will stimulate and satisfy the child's curiosity about the world.
- Help parents achieve increased understanding of children.

## **CURRICULUM**

Explain quickly both to the informed and the uninformed what the children are taught. For instance, at the top of the paragraph say something like “Montessori” or “Abeka” or “teacher developed play based, enriched ...” Then explain what that means. Notice that not all Montessori schools have the same philosophy.

### **EXAMPLE (SBC):**

The curriculum used is the WEE Learn Curriculum published by Lifeway Christian Resources of the Southern Baptist Convention along with other supplemental materials that are appropriately designed for the developmental stages of each child. All units are based on Biblical principles therefore all of the curriculum taught will be based on what the Bible teaches. This balanced program offers experiences in music, art, motor development, religious concepts, math, science, and language development. The children are taught through a program of planned unit work.

### **EXAMPLE (PC(USA), Christian Montessori):**

#### **CURRICULUM**

Our effort is to promote learning through exploration. Age appropriate curriculum has been planned to develop the child's “Joy in Learning” in a stress-free environment of exploration and play. The educational equipment, activities, centers, and group learning circles are designed to stimulate and to develop spiritual, social, living, listening, language, pre-reading, reading, pre-math and math awareness and skills.

Bible verses and stories will be a daily part of our curriculum.

## PRE-SCHOOL

Our pre-school program will use the Montessori curriculum. A balance of Whole Language, Phonics, Math, Science, Social Studies, Health, Movement, and Computers will be taught. All Pre-school children will participate in chapel time daily.

## FULL DAY KINDERGARTEN

The Kindergarten will use the Montessori curriculum. A balance of Whole Language, Phonics, Math, Science, Social Studies, Health, Movement, Spanish, and Computers will be taught. All Kindergarten students will participate in chapel.

**Alternate Examples:** Notice immediately that a different philosophy is regnant at this center. I finally decided to put in the denominational tags, but I imagine that a well informed person might have guessed. Be honest with parents and with yourselves, because doing so will make for fewer problems.

### EXAMPLE (Episcopal)

**We believe:** that children are rich in their capabilities and in their curiosity; strong in their desire to relate to God, other people and the world around them.

**We will provide:** a safe, nurturing Episcopalian faith-filled environment that encourages active exploration and free choice as well as teacher directed activities. We offer a stimulating curriculum that challenges intellectual, social, emotional, spiritual and physical growth in all children from all walks of life.

**We seek:** to increase each child's capacity to reason and we actively encourage a spirit of inquiry in a creative learning environment.

ABC Episcopal Day School is a mission of the ABC Episcopal church and is governed by a School Board, the Rector and ultimately the Vestry of the Church

EXAMPLE: (A great deal was said about various curricula but nothing about mission and vision. UMC)

**At The Preschool, we believe in nurturing the whole child.**

From the very first day of school, we teach preliminary lessons about empathy, sharing, curiosity, and cooperation to equip your children well as they move beyond our doors into the wider world. Over the years, we have designed a time-tested, research-based curriculum that is uniquely ours, and we continue to draw from other disciplines and new research to ensure our curriculum is always improving.

## **ADDITIONS**

Many schools take this opportunity to let parents know about developmental milestones and educational goals. Other schools insert information about their highly qualified staff. Please mention that you have chapel and any policies related to chapel.

EXAMPLE:

CHAPEL/BIBLE STORIES:

We take every opportunity to teach and model Biblical standards and characteristics, as well as to use everyday occurrences to teach God's character and creation. Therefore, each day the children enjoy a special Chapel time. The entire school gathers together to have a "chapel story," sing Christian songs, and learn about God's love.

Our primary focus is to relate Bible stories with the Godly character traits addressed in Chapel. You will find these listed in the Yearly Curriculum document on the school website, with each month's curriculum. Songs, along with hand motions, are selected to emphasize God's love. It is our desire, not to teach specific doctrine, but to teach the children about Jesus and what a special friend He can be to us.

