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| **Jaymes Christian academy**  **early learning center**  ***“loving god, loving ourselves,***  ***loving others”***  **Parent Handbook** |
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**Welcome to Jaymes Christian Academy**

**Early Learning & Family Resource Center**

We are pleased that you have chosen Jaymes Christian Academy Early Learning & Family Resource Center as your “partner” in the care and education of your child. Our families are made up of employees, students, and community members. Like you, we are interested in your child’s whole development. Our commitment is to provide you and your child with the best in child care and education. This handbook is given to all parents at the time of enrollment of their child in the child care center, and is designed to acquaint you with our policies and procedures. In addition to our policies, we are licensed by the state of Tennessee and abide by state rules and regulations.

CENTER MISSION STATEMENT

Through a quality program, Jaymes Christian Academy will provide care and education based on best practices.

CENTER PHILOSOPHY

We believe in the development of the whole child. Our curriculum is designed to focus on the spiritual, creative, emotional, intellectual, physical, and social growth of each individual. The purpose of our approach is to foster competency in the young child. While the emphasis is on children, family involvement is encouraged and supported.

We have several goals for children.

- to develop a love for God and an understanding of God’s love for them

- to be competent and confident in their abilities

- to be self-directed in a constructive, creative manner

- to be successful in future educational experiences

- to develop a love for learning and the ability to know how to learn

- to develop self-control and a sense of right and wrong

- to feel good about who they are

- to learn cooperation with other children as well as adults

- to reach their full potential in emotional, intellectual, physical and social development

Principles of Child Development and Learning

1. Domains of children’s development – creative, emotional, intellectual, physical, and social are closely related. Development in one domain influences and is influenced by development in other domains.

2. Development occurs in a relatively orderly sequence, with later abilities, skills, and knowledge building on those already acquired.

3. Development proceeds at varying rates from child to child as well as unevenly within different areas of each child’s functioning.

4. Early experiences have both cumulative and delayed effects on each child’s development; optimal periods exist for certain types of development and learning.

5. Development proceeds in predictable directions toward greater complexity, organization and internalization.

6. Development and learning occur in and are influenced by multiple cultural and social contexts.

7. Children are active learners, drawing on direct physical and social experiences as well as culturally transmitted knowledge to construct their own understandings of the world around them.

8. Play is an important vehicle for children as well as a reflection of children’s development.

9. Development advances when children have opportunities to practice newly acquired skills.

10. Children demonstrate different modes of knowing and learning and different ways of representing what they know.

11. Children develop and learn best in the context of a community where they are safe and valued, and their physical needs are met.

12. Parents are a child’s first teacher and most important influence in their life.

POLICIES AND PROCEDURES

Waiting List Priorities

Priority for available spots is given to families already enrolled. **Having priority does not guarantee that space will be available when needed.**

Registration

A non-refundable enrollment fee of $50 per family is due at the time of registration. The first week’s tuition is also due with the registration fee. These fees must be paid and required documentation turned into the office **prior** to your child’s starting date.

Documentation Required For Your Child’s Records

1. A completed registration packet.

2. An immunization record, complete with the Doctor’s name.

3. A Well Child Form from your Doctor.

4. Authorization for pick-up/emergency cards.

5. A copy of any court orders regarding child custody/visitation issues.

Programming

The center is open Monday through Friday from 6:00 a.m. to 6:30 p.m. Part-time programs are available for Toddlers and Preschoolers. The part-time programs consist of full days Monday, Wednesday and Friday, or Tuesday and Thursday.

Late Fees

Parents must adhere to the hours of the center. A fee of $1.00/minute, per child, will be charged for late pick-ups. This is necessary because of staffing ratios, which must be strictly followed. A late notice statement will be completed and added to the next billing statement. The clock in the front office is our time clock.

If we are unable to contact a parent or guardian within 30 minutes of the centers closure at 6:30 p.m., we will notify the Police Department. At 45 minutes past closure, we will contact the Police Department and Child Protection Services.

Tuition Rates

Tuition rates are subject to review and change each year. See brochure for current rates.

