

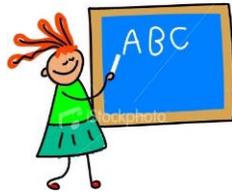


Parent Handbook

6920 Bob-O-Link Drive, Dallas, 75214

214.452.6223

Faculty



Ashley Carroll

Director/ Spanish/ Fairy Tale Fairy

Mrs. Carroll holds a Bachelor of Business Administration degree in Marketing from Southwest Texas State University. Mrs. Carroll worked as a flight attendant for nine years with Delta Airlines, and then worked as a sales' rep in the apparel industry. Mrs. Carroll decided to stay at home with her children and switch professional gears. She previously taught at White Rock United Methodist Church Discovery Center for working with two and three year olds. She then moved to NCDC where she taught years, acted as interim director for one year, and now as director. She is a church member at Northridge Presbyterian Church. She has taught Vacation Church School for and has been co-director and director of VCS. She has two boys. Her younger son attended NCDC.

Mitzi Mitchell

Two Year Old Class Teacher

Ms. Mitchell previously worked as a substitute teacher for HPISD, DISD, and NCDC. She received her Bachelors Degree from the University of Texas in Austin and Texas State University and worked in advertising and as a marketing manager for 20 years. Currently, she is pursuing a Masters of Education Degree. Ms. Mitchell has a daughter at Lakewood Elementary and 3 rescue dogs that she and her daughter adore!

Michelle Janssen

Two Year Old Class Teacher

Mrs. Janssen graduated from Oklahoma State University with a BA in Journalism and Broadcasting. She minored in Speech Communication. After graduation, she worked in public relations and marketing for 8 years. She has two daughters, one at Lakewood, and one at Lakehill.

Dusti Damon

Three Year Old Class Teacher

Mrs. Damon attended St. Edwards University in Austin where she studied Psychology and Art. She has two boys, one at Woodrow and one at J. L. Long Middle School. Her younger son is a graduate of NCDC. Mrs. Damon was a substitute teacher at NCDC for 2 years before joining the staff.

Nikki Jordan

Three Year Old Class Teacher

Mrs. Jordan graduated from the University of Alabama with degrees in Psychology and Human/Child Development. She moved to Dallas and worked for several years in the Mental Health field as a counselor in both residential and out-patient treatment. She decided to take time off from working in 2006 to start a family. She has two boys, one at Woodrow, and one at J.L. Long.

Kristin Trojan

Four Year Old Class Teacher

Mrs. Trojan holds a Bachelor of Science in Speech Pathology from the University of Texas at Austin. She provided remediation for speech and language disorders before moving to Dallas. Mrs. Trojan taught preschool for eleven years at White Rock North School, working with the 3 years olds and the pre-k class. She is an active member of First Presbyterian of Dallas, teaching Sunday School and co-directing Vacation Bible School. Mrs. Trojan has two daughters, one a freshman in college, and one at Woodrow.

Heather Kolodziej

Four Year Old Teacher

Mrs. Kolodziej is originally from Houston. She graduated from Texas A&M University with a degree in Early Childhood Education. She is a certified teacher, pre-K to 6th grade. She taught 7 years in the classroom, the last 5 years in 2nd grade in Plano ISD. Mrs. Kolodziej has two boys at Reilly Elementary. Her youngest attended NCDC. She is heavily involved in her early childhood group and serves on the PTA at her sons' school.

Rachel Larlee

Music and Movement Teacher

Mrs. Larlee was born in England and has recently moved with her family to Dallas from London in 2013. She has a Bachelor of Science in Psychology from Swansea University of Wales, specializing in Developmental Psychology. She then went on to complete a Post Grad Certificate of Education at Oxford Brookes University. She was taught at a vibrant Private Elementary School in London, specializing in the Early Years. Prior to that, she was Headmistress at a Christian Nursery School.

Her passions include instilling joy and wonder to children through music, nurturing each child's innate love of rhythm and rhyme.

She is a singer at her church and is also a licensed Life Coach. She has 3 sons, 2 who have gone through NCDC.

Our teachers attend annual training in Child Development, monthly staff meetings, and additional curriculum planning and evaluation sessions. All of the teachers have many years of early childhood experience.