EXAMPLE:

CHAPEL

ABC Day School is proud of being a mission program of the church. We are excited to be a school that integrates the spiritual side of life into our well-rounded Curriculum. Religion is woven into the fabric of each and every day. Children are led to pray in thanksgiving before snack time and lunch. Each child will have an opportunity to discover their own spirituality through the wonderful teachings of our Chaplains. There will be a weekly Chapel Time for all classes ranging from 15-20 minutes depending on the age of the class. The Chaplain is trained to teach the Bible in a developmentally appropriate curriculum called "Godly Play". It is spiritually enriching for all.



## **NON-DISCRIMINATORY STATEMENT**

PUT A NON DISCRIMINATORY STATEMENT ON YOUR BROCHURE, YOUR WEBSITE AND YOUR ORIENTATION MANUAL - It is required by law. ‘

(The licensing authority will check to see that you have these prominently places. The IRS authorities also require non-discriminatory statements. Please do be prepared challenges. At the same time, please notice that it is not unusual for people with no religion or contrary religions to enroll their children in church affiliated schools – for purposes of education, class, language and culture. You probably want these children. Unfortunately, I do not have any advice about the newest category of supposedly protected status. Please see your denominational lawyers. )

### **This school has an unequivocal non-discriminatory policy.**

ABC Episcopal Day School does not discriminate on the basis of age, sex, race, color, religion, disability or national origin in its enrollment or employment

### **This school appears to leave the door open to discriminating on the basis of religion.**

#### Admissions policy

XZY Christian Montessori School does not discriminate based upon age, race, ethnicity or physical disability. XZY CMS accepts children between the ages of 3 years and 5 years. All children must be fully toilet-trained. Children who qualify by age for the local public school Kindergarten program will be considered for our Kindergarten program after consultation between teacher and parents.

The admissions procedure at XZY CMS is a two-fold process. It is designed to give parents an opportunity to learn about the school, its philosophy and policies, and to meet our faculty. It also gives us an opportunity to assess each child's situation and determine whether we are able to meet the needs and expectations of the parents. Our goal is to enroll families who will both benefit from and contribute to the school community.

### **This school also does not mention religion, and further, makes it clear that they will expect conformity to their rules. Notice that people who behave in ways that you may think are inappropriate, and also encourage these behaviors, may indeed affiliate with your church.**

GHJ Christian Schools has a non-discriminatory policy. We admit students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. We do not discriminate on the basis of race, color, national, or ethnic origin in the administration of our educational and scholarship/loan policies, athletics, and any other school-administered programs.

By enrolling in GHJ Christian Schools, parents acknowledge that any of the policies, programs, and rules of conduct, contained in either the Preschool Parent Handbook and/or the Elementary Parent/Student Handbook, may be changed or eliminated at any time. When enrolling, parents also agree to abide by all policies and rules, set forth by GHJ Christian Schools.

## **POLICIES RELATING TO ENROLLING**

### REGISTRATION

You must next address what parents have to do to enroll their children.

Here is an example:

**All paperwork must be turned in before any child may attend the Program.** This applies to children enrolling for the first time as well as for those that re-enroll after a withdrawal. Enrollment packets consist of: Registration Form, Discipline and Guidance Policy form, Parent Handbook Agreement, Emergency Authorization, General Information Sheet, and Medical Information Form (signed and dated by child's physician). The medical form is provided by the Center and should be updated each year. **Hearing and vision screening is required by the Texas Department of Health for all four and five year olds prior to the school year. Parents are responsible for ensuring that their child receives these screenings and returns the signed medical forms to the Center.**

Very much at the beginning, you must address the question of for what children may be signed up. Who is eligible, for what programs? Sometimes certain days or ages have special provisions. Sometimes there are before and afterschool programs.

Sometimes there is a waiting list and a special procedure. For instance, perhaps siblings can come in before new families.

There may or may not be a policy about into which class children may be placed. Some communities press to have younger children enrolled in classes for older children. Notice, that if one has a strict policy against this, then teachers are asked to have greater academic diversity.