Payments

The office staff is able to accept cash, checks, money orders, or credit cards at this time. Please make checks or money orders payable to JCA and drop in the designated payment box located in the foyer of the center. Please put your child’s name on your payment**.**

**Please Note**: There is a $35 charge for returned checks.

Once every two weeks you may request a billing statementin your parent folder located in your child’s classroom. The statement will reflect charges for the upcoming two weeks. You may choose to pay for the entire two weeks or one week at a time. Payment must be made prior to 10:00 a.m. on the Friday due date. Each billing statement will reflect payments made, payments due, and any past due balance. A past due balance will be assessed a $30 late payment charge. Any outstanding balance equal to two weeks of your child’s tuition will result in disenrollment. The Director may consider special payment arrangements on a case-by-case basis.

As your child’s legal guardian it is your responsibility to work out payment arrangements with an estranged spouse, relative or other entity.

Refunds

No refunds in tuition are made for absences.

Orientation

Before your child starts care, you and the assigned Head Teacher will meet to discuss your child’s classroom policies and procedures.

Attendance/Cancellations

Please notify your Teacher or the Director if your child will be absent on a scheduled day of attendance. We do worry. If circumstances cause you to withdraw your child, you must submit a written notice of your exit date to the office two weeks prior to your child’s last day of care. If the center is not notified in written form, we will continue to bill your account for two weeks.

Vacation and Holidays

All full-time children will be awarded a one-week “vacation” after one year of enrollment has been accrued. Vacations will be granted the day after your one-year anniversary date. Vacations must be used in one-week intervals before the next anniversary date. Your child may not attend the center during his/her vacation week. Vacations cannot be carried over to the next year. Please notify the Director in writing one week prior to your free “vacation week”. The center will be closed in observance of the following holidays: Good Friday, Memorial Day, Independence Day, Labor Day, Thanksgiving Day and following Friday, Christmas Eve, Christmas Day and the day following Christmas if on a weekday, New Year’s Eve at 2 p.m., New Year’s Day. Tuition is not reduced for holidays.

AUTHORIZED PERSONS

Emergency Contact Information

Each parent must have on file a list of names and phone numbers of emergency contacts. The emergency contacts are persons in the area who are authorized by the parent(s) to pick up and/or care for the child in case of illness or emergency when the parent cannot be reached. Please be sure the persons whose names you give are aware that they have been listed for this purpose and that staff members will ask for identification of any person with whom they are not familiar. Please ask them to stop by the front office when they are picking up your child. In the case of legal issues, the registered parent must indicate who has legal custody and who may pick up the child on the enrollment form. We assume no liability if not properly advised. If you won’t be at the number you have listed to contact you during your child’s day at school, please leave a note with a staff member and/or on the sign-in sheet with the number at which you can be reached. Whenever there are changes to be made, it is your responsibility to update the emergency cards located in the center’s front office and your child’s classroom. Written authorization is required for changes in this respect. **Children will only be released to persons whose name appears on the emergency cards.**

Special Circumstances

If a staff member suspects that the person picking up the child is under the influence of alcohol or drugs, the child will not be released. Another person authorized to pick up the child will be called. The safety and well-being of the children in our care is of primary importance. If any child care staff believes that an adult who is picking up a child is not in a condition to drive or adequately care for the child’s safety, the staff will not release the child to the adult until the child’s safety is assured. Staff will offer to call a cab for the person or call another authorized adult to assist in picking up the child. Determining whether or not to release a child in this situation is difficult for the parent, the child, and the staff member.

DAILY ROUTINES

We ask that all clothing be appropriate for child care. We do many fun and messy activities. Although children always have access to smocks and are asked to wear them for messy types of activities, there may be mishaps. We don’t want to ruin anything that is special to you or your child. We ask that you leave at least one complete outfit for your child here at school. Extra clothing should be brought to the center in a one gallon zip lock bag with your child’s name on it. Because children grow so fast, it is important to check the fit and weather appropriateness of these extra clothes from time to time. **Always label everything with your child’s name.**

Communication

The parent bulletin boards contain items pertaining to fundraisers, conferences, parent involvement, and many other items we feel may be of interest to you. The foyer has a general information board. Every other month, a center newsletter will be published and placed in the foyer for you to pick up. Parent-teacher conferences are scheduled each semester; however, you can request a parent-teacher conference at any time.