Statement of Purpose

To develop and enhance each child's self-esteem, physical, social and emotional growth.

To encourage creativity and imagination through art and music.

To provide a variety of "hands-on" learning experiences.

To introduce children to quality children's literature.

To provide a caring, nurturing program staffed with qualified teachers.

To serve as an outreach of Northridge Presbyterian Church.

NCDC does not discriminate on the basis of gender, race, or religious beliefs.

Enrollment Procedures

Each child enrolled at NCDC must have a completed and signed Registration Form accompanied by a copy of current immunizations and a check for the registration fee. Registration begins each school year in January for the upcoming school year beginning that fall. Church Members, current students, and siblings of former or current students may register early and have first priority in registering for the upcoming school year. If space is available after early registration,

then new students will be accepted. Once enrolled, a note from the child's pediatrician stating that the child can attend pre-school, a signed Photo Release form, a copy of results of hearing and vision screenings (if applicable), and a completed "Getting to Know You" form must be turned in to the director. The forms must be turned in before or at orientation. The director will notify the parents of any policy changes initially via e-mail, then an updated Parent Handbook will be distributed to each family.

Fees

Registration, Tuition, Supply

Non Church Members

2's/ 3 Day Program (M, T, W)

Registration:	\$300	Non refundable
Supply:	\$ 75	Per Semester
Tuition:	\$510	Sept.- May Monthly
Per semester:	\$2370	Per year: \$4740 (includes supply fee)

3's/ 4 Day Program (M, T, W, Th)

Registration:	\$300	Non refundable
Supply:	\$ 75	Per Semester
Tuition:	\$520	Sept.- May Monthly
Per semester:	\$2415	Per Year: \$4830 (includes supply fee)

4's/ 4 Day Program (M, T, W, Th)

Registration:	\$300	Non refundable
Supply:	\$ 75	Per Semester
Tuition:	\$570	Sept.- May Monthly
Per semester:	\$2640	Per Year: \$5280 (includes supply fee)

Church Members

2's/ 3 Day Program (M, T, W)

Registration:	\$300	Non refundable
Supply:	\$ 75	Per Semester
Tuition:	\$460	Sept.- May Monthly
Per semester:	\$2145	Per Year: \$4290 (includes supply fee)

3's/ 4 Day Program (M, T, W, Th)

Registration:	\$300	Non refundable
Supply:	\$ 75	Per Semester

Tuition:	\$470	Sept.- May Monthly
Per semester:	\$2190	Per Year: \$4380 (includes supply fee)
4 Day Program (M, T, W, Th)		
Registration:	\$300	Non refundable
Supply:	\$ 75	Per Semester
Tuition:	\$520	Sept.- May Monthly
Per semester:	\$2415	Per Year: \$4830 (includes supply fee)

Payment is due on the first school day of the month. For those paying by the semester, the second payment is due upon return from Christmas Break.

All payments received after the fifth will be charged a late fee of \$10.00.

All payments received after the tenth will be charged a late fee of \$20.00.

Students whose tuition is not paid by the fifteenth may be dropped from the program and registration fees may be charged upon reentry.

A 30 day notice must be given when a student is exiting the program. Tuition will be charged for that period.

Checks should be made payable to NCDC and placed in the tuition bag in the director's office.

Hours of Operation

School hours are 9:30-2:00 for all classes. The 2 year old class is every Monday, Tuesday, and Wednesday, and the 3 and 4 year old classes are every Monday, Tuesday, Wednesday, and Thursday. Orientation is the Wednesday after Labor Day. NCDC follows the DISD elementary calendar concerning holidays and is in session September-May. NCDC is not in session June-August.

Drop-off and Pick-up

Parents/caregivers are required to bring the student(s) to the classrooms in the morning starting at 9:30 and pick up the student(s)

from the classroom at 2:00 in the afternoon. Each child must be signed-in and out using the Brightwheel App. Doors are locked at 10:00 and unlocked at 1:45. If a parent needs to visit the school during the day, please call or text the director, and you will be let in upon arrival.

Please notify the classroom teacher if there is to be a change in the person designated to pick up your child. People designated, but with whom we are unfamiliar, will be asked to show identification.