### TUITIONS AND FEES

Tuition and supply fees are normally next. You should mention scholarships and any public policy. Some neighborhoods find it very necessary to wide publicize the fact that they do have scholarships in order to encourage poorer, but aspiring parents to apply. Other communities find it best to keep scholarships very quiet because people who are not truly needy apply, using deception.

May centers have a discount for tithing church members, and some for members of the clergy or armed forces.

Please specify the proper manner to withdraw from school, so that a place is not saved for someone who is not paying.

## IMMUNIZATIONS

Immunizations must be addressed in some fashion. Normally there are physician forms, along with immunization forms. Most states will have requirements. Some municipalities have further requirements for immunization and health tests.

Most states also make immunization waiver forms available. Please DO put the link for that in the manual. The safety of immunization is highly controversial at this time. More and more of the most educated are refusing them for the health, safety and well-being of their children. The government has determined that it is a right of parents to refuse; you must not stand in the way of that. The state agencies do their best to make it difficult. A congregation should not be on the side of being against the rights of freedom of religion.

On the other hand, if you have very many families who do obtain a waiver, then you must redouble your efforts toward having a high degree of cleanliness. One would hope you aim for that in any case. Be aware that having so many small children together is unnatural. Germs spread very quickly. Do your utmost! Beyond that, do not worry unduly. I am told that herd immunity comes at a percentage of far less than 100% inoculated.

## **POLICIES ABOUT COMING TO SCHOOL**

### **POLICIES ABOUT ATTENDANCE, TARDINESS, AND SICK DAYS**

Policies vary, depending upon philosophy and community. In some situations, tardiness disrupts the learning of all. In others, it is extremely important to take children at all hours because parents' work schedule, and the need to support family together time, demands it.

### **HOLIDAYS, CLOSINGS, BAD WEATHER, EVACUATIONS**

It is best if you have a set policy, as well as hand out a calendar every semester. Many centers announce that they will follow the same calendar at the public school. If the public school makes good decisions about closing in bad weather, and also has good communication, the center may wish to simply announce their following that. Do not assume that everyone have the same access to technology.

Do announce the policy for evacuation in the extreme cases. For instance, if there is a tornado or flood, to where would the children be evacuated? (Likely a partner center.)

Assure parents that you will be doing fire drills, etc.

### **POLICIES ABOUT SAFETY DURING DROP-OFF AND PICK-UP**

Of course, you will ensure that every child is signed in and signed out. Be sure that no one is leaving children locked in hot or cold cars while they drop off or pick up a a n enrolled child. Are there different procedures in case of rain?

Be clear that you are very strict about who can pick up children. Many children may have family members who do not have custody. Thus is it imperative that parents communicate very well with the school about who may pick up children as alternates. People not known to the staff should be ready to show ID and have office staff check to see if they are on the parents' forms as authorized.

I recommend you have a strict "no phone" policy both in the parking lot and in the building. The parents' attention should be entirely upon the conversations during these exchanges.

You very likely will need policies relating to parents' visiting and to families using the playground. If you are sharing space with their congregation, they may expect to have social time on the playground, but this will introduce liability and changing rules. Please think through this before there are conflicts. Certainly, stipulate that parents are entirely responsible for children once they sign them out of the center.

Disallow smoking, drugging, and fighting on your property during school hours and drop-off/pick-up time. Your center will be a gang free zone.

Be sure you understand your policies around guns. Think carefully with your board about whether and how you will publish this. Criminals will bring guns where they want to. You will not want to encourage or suggest your center as such a place. You may wish to have security if you could afford it. You will not want to hamper your parents who are law enforcement and on your side. IT is a difficult matter and should not be handled doctrinairely. You will of course, practice preparedness with your staff.