Cubbies

Your child will have a cubby at school for storing personal belongings. Some children may have to share their cubby with another child. Please check the cubby daily for your child’s artwork, etc. Also, please help your child learn where his/her cubby is located. Due to space restrictions, please do not bring backpacks to the center. Infant and toddler parents are encouraged to avoid leaving diaper bags at the center if possible.

Discipline

Children are taught the importance of being a friend and treating others with care and respect. It is our belief that the goal of discipline is to help young children gain inner self-control so they become aware of what is acceptable behavior. If unacceptable behavior is displayed, we explain why the behavior is inappropriate. If the behavior continues, the child will be directed to another activity. A child continuing to have difficulty will be removed from the activity for a short period of time in order to regain his/her self-control. The general rule for “time out” is one minute per year of age, up to five minutes maximum. Time out is used as a skill building tool, not punishment. If you see a problem or have witnessed a situation you do not understand, please see your child’s Head Teacher right away.

We try to foresee and prevent problems by structuring an appropriate environment and setting basic limits. These limits are mainly for reasons of safety and respect for oneself, for others, and for property. These limits are explained or shown to a child at the outset in terms that s/he can understand. Negative “attention seeking” behavior is ignored if at all possible. Discipline shall be fair, reasonable, consistent, and related to the individual behavior. Corporal punishment is never used. **Parents also are never allowed to use corporal punishment at JCA**.

As your partner in caring for your child, it is important that good communication exist between the home and our center. If your child is experiencing a change in the home environment that may result in changes in behavior, it is important for you to notify your teacher. Your teacher will keep you informed of any behavioral concerns that may occur with your child at the center. Every effort will be made to resolve any problem that may occur.

Severe Behavior

Young children can present challenging behavior as they learn to interact appropriately in the educational setting. Jaymes Christian Academy is committed to using positive guidance strategies when teaching young children how to manage their own behavior.

Developmentally appropriate guidance and classroom management promotes positive social skills, fosters mutual respect, strengthens self-esteem, and supports a safe environment. However, at times some children will exhibit severe behaviors that cannot be managed within the classroom setting. Severe behavior is defined as:

• Danger to self or others (examples include but are not limited to : head banging, excessive biting that breaks the skin, hitting, hair pulling, using objects to inflict bodily harm, etc.) and/or

• Disruptive behavior that creates chronic interference to classroom activities (examples include but are not limited to: tantrums, screaming, foul language, severe or chronic non-compliance or defiance.)

The Center has developed procedures to deal with such cases of severe behavior. In these situations, the parents will be contacted. The parents will need to meet with the teacher and/or the director to discuss the situation and appropriate measures. Behavior that is chronically unacceptable may be an indicator that further support or assessment is needed. This support may include a referral process for further assessment and additional outside services. If the Center’s procedures for dealing with severe behavior problems do not result in the restoration of an acceptable and safe educational environment, the Center Director reserves the right to temporarily or permanently remove a child from the Center.

Hygiene

Children will be encouraged to learn good hygiene habits. Children will be guided by teachers to wash hands with soap and water before and after meals and snacks, after using the toilet, and before engaging in any cooking activity or water play.

Outdoor Play

Please bring appropriate clothing for the weather (i.e., sweatshirt, jacket, gloves, and hat). **Please remember to label all clothing**. Unless the weather is extremely severe, we will go outside for much needed fresh air and large motor play. If your child is too ill to go outside, s/he should be kept home.

Rest Time

The children have a rest period each day.

* Infants 6 weeks to 12 months nap on their own schedules. Crib sheets are provided.
* Toddlers & preschoolers have a routine that is followed.