Your child needs the security of knowing that you will be on time every day. Student pick up is at 2:00. **A penalty of \$5.00 per five minutes will be assessed for pick-ups after 2:05.**

Discipline Management



The goal of the discipline management program is to encourage children to become respectful and responsible decision makers. We do not focus only on unacceptable behavior, but also use words of praise and encouragement for good behavior. Discipline is handled in a gentle, non-punitive manner. Natural, respectful and logical consequences are utilized. Students will be re-directed, and if needed, students may need a supervised time out from the group that will be limited to no more than 1 minute per year of the child's age. Parents will be notified of any extreme behavior that needs to be addressed.

Extreme behavior (biting, hitting, kicking, etc.) may require a conference between the parents, teachers, and director. In some cases, we recommend a therapist observing the student at school. If after 4 occurrences of extreme behavior, and the student does not exhibit signs of improvement, we reserve the right to suspend the student for 1 month. After 1 month, if the child returns and the previous behavior continues, we reserve the right to expel the child for the remainder of the school year.

Inclement Weather



In case of inclement weather, NCDP will follow the school closings for the Dallas Independent School District. Inclement weather days will not be made up. You will be notified before school through e-mail if the school is closed.

Attire

Children will be engaged in a variety of activities including outdoor play. They should be dressed in comfortable play clothes with sneakers or rubber soled shoes. Hats may not be worn in the classroom. A hat may be brought to school to be worn on the playground for sun or cold protection. It is advisable to apply sunscreen and bug spray before coming to school when necessary.

Supplies

All students should have a large zip lock bag containing one complete change of clothing, including underwear, pull-ups, socks, etc. Label clothing and bag. The bag will be stored in the classroom and used as needed.

Students in the 2 year old class should bring a small blanket for naptime (small pillow optional.) This should be labeled clearly. The blanket will remain at school and sent home periodically to be washed. Students wearing diapers or pull-ups should bring a package of wipes and a small package of diapers or pull-ups. Please label each.

Hearing and Vision Screenings

Hearing and vision screenings are required for students that are 4

years old. You must provide records showing your child has been screened, or an affidavit stating that the screenings conflict with your church or religious practices or denomination.

Illness



Your child must have the completed Medical Form and current immunization records on file.

If your child is ill, please do not send him/her to school. Children with the following symptoms may not attend school:

Fever within the previous 24 hours

Vomiting within the previous 24 hours

Diarrhea within the past 24 hours

Head lice

Impetigo, conjunctivitis, contagious diseases

If a child exhibits any of these symptoms while at school, the child's parents will be notified.

All parents are notified in case of any reports of head lice, contagious disease, etc.

Teachers and staff must abide by these same guidelines pertaining to illnesses. Teachers are also required to submit current immunizations each school year and present proof of flu shots each year.

Medications will not be dispensed at school, unless we have written and signed instructions from the parent(s) and an emergency plan from a pediatrician, or for cases where a child may need an Epi Pen.

In case of a medical emergency, one teacher will notify the director, CPR or first aid will be administered if needed, 911 called, and the child's parents notified.

Lunch, Snacks, Birthdays



Lunch:

Students eat in the classroom. Please provide a lunch and beverage daily. Parents are encouraged to pack items that students are able to open and handle independently.

Snacks:

Parents will be asked to provide snacks for the class for one week periods on a rotating basis. Teachers will inform parents of their assigned weeks.

Snacks should be low in sugar and when possible, individually bagged. All snacks should be the same. Avoid sending variety packs.

Suggestions of possible snacks:

Grapes and Chex mix

Apples slices and cubes of cheese

Baby carrots and Ranch dip

Cheese sticks and crackers

Beverages are not needed with snacks.

Birthdays:

Parents will generally be assigned to bring snacks during the week of their child's birthday. Parents may bring cookies or cupcakes on one of those days.

Allergies

Please be sure to include any allergies on the Registration Form and Getting to Know You Form. Additionally, alert the teachers verbally on or before the first day of school as to your child's allergy. Please give the office an emergency care plan to have on file in the office, if

applicable. Our primary responsibility is student safety. Allergic reactions can come on rapidly and be life-threatening. We will eliminate those foods from the school or classroom that have been determined to cause allergic reactions in children.