## MEALS AND SNACKS and ALLERGIES

You must address this. There are some requirements from the state regulations. Please try to encourage families in healthy eating. Please do not stand in the way of the best measures because of archaic regulations. Try to make a good balance between regulations and reasonably forward nutrition. For instance, the regulations push milk. Whereas more affluent families could rather easily get doctor's notes for lactose intolerance, less affluent families are due the same access to good nutrition. So, do what you must to comply with regulations, but feel free to make reasonable accommodations. In the case cited, for instance, simply allow almond milk to be brought from home. Even offered as an alternative. While milk continues to be available.

Sometimes whole classes must avoid a certain food because one child is so extremely allergic. You might mention this upfront, even though it will be handled on a class room basis only occasionally.

## REST TIME

There will be some regulations around this. Please also specify any policies you may have. You may require some bedding from home.

## CLOTHING

Policies:

In event of soiled or wet clothes

In event of cold or hot weather

It is probable that even if the center requires parents to bring alternate clothes and extra diapers, the center will need some diapers and some clothing to lend. It is ideal if the center can have a laundry room on site.

What if any toys or other belongs may be brought from home?

Probably you will have a policy that siblings are not permitted, except at certain family events.

## PETS ANIMALS

Some centers feel that live animals in the center is vital, others that it is a health risk. Consult your licensing representative. Consider allergies.

## **WELLNESS, HEALTH, SICKNESS**

This section is very important and very likely to be forgotten or mis-construed. Please cover it on many occasions and in many ways. Please note that many parents think that if they give their child an aspirin and the fever is no longer measured that it has gone away. This is not true. The 24 hour rule is 24 hours after the fever has gone (if measured without aspirin/ibuprofen, etc.).

Your statement must comply with your regulatory authorities. For examples, please notice those at the end of this document.

### **EXAMPLE:**

Please note: There are times when a teacher notices that a child is behaving different than they normally do when they are at school. Our teachers get to know the children in their classrooms so well that they can tell when the child does not play or interact with friends in their usual manner. The teacher will continue to watch the child and provide love and care in an effort to comfort the child. However, if the child continues to show behaviors that they are not feeling well, we will contact the parents. The parents will have to pick up the child within 30 minutes of the call.

## **MEDICATION POLICY**

Under what conditions may teachers or school nurse be asked to give medication? Notice that if you allow medications to come into the center, you must not only ensure that they are used correctly, and insure yourselves, but will also have to insure that workers do not steal and sell them. If you do not permit them, then you will be disallowing some families from your services. You will have to enforce your policy, either way.



## **PARENT COMMUNICATION**

Please ensure that parents know they may view classes but not disrupt them. Please encourage some communication at the end of the day and at periodic points during the year.

You will want to help all parents communicate as well as possible. There may be many technological avenues. There may also be parent groups. Please be sensitive to those who are not already monied and not already in the social group of your church. Be sure they know what is going on. An old-fashioned newsletter handed to the parent when he or she picks up the child still works the best.

Parent involvement. Please encourage volunteerism. Please encourage being active in the child's life. Please protect the classroom from being overtaken by one anxious parent.

Encourage a parent orientation meeting. Encourage other activities for the family, such as "come play with me" day, or "daddy and me day" Grandparent day is typical in the more affluent schools.

Restrict use of the directory to school related use. Be sensitive to the privacy needs particularly of any more affluent families: because they are more affluent they may have security concerns., particularly around kidnapping.

## **PARTIES**

Increasingly centers are publishing policies about parties because Birthday parties have become an issue. Are they permitted? If so, what is not permitted? How are they to be arranged?

## **PARENT SOLICITATION AND BROCHURES**

Find a way to make a fair policy. Don't publish one and then violate it. I doubt this is a big a problem if ignored as it could be if addressed, certainly if addressed poorly.

## **PARENT VOLUNTEERING**

Please do find a way to include parents. Notice that you will have to train anyone who works in your center with children. I had a yearly substitute training day. Some parents may be able to come on a Saturday for a work party. Make it fun.