To protect your child’s health, sheets are sent home to be laundered each week. Cots are sanitized regularly. Parents should provide a familiar small blanket and sheet to help soothe a restless body. Please bring a pillow case for us to store your child's bedding in. Please label the blanket and remember to take it home at the end of the week for cleaning.

Lunch/Snacks

Each day, the center furnishes infant, toddler, and preschool children with a morning snack, lunch, and an afternoon snack. Menus are posted in the hallway outside the kitchen. Arrangements may be made with your teacher if you would like to provide a snack for a birthday party or special event. Please note, due to food allergies, any food brought to the center must be preapproved by the Director, be store bought and in its original container. Milk must be offered to all children as mandated. Children with a dairy/milk/food allergy must have on file a written exclusion from their physician.

Toys

We ask that all toys, with the exception of toys for sharing days, stay at home. This assures they will not be lost or broken while at school. Any toys that are brought to school will remain in the child’s cubby until pick up time.

ARRIVAL AND DEPARTURE ADJUSTMENT

Arrival

The center opens at 6:00 a.m. each morning. We encourage children to arrive by 8:50 a.m. so they may fully participate in the morning activities. Parents **must always** accompany their children **in** and **out** of their classroom. Upon your child’s arrival and departure, please be sure a staff member in your child’s classroom is aware that you are present and are either dropping off or taking your child home. Share information that will help teachers with your child; in turn they will share information about your child’s day. According to Child Care Licensing regulations, you must sign in your child using your signature (initials only is not acceptable), time of arrival, and time of departure. For the safety of your child and in the case of an emergency, please be sure to follow this regulation. Once you check your child out, we recommend that you hold your child’s hand until they are safely in your vehicle. If you have more than one child enrolled at the center, please do not allow your child to roam throughout the center while you pick up your other child. Parents, also, please be mindful that while your child’s teacher enjoys sharing details with you about your child’s day, they are still responsible for the other children in the class.

Guidelines for a Smooth Separation

When you arrive at the center, plan to spend a few minutes with your child. Seek out a familiar adult or favorite activity. A teacher will be there to greet you, especially if you and your child are new to the center. Sometimes children need to share this time with parents before they can try it on their own. Interestingly, in most cases when children sense their parents’ willingness to spend some time with them, they feel comfortable enough to move out on their own. However, when they think parents are anxious to leave, children sometimes feel they have to cling all the more. When you leave, be sure to say good-bye, then follow through and leave. Continually returning makes it more difficult for the child and parent to separate.

When you depart, your child may cry and protest. This protest is what psychologists call separation distress. It is part of the normal developmental process of establishing an independent and autonomous existence, separate and apart from parents. The intensity of a child’s distress seems to depend mainly on the child’s personality and temperament. It also depends on the way

teachers handle the anxiety and the way in which parents leave. Children may show this kind of behavior at the initial separation. As they become familiar with the teachers in the classroom their protest will taper off. If you are experiencing difficulties in this area, please let one of the teachers know. If you feel a need to insure your child’s adjustment, please feel free to observe your child and his/her interactions in the classroom from the office cameras.

**Please note** that the center has an open door visitation policy for parents. However, there may be occasions when seeing your child is a disruption to other children; please remember to consider the needs of others. Thank You.

Departure

Parents sometimes find it difficult to get their child to leave at the end of the day. It is important for the parent not to feel rejected or unneeded when this happens. In fact, the child may be feeling more secure with a parent present, and may feel freer to participate in activities with other children. If possible, it is helpful for the parent to come into the room and tell the child that they will be leaving soon. However, if a speedy exit is necessary, tell the child that it is time to go and stick to the decision. Our teachers will support you by telling your child it is time to go. If you have questions, teachers are able to help with this process. Take the time to stay with your child at the center when time permits.

HEALTH ISSUES

No-Smoking Policy

This is a non-smoking facility. No smoking is permitted inside the building at any time. Smoking is also prohibited within 50 feet outside of center.