School Day Schedule



Schedules are posted outside of each classroom along with the monthly calendar.

Two Year Olds

Welcome/ Free Play
Centers/ Craft
Outdoor Play
Yoga (M) Music and Movement (W)
Circle Time/ Story Time
Spanish (M) and Fairy Tale (T)
Lunch
Outdoor Play
Snack
Rest Time
Dismissal

Three Year Olds

Welcome/ Free Play
Craft and Centers
Yoga (M) Music and Movement (W) Science (Th)
Outdoor Play
Circle Time
Lunch
Outdoor Play
Story Time and Snack
Spanish (M) Fairy Tale (T)
Circle Time/ Games
Puzzles/ Dismissal

Four Year Olds

Welcome/ Free Play

Yoga (M) Music and Movement (W) Science (Th)

Snack

Outdoor Play

Circle Time/ Letter (M) Math (W) Review/Theme (Th)

Learning Centers

Lunch

Spanish (M) Fairy Tale (T)

Learning Centers

Outdoor Play

Circle Time

Dismissal

Star of the Week



Students in the 2 Year Old Class and the Three Year Old Class will have the opportunity to be “Star of the Week.” Teachers will notify parents prior to their assigned week. Parents are asked to send a poster with pictures of their child, family members, pets, etc. The “Star of the Week” will tell students and teachers about the special events and people included in their photos. The poster will remain on display in the classroom during the week. The “Star of the Week” is usually also “Snack Man” and Line Leader.

Absences

If your child will be absent, please email or text the director and/or his or her teacher. Also, please inform us if your child has an illness that may be communicable.

Parent Participation



Parents are encouraged to participate in the classroom during the school year. You may share an interest, hobby, or talent. Some suggestions are listed below:

Play a musical instrument

Read a story

Introduce a family pet

Carve a jack-o-lantern

Craft activity

Simply speak with your child's teacher in order to plan the best time to visit the classroom.

There are several occasions during the year when parent assistance is needed. Teachers will notify parents as to the date and number of adults needed.

Also, if you are at the school and are a breast-feeding mother, you are welcome to sit in the director's office if you need to breast feed.

Parent Communication

Parent communication is a priority at NCDC. Drop off and pick up times are opportunities for parent/teacher communication. Also, if needed the director and teachers are happy to set-up meeting times to discuss any issues.

Additionally, parents receive a monthly newsletter informing parents of upcoming events, a class calendar listing the thematic units and art activities, a copy of the memory selection, color of the month song (2 year old class), shape of the month song (3 year old class), etc. E-mails are also sent each week by the director with reminders and

information pertaining to the week. We use the Brightwheel App too. We will use this app for important messages and inclement weather updates.

Parent Conferences are held in April. Students do not attend class on the day of conferences. Babysitting is provided during the conference time. Conferences will be scheduled for 15 minute periods. During that time, teachers will discuss the progress of your child. A written summation will be given to the parents. A Kindergarten Readiness Test is administered to students in the 4 Year Class. Results are shared with parents during the conference period.

The director and teachers are always open to answer questions or meet with parents as concerns arise. Staff members will be discrete and respect confidentialities. Also, the chair of the school board, Sara Wahl, is available if there are questions or concerns concerning the school's policies, procedures, teachers, or director. She can be reached at saralundellwahl@gmail.com.

Disaster Preparedness

Because your child's safety is of the utmost importance, we have devised an emergency preparedness plan in the event of a disaster, natural or otherwise. Staff and students participate in drills each month. If you would like to view the plan, it is on file in the center's office.

In case of any of these situations, teachers will retrieve their cell phones and class contact lists, dial 911, move or evacuate students, then begin to notify all parents of the details of any emergency situation. It is important to note that if electricity is lost to the building, then the land line phone will not work.

It also needs to be noted that Northridge Child Development Center is a gang-free, gun-free zone. Any offenses relating to organized criminal activity within 1000 feet of the preschool is subject to harsher penalty under the Texas Penal Code.