## **INCIDENT REPORTING AND BITING POLICY**

Explain the procedure that your regulations require, that parents are notified of each and every incident in which a child might have been harmed in any way. Explain that you will not be telling the parents of the bitten who did the biting.

## ABUSE AND GRIEVANCES MUST BE ADDRESSED

I dislike the idea of discipline necessarily being addressed within (and especially only within) a discussion of abuse. Nevertheless, you must make it clear to all sides where you stand and what will and will not be acceptable in your center. You may not have parents spanking non-enrolled children in the center. You must assure people from outside that your center doesn't abuse children. Many people believe that spanking is by definition abuse. Many people believe that Christian child rearing is entered on spanking. Thus many people suspect Christians of desiring to harm children. Some crazy people simply want to attack others –some in legal ways as well as violent ways. Thus make your policies very clear.

However, the alternative is that you suggest substitute behaviors, so there is an argument for placing the discipline conversation with the abuse conversation. You may wish to cover ways in which children will learn proper behavior and boundaries on improper behavior.

### EXAMPLE:

Following positive approaches to guidance are used to help children behave constructively:

Redirection

Consistency versus individual approach

Setting Limits Planning ahead

The regulations you work under probably will demand that you publish the number of the state child abuse hotline. In my center I tried to enforce that I was always to be informed. I had independent teachers. I think it is also incumbent upon parents to attempt to ensure that teachers and director know of any complaint because this is the only way to reasonably hope that there will be a change for the better if there is a problem. The abuse hotline must be published, but my opinion is that it might best be advertised that the administration must also be informed – previously if not at the same time.

### EXAMPLE:

#### **PHILOSOPHY OF DISCIPLINE**

Discipline is based on understanding the individual needs and development of a child. It shall be directed toward teaching the child responsible behavior. Teachers shall seek to redirect inappropriate behavior by channeling the child's aggression and by teaching the child to respect authority and the rights of others. Teachers will show consistency in setting limits.

There will be no cruel, harsh, or unusual punishment administered. Children will not be humiliated or subjected to abusive or profane language.

#### **CHILD ABUSE**

No one likes to talk about child abuse, but it is a real issue, and it happens to real children. Staff members of child care centers are required by law to report suspected child abuse, neglect, or sexual molestation to the Texas Department of Regulatory and Protective Services and the local police. Failure to report abuse is a Class B Misdemeanor. Aside from legal implications, the failure to make a report would mean neglect on our part to protect children in our care. We will not knowingly fail to protect the children.

For additional information about child abuse please see the Texas Department of Public Safety's website at [www.txdprs.state.tx.us](http://www.txdprs.state.tx.us) or to report suspected child abuse you may call 1-800-252-5400.

### **GRIEVANCE PROCEDURES**

From time to time, parents have concerns that they feel should be addressed. It is our desire to resolve problems in a healthy way. The following are guidelines to be followed so that the issues might be heard adequately and a resolution might be found from a Biblical prospective and handled in a Christ-like manner.

#### **RESOLVING ISSUES BETWEEN THE PARENT AND TEACHER:**

- If a parent has a concern that involves his/her child's teacher, make an appointment with the child's teacher so that your concerns may be addressed with her. **Express your concerns promptly** so that solutions may be found quickly. The parent should not involve the child in this meeting. All parties should avoid use of emotional terms, and language needs to be concrete and issue-specific. Hopefully during this meeting, all the issues will be resolved to the parent's satisfaction. If the problem is not resolved to the parent's satisfaction, then the Minister to Preschool should be notified so that she can help with a solution.
- If the parent does not feel that his/her verbal concerns have been addressed to their satisfaction, he/she should then put their concerns in writing to the teacher and the Minister to Preschool. The Minister to Preschool will have 48 hours to respond to the parent's concern.
- If, after the Minister to Preschool and the parents have met and the issues have still not been resolved to the parent's satisfaction, then the parents should contact the Minister of Administration of XYZ ABC Church. There will then be a joint meeting to see if a resolution can be reached.