Sick Child Policy

For the safety and health of all our children and teachers, sick children need to be at home. Please do not send your child to school if s/he has had any of the following described conditions during the previous 24 hours. Also be advised, if your child exhibits any of the following signs while at school, s/he will be isolated immediately and you will be contacted to come pick up your child. When you have been contacted because of illness, please pick up your child within the hour. It is very important you have alternative care for your child when s/he is sick. We know it can be a very frustrating time when a child is sent home because of illness. No tuition adjustment will be made for absences due to illness.

Medical Conditions

1. Diarrhea (2 or more loose stools).

2. Difficulty or rapid breathing.

3. Asthma or severe upper respiratory infection unless parent provides evidence that child is under physician’s care.

4. Vomited within last 6 hours.

5. Yellowish skin or eyes.

6. A temperature of 100.4 degrees Fahrenheit or higher and/or has had a fever during the previous 24 hours.

7. Mucus with green or yellow color, unless child has been on antibiotic therapy for 24 hours.

8. Undiagnosed rash.

9. Sore throat.

10. Severe cough.

11. Chicken pox, pertussis, measles, mumps, rubella, impetigo, diphtheria or herpes simplex.

12. Untreated scabies, tineacorporis or capitis (ring worm).

13. An ear infection, unless provided notification that child is under physician’s care.

14. Untreated head lice.

15. Pinkeye.

Please notify the school at once if your child has been exposed to a communicable disease

Medications

We do not administer medications at the center. If your child has prescribed medication then it must be administered before coming to the center for the day or after you have picked your child up from the center.

Prevention

Because young children are vulnerable to infectious diseases, we encourage you as the parent to be aware of our health policies as stated. Prevention of illnesses or contagious diseases is critical. We encourage you to:

1. Do a brief assessment of your child’s health each morning. Please do not bring a sick child to the center.

2. Provide disposable as opposed to cloth diapers.

3. Provide disposable wipes.

4. Be aware that low-grade fevers may be associated with an infection or illness, and not “just teething”.

5. Keep front office and classroom emergency cards up-to-date.

6. Dress your child appropriately – according to weather, etc.

7. Be aware that on short notice you may have to pick up your child due to illness.

Sanitation Procedures

Parents must supply disposable diapers and wipes. Changing areas have running water and are disinfected after each use. Teachers wear a fresh glove each time they change a child’s diaper. Every precaution is made to keep the diaper changing areas as germ free as possible. Licensing regulations are adhered to in all areas of sanitation procedures. Our current Child Care License is posted in the front office. The Health Inspection Certificate is posted in the main kitchen.

Injuries

The staff makes every effort to ensure the safety of your child. Unfortunately, accidents do occur. As a partner in the care of your child, we realize that you will want to be aware of your child’s injuries or illnesses that occur at the center. In order to keep you informed, we will provide you with an Accident and Incident Report for each occurrence. In case of a serious injury, we will make every attempt to contact you for instructions. If we cannot reach you, we will call the person you have indicated on the emergency card to make medical emergency decisions about your child. Please keep all these numbers updated. Your signed emergency medical release will also assist us in obtaining prompt medical attention. A staff member will stay with your child until your arrival. Staff will not administer medical treatment, other than emergency first aid. All staff will be provided with CPR and First Aid Training.

DRILLS and EVACUATIONS

Fire Drills

Emergency fire drills are held monthly to acquaint your child with evacuation procedures. This may make quite an impression on your child the first time a drill is held, but your child will soon become accustomed to it and know just what to do. Our center is equipped with a fire alarm system, and fire extinguishers are placed throughout the building. The Fire Marshall Inspection Certificate is posted in the front office.

PROGRAMS

If you have questions about any of these programs, you are welcome to ask a Head Teacher or the Director.

Infant - 6 weeks to 18 months

The infant program provides a loving and nurturing environment for 6-week to 18-month-old children. This full-time program allows staff to help children develop a sense of security with their environment.

Our goals in the infant program include care, education and love.