Curriculum and Curriculum Tools Or Why We Do What We Do

Greeting Students:

As students enter the building in the morning, they are greeted by the director. This brief exchange builds social skills such as maintaining eye contact, shaking hands and using a mannerly greeting. Children will begin the year using English and move to a Spanish greeting. Shaking hands will naturally teach children which is their right hand. Shaking hands also allows children to cross the midline. When your child spontaneously crosses the midline with the dominant hand, then the dominant hand is going to get the practice that it needs to develop good fine motor skills. If your child avoids crossing the midline, then both hands will tend to get equal practice at developing skills, and your child's true handedness may be apparently delayed.

Pocket Poems:

Research shows that children spend a large amount of time waiting... to use the restroom, to get water, to go to a different classroom, to go outside. When children become disengaged, they will find a way to occupy themselves that may not be desirable. These waiting moments can be engaging and provide opportunities for enriching learning. The Pocket Poems are organized by themes or units. Pocket Poems generally have the poem on one side and a visual to display to the children. The picture on the card reinforces vocabulary in the poem.

“Mozart in the Morning:”

Classical music is played in each classroom in the morning during center activities. The type of classical music is usually Baroque. Some researchers found that Baroque music was best to stabilize “mental, physical and emotional rhythms to attain a state of deep concentration and focus in which large amounts of content information can be processed and learned.” Baroque music, such as that composed by Bach, Handel or Telemann, that is 50 to 80 beats per minute creates an atmosphere of focus that leads students into deep concentration in the alpha brain wave state. Learning vocabulary, memorizing facts or reading to this music is highly

effective.” Some say that baroque music seems to be particularly better than other genres of classical music because it generally pulses between 50 and 80 beats per minute, which is close to the human heart.

Spanish:

Young children have a natural ability to learn languages, with 50% of this ability being developed in the first few years of life, 30% by age eight (Kotulak, 1996). The first three to four years of life are considered the best time for children to learn a second language, and is as easy as acquiring knowledge in their first language (Vos, 2008). The benefits of learning a second language in preschool are numerous, and bound to positively impact children's present and future academic and professional lives. Second language acquisition is tightly linked to increased performance in areas of social and academic development such as verbal communication, mathematical development and reasoning skills. It is also linked to increasing young children's cultural awareness and understanding of differences. Students in all classes attend Spanish classes once weekly. Students in the 2 year old class build a vocabulary base through songs, games and activities. Students in the three and 4 year old classes engage in the Salsa program. Salsa is Georgia Public Broadcasting's award-winning Spanish language series for young learners in kindergarten through the third grade. Puppets in familiar stories, digital graphics and animation teach the language.

Music and Movement:

Research shows that children who are actively involved in music (who play it or sing it regularly); do better in reading and math when they start school; are better able to focus and control their bodies; play better with others; and have higher self-esteem.

All classes attend Music and Movement class twice weekly.

Psychologists, neuroscientists, and experts in early childhood development have demonstrated that music helps children's brain cells make the connections needed for virtually every kind of intelligence. The curriculum follows the Musikgarten programs and links with the topics studied in the classroom. There is a strong focus on dramatic and imaginative movement and activities using scarves, instruments, and hoops. Students in the 2 and 3 year old classes concentrate on matching pitch and developing a sense of rhythm.

The children engage in echo singing as well as a variety of movement activities. Children in the 4 year old class play with the elements of music.

Event Days:

Event Days are planned in conjunction with the curriculum units. These days expand the unit and provide the students with an opportunity to build their experiential background. Event Days are scheduled once a month at a minimum. Examples of Event Days include: Pajamas and Pancakes, Fair Day, Mardi Gras, Western Day, Farm Animal Day, and Community Helper Day. We do not take field trips at NCDC. We like to say the field trips come to us. Every year, the school is visited by Mrs. McPeters. She brings farm animals (a duck, a rabbit, goats, and a sheep) for farm week and Tom the turkey at Thanksgiving. The fire department visits every spring. Santa and the Easter bunny also make appearances.