### **EARLY IDENTIFICATION OF CHILDREN WITH SPECIAL NEEDS**

Please try to position your help in this area as an added benefit. Try to work as a team with parents and any professionals to insure that parents do not hear a death knell diagnosis, but rather advice and counsel on how to help a child come to full potential. So try to apply faith, and let that faith be one that helps and not hinders getting to remediation. Neither accommodate nor blame nor allow this family to do without. Notice, however, our society has apportioned the right to diagnose to other people. Nevertheless, you know that you most experienced teachers bring wisdom to the table. Work with them top be sure that communication happens well. Parents are often very nervous, but it is my experience that once things are communicated properly, they are very relieved and thankful.

Encourage parents who can afford it, to use private testing services, since public schools' monetary interests often skew tests results.

#### **EXAMPLE:**

### **EARLY IDENTIFICATION OF CHILDREN WITH SPECIAL NEEDS**

Our Preschool is staffed with teachers and assistants at ratios below the state maximum, but not small enough to allow for individual attention for any one student throughout the entire school morning. Our staff is well qualified with teachers either holding degrees or having specialized training in early childhood education. However, there is not a professional special education educator on staff.

The Preschool has a referral system in place for the identification of children who require additional support and/or adult supervision during the school day. The children who may be better served in an alternative environment or benefit from a more specialized environment would be identified through a collaborative, yet confidential process.

Discussing the situation with the teacher, conducting observations within the classroom setting, making interventions in the classroom and talking with the parents are all integral parts of this collaborative process. At the conclusion of the referral process, the Director shall communicate the results and recommendations to the parents. It then becomes the parent's responsibility and expense to act upon the recommendations in a timely manner. If an independent educational consultant or therapist is recommended, that is at the parent's expense.

Number your pages.

## **Please compare other manuals:**

No one manual is perfect for all. Everyone must comply with regulations. I have chosen manuals from schools I believe to be good.

Cross Schools

<https://www.crossschools.org/preschool/parent-handbook/>

Grace Christian Schools

<http://www.gracechristianschools.org/wp-content/uploads/Preschool-Parent-Handbook.pdf>

Morning Star (accredited, NOT the MorningStar in Fort Mill.)

<http://www.morningstarchildcare.net/content/pdf/ParentHandbook.pdf>

**New Hope** Christian Academy - **New Hope Baptist** Church [www.hopeonthehill.net/baptist-church/assets/files/2014\\_2015\\_NHC...](http://www.hopeonthehill.net/baptist-church/assets/files/2014_2015_NHC...)

Jewish Community Center

<http://www.jccoc.org/clientuploads/preschool/2015-16%20school%20year/15-16SY-%20ECLC%20Parent%20Handbook%20Revised%2011-30-14%20Aronoff.pdf>

Rosedale Playschool :: **Reggio** inspired 1 ... [rosedaleplayschool.com/handbook/](http://rosedaleplayschool.com/handbook/)

<http://stmichaelsdayschool.org/wp-content/uploads/2015/02/SMEDS-Parent-Manual-2015-2016.pdf>


[St. Thomas More Catholic Church](http://www.stmaustin.org) **Preschool Handbook**; ... 10205 FM 620 N • Austin, ...   
<https://www.stmaustin.org>

**Westlake United Methodist Preschool Parent, Parent Handbook Acknowledgement and Orientation** Form 2017-2018

 <https://66349195b29b9613b9e0-c9e1e289daefe562c40b114675b2484c.ssl.cf2.rackcdn.com/ee1f405d44534dfb8ea631d35895da55.pdf>

Westlake Presbyterian

<https://static1.squarespace.com/static/5727a36160b5e9b2e3b5d20d/t/57d1da0d6a4963932719e650/1473370638343/Parent+Handbook+16-17.pdf>

Wise School **Parent Handbook** (DK-6) Click here to ... **Wise School** is a co-educational, **Jewish** independent school educating children from baby and me to **preschool**, ...  <https://wise-school.org/parents/>