* We provide gentle care to meet the daily needs of diapering, feeding, and sleeping. By earnestly working to meet the infant’s basic needs, we create a healthy and safe environment.
* We offer many different activities to enhance the infant’s educational experience. Infants learn to explore in a safe and loving environment, at their own pace and in their own way.
* The love we provide for the children is conducive to emotional and physical security. We hold, rock, and spend one-on-one time interacting with the children.

Children learn through active involvement in play. We provide experiences that allow children to succeed. Children develop their senses and skills through exploring and playing. The essence of quality care for infants and young toddlers depends on the intimacy a caregiver develops in the relationship with a child. Working towards understanding and generously meeting infants needs provides the best care possible for infants. Teamwork between home and the infant room is vitally important. The needs of infants are ever changing, which means communication among adults is the best way to support each child’s care and education. Our promise to you and your infant is to provide quality care, education, and love. We also make the transition to the toddler area easier on the children by initiating the bonding process early. A shared group playtime with toddlers and new teachers alleviates the stress of separation from the infant area.

Toddler – 18 to 36 months

This program is designed to accommodate the development of self-help skills needed for children 18 months to 3 years. The children are introduced to new and exciting sensory experiences. A consistent program of developmentally appropriate activities helps to nurture a positive “can-do” attitude.

Teachers in the toddler area believe in the right of every child to a safe, nurturing, supportive environment where children can reach their full potential. Our goal is to facilitate the growth of each child through a carefully planned curriculum encouraging children in each area of development. Cognitive, emotional, physical, and social domains are developed using hands-on experiences and sensory activities focusing on the process, not the end result. Each child is allowed to progress at his/her own rate in a developmentally appropriate environment based on best practices.

The program provides a well-balanced curriculum that includes teacher and child-initiated activities, large and small groups, active and quiet times, indoor and outdoor play, fine and gross motor fun, individual and group needs, and structured and unstructured activities. Children are allowed to choose from activities in various learning centers: art, blocks, dramatic play, language arts, manipulatives, music, reading, and sensory play. The child’s ability to choose activities fosters a positive outlook toward the learning process. During this time of constant growth and exploration by busy toddlers, we encourage a “can do” attitude to promote many self-help skills and develop a healthy self-concept. Washing hands, participating in toy cleanup, clearing their table space after eating, and potty learning are a few of the self-help skills we work on daily.

Since we believe that the child care center is an extension of the home, it is crucial that parents are closely involved in our program. The transition from home to school has remarkable results when all parties have an open communication system. A child’s self-esteem and happiness are greatly enhanced when the care and education provided by parents and teachers are a team effort. Through the diversity of our program it is our hope that the children will value the uniqueness of the people around them as they meet the day to day challenges of life.

Preschool – 3 to 5 years

This program offers a variety of hands-on activities and experiences. Through play, children age three to five create, explore, and pretend. Planned activities and consistent daily schedules are balanced with free time to create a developmentally appropriate setting that enhances the preschooler’s love of learning.

The purpose of the preschool is to provide a safe and caring environment for children, while meeting their individual creative, emotional, intellectual, physical, and social needs. We believe this development happens by creating a warm and trusting atmosphere where children can establish a sense of security through a combination of hands-on experiences and active involvement in play. We also believe in making every effort to involve parents in the education of their children. A child’s self-esteem is to be valued and enhanced. We therefore use positive guidance techniques and look for the strengths in all children. We promote play as an important avenue for learning and enjoyment. Through play children discover, pretend, test, classify, organize and interact with others. Play calls for imagination, initiative, and purpose. We acknowledge the importance of a child’s unique and intrinsic sense of wonder. We therefore provide a variety of hands-on activities and experiences to encourage exploration, manipulation, problem solving, and sharing. We believe in offering choices for children, giving them a sense of empowerment and self-control. This is accomplished by balancing structured and unstructured daily activities, and offering individual, small and large group interactions. Most importantly, we believe in and respect a child’s right to be a child. We encourage discovery, fun, laughter, and success.

Transitions

Upon completion of one program, the child is gradually introduced into the next age group. A meeting between the new Head Teacher and parents will help facilitate a smooth transition for all.