Gross Motor:

Students in all classes participate in targeted gross motor activities throughout the week. Each Monday, all students practice “Superman Monday” during circle time. This helps build the core. A strong core is the base for strong fine motor skills. Students will also engage in yoga poses during circle time. Your child’s muscles grow from proximal to distal, meaning that your child gains stability in areas like their shoulder and shoulder blade before they gain stability of smaller muscles such as those in the hand. If muscles are not gained in your child’s shoulder, then you may see difficulties with fine motor activities. Generally, stability comes from your trunk, to your shoulder, then to your elbow, wrist and finally the hand. Hand skills are developed from gross motor to fine motor. To build gross motor, students do easel activities, parachute games, and a variety of targeted activities often with balls, balance beams, and stepping stones developing coordination, balance, strength, and endurance.

Handwriting Without Tears:

The Handwriting Without Tears® curriculum draws from years of innovation and research to provide developmentally appropriate, multisensory tools and strategies for the classroom. The program follows research that demonstrates children learn more effectively by actively doing, with materials that address all styles of learning. All

students receive instruction in Handwriting Without Tears. Students in the 2 year old class learn to identify the names of the shapes that makes the capital letters. Students in the 3 year old class engage in the Mat Man activity as well as learning the name of the letters and how they are formed. The most intensive instruction is in the 4 year old class. Each child receives a copy of My First School Book with which they practice readiness and pre-writing skills.

Character Development:

The preschool focuses on a character trait each month. All student will learn a song to help them understand the concept. Lessons are incorporated weekly. Some traits include being a friend, being industrious, trying again, and having determination.

Numbers Plus Preschool Mathematics Curriculum:

This curriculum is a comprehensive set of detailed plans for small and large group activities developed by High Scope. Aligned with the standards of the National Council of Teachers of Mathematics and developed under a grant from the Institute of Educational Sciences, U.S. Department of Education, Numbers Plus is divided into five content areas: Number Sense and Operations, Geometry, Measurement, Algebra, and Data Analysis.

Fairy Tale Fairy:

“If you want your children to be intelligent, read them fairy tales. If you want them to be more intelligent, read them more fairy tales.” —
Albert Einstein

Fairy tales are very important for a child’s imagination and creativity. Below are eight ways fairy tales are beneficial:

1. Fairy Tales Show Kids How to Handle Problems
2. Fairy Tales Build Emotional Resiliency
3. Fairy Tales Give Us a Common Language
4. Fairy Tales Cross Cultural Boundaries
5. Fairy Tales Teach the Parts of a Story
6. Fairy Tales Develop a Child’s Imagination
7. Fairy Tales Give Opportunities to Teach Critical Thinking Skills
8. Fairy Tales Teach Moral Lessons

Weekly, the Fairy Tale Fairy visits each class. Each month one fairy tale is explored. The first week, the children hear the story read in the traditional manner. The second week, the children retell the story

using puppets. The third week, the children listen to the story but with a twist (told from a different character's perspective, different setting, etc.) The fourth week, the students participate in an activity connected to the story.

Little Scientists:

The science teacher visits the 3 and 4 year old classes weekly. Each month a unit of study is explored (my five senses, plant life, etc.) Weekly, the students are involved in hands on activities and experiments to help them understand their world. Teaching child science topics at a young age during preschool can help to build a lifelong interest in the subject. Additionally, early science experiences can set a child up for school success by fostering positive attitudes toward learning. The foundational science skills that a preschool teacher imparts to the young child can help that student to think critically, problem solve and better understand the world around him or her. More specific concepts such as learning about animals, plants, weather and the physical world are also important components to the early science education that can benefit the child later in life.

Letter of the Week:

The students in the 3 and 4 year old classes will study one letter per week. The order in which the letters will be studied is based on Handwriting Without Tears. The curriculum for letter sounds is based on Jolly Phonics. The class will explore the letter and its corresponding sound through a variety of activities. Students will use gross motor skills to "draw" the letter in the air. Students will use fine motor skills and develop cultural awareness while learning the letter in American Sign Language. Students will develop listening skills while hearing songs that emphasize the sound of the letter. Students will receive a binder to keep at home at the start of the school year. Each student will bring home a letter each week to place in their binder.

Teaching Tools:

- 1) Water Drawing Board, used monthly to teach students to focus. The teacher "paints" a basic picture on the board and asks the students to watch carefully as it fades.
- 2) Dry Erase Boards
- 3) Magnets and Magnet Boards, used with to help learn letters

and numbers.