Videos in the Classroom

Videos are occasionally shown in the classroom to educationally enhance the early childhood experience. Occasionally, videos are shown for entertainment purposes, but these are age-and group-appropriate. The quality, quantity, and purpose of videos shown to children are important considerations in a group care setting. When a child brings in a video to have shown to the other children, there is much we need to consider. Does it have educational relevance? Is it appropriate for the group of children (too long, scary, etc.)? Does it contain some material other parents may find objectionable? Parents can help us in this effort by letting their children know parents need to talk with Head Teachers about bringing videos into the classroom. Our guidelines are as follows: the use of media such as television, films, and videotapes is limited to developmentally appropriate programming that has been previewed by adults prior to use. Another option for activity is always available; no child is required to view the program. Staff discusses what is viewed with children to develop critical viewing skills. Media are used as special events, rather than as part of the daily routine. Television, videotape, and other forms of media have the potential to be effective educational tools for children. Media will be used constructively to expand children’s knowledge.

PARENT INVOLVEMENT PROGRAM

Parent involvement at the center is one of the most important components of the program. We feel that parents and teachers working together facilitate learning and role modeling for children. We also feel that parents’ involvement in their child’s program is crucial for success.

We have several goals for parents.

* To feel good about their role as parents.
* To gain insight into the behavior of children in general and their child in particular.
* To provide an atmosphere of acceptance, caring, and support where parents and teachers work as partners in the care and education for children.

Center Assistance Group (CAG)

Families and staff work together to form a Center Assistance Group (CAG). This group functions as a sounding board for all center adults involved in creating a nurturing and educational environment for the children. The CAG mission is to assist the center in promoting family-focused child care and education.

Parent Hours

Parents have many opportunities to become involved at the center. The variety of involvement options allows single-parent families and working parents to participate even when they are unable to spend time at the center. Our parent involvement activities are fun and informative. There are a variety of ways for you to participate in your child’s care and education. The following are some examples:

* 1. Workdays - clean up, painting, and maintenance of the school.
* 2. Fundraisers – garage sales, bake sales, carnival, etc.
* 3. Any hours spent in the classroom interacting with children.
* 4. Work on projects at home for the school – repairing books, cutting out art activities, making flannel stories, sewing, etc.
* 5. Attending parent workshops given by the center.
* 6. Serving with the CAG – input into policies, parent education, fundraising, enrollment and recruitment, planning social gatherings, and charity involvement.
* 7. Assisting on field trips with the children.
* 8. Requested materials for the school. Please check with Head Teachers for needed materials.
* **Your ideas are appreciated**.

SPECIAL EVENTS

Birthdays

Birthdays may be celebrated at the center. Please contact your child’s Head Teacher. The center can provide a list of birthday ideas regarding food. For health regulations, it is required that all food be store bought. Food may not be prepared at home.

Holiday Celebrations

Holidays represent opportunities for young children to learn about the celebrations various cultures observe. Certain holidays are recognized in the preschool classrooms in ways that are consistent with the individual program’s curriculum and the age of the children. Examples include (but are not limited to) Halloween, Thanksgiving, Hanukkah, Christmas, and Easter. The center staff, however, recognizes, understand, and value other holidays which reflect the cultural diversity represented among our families. Teachers encourage all parents to propose the observance of additional holidays that reflect their family background and traditions. Such celebrations represent unique opportunities for children to experience and understand various cultural heritages.

Transportation/Field Trips

We do not provide transportation to and from school. For special field trips, transportation may be arranged. Parents will be notified prior to any field trips. Parental permission is required before children may be transported on a field trip. Parents may be requested to join a field trip event. Please watch for special event information.

**Thank you for choosing Jaymes Christian Academy Early Learning & Family Resource Center. You and your child are important to us; please let us know if we may help you.**

Parent Acknowledgement

I acknowledge that I have read and understood the parent handbook. I fully understand its policies and assume financial responsibility for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (child) tuition at Jaymes Christian Academy.

Parent or Guardian \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_