- 4) Felt Boards, used to tell stories.
- 5) Flip Charts and Nursery Rhymes, used in the 2 & 3 year old classes.
- 6) Individual Chalk Boards, used in the 4 year old class to practice writing letters.

Poetry Selections:

Each month, the children will commit to memory a poetry selection. The students in the 2 and 3 year old class will learn a Mother Goose nursery rhyme while the students in the four year old class will learn a children's poem or a selection from classic writing. This type of memorization task exercises the brain, giving it strength to retain more information. Researchers found that through extended exercises in rote learning, learners can actually recall more information overall. As students spend time memorizing passages, tables, anything at all, they learn to find focus. Educators have found that students who were required to memorize from an early age often go on to have more capacity to focus on educational tasks as high school and college students. Students will also learn pre-reading skills. They learn that the written word corresponds with the spoken word; we read from left to right and top to bottom.

Color and Shape of the Month:

Students in the 2 year old class will focus on a color of the month. Students are encouraged to bring a small item (preferably one that may not be returned) ex: a ribbon, a crayon, etc. Students in the 3 year old class will focus on a shape of the month. They will play games and sing songs about each shape.

Thematic Units:

The thematic unit is the content and structure for organizing learning activities. Through units, children are able to develop skills and learn information about the topic being studied. Preschool themes are based on children's needs, interest and developmental level. Children begin to understand the world around them through thematic activities.

Centers:**1) Blocks**

When children build with blocks they are developing control of the small muscles of their fingers and hands. In the Block & Construction Center children let their imaginations soar while learning to think, plan, and develop problem solving skills. Children role play, explore, build cooperatively, sort, group, compare, arrange objects, observe similarities and differences and create patterns in their structures. Children also learn to deal with the spatial and structural challenges of balance and enclosure.

2) Reading

When young children are exposed to books, they learn how books work and that print carries meaning. As children explore page by wondrous page, they develop reading skills, including: vocabulary, reading comprehension, letter and print knowledge, and sound recognition.

3) Dramatic Play

In the dramatic play area, children have the opportunity to role play real life situations, practice language, develop social skills, release emotions, and express themselves creatively.

4) Practical Life (Housekeeping)

In the Practical Life center, children learn the social skills of cooperation, sharing, negotiating, expressing emotions and taking turns, all through play. While children practice and learn important self-help and life skills, they develop large and small muscle coordination, a longer attention span, independence, self-discipline, self-confidence, self-esteem, and friendships.

Chapel:

Students in the 3 and 4 year old classes will attend chapel every Friday. The director of Christian and family ministries at Northridge leads the children in chapel where they will hear a non-denominational Bible story and sing songs with the music director.

Preventing and Responding to Abuse or Neglect of Children

The teachers at NCDC are required to complete 24 hours of training each year. A portion of that training is required to focus on preventing and responding to abuse or neglect of children.

If any abuse or neglect is suspected, the teachers will follow these guidelines:

- 1) Each teacher is required to keep a written log describing what is observed or said by a child suspected of being abused or neglected. This documentation must be dated and verified by another teacher.
- 2) The director will be notified of these observations.
- 3) The director will keep a log of conferences with the teachers about the observations made of the child in question.
- 4) The director will observe the child in question and document observations.
- 5) The director will place a call to Child Protective Services or the Child Abuse Hotline.
- 6) The teachers and director will act upon the advice of Child Protective Services or the Child Abuse Hotline.

If a parent is a victim or suspects a child is a victim of abuse or neglect, he/she can contact the Texas Department of Family and Protective Services Dallas intake office at [214-583-4253](tel:214-583-4253) or on their web site, www.dfps.state.tx.us. To call the Child Abuse Hotline, dial [1-800-252-5400](tel:1-800-252-5400) or visit their web site at www.txabusehotline.org.

Northridge Child Development Center follows Minimum Standards for Child-Care Centers. These standards can be viewed at www.dfps.state.tx.us along with the most recent licensing report.

(Please detach, sign, and return this form below to the NCDC office)

Date: _____

I have received and read the Northridge Child Development Center Parent Handbook and understand the policies and procedures outlined in the handbook.

(Parent or Guardian's Name Printed)

(Parent or Guardian's Signature)