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# FAMILY HANDBOOK

## Piedmont Global Preschool and Child Care

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Piedmont Global Preschool and Child Care LLC  
**Family Handbook**  
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Dear Newcomer,

We would like to warmly welcome you to the Piedmont Global Preschool family. We realize that there are many child care options in the Triad area and we are honored that you have entrusted us with your precious little one(s). Each unique student excites us and we are looking forward to sharing our passion and philosophy for young children's learning with you.

At PGP you will find that we are open and honest about the joys and challenges of the preschool journey. We are eager to work with you, through life's ups and downs, toward realizing our shared goal of giving your child an exceptional foundation for elementary school. We have an open-door policy and you are welcome to visit the school at any time.

As a developmental preschool we will be encouraging your child to follow school routines and rules, make friends, share, sing, dance, listen, talk, build, pretend, create, concentrate, ask questions, explore nature and their own ideas. As they grow, students will represent their learning through new abilities, conversations, creative works, drawings, and ultimately emergent reading and writing skills. We hope that your child will come home every day in a happy mood, anxious to tell you about their experiences.

We would like to begin our partnership by emphasizing that we value good communication. The teachers will update the dry-erase boards in the classrooms with fresh daily news. They will chat with you and occasionally write you a personal note about the highlights of your child's day. We will post signs, send out a monthly e-newsletter, email messages and account statements to keep you abreast of what's happening at school. Please know that your questions, concerns, comments and ideas will always be thoughtfully received. This Handbook will explain what to expect from us and what we expect from you. Please decide on a secure place for the Handbook so that your family can easily refer to it. If we find it necessary to add or change information, we will provide you with a revised version or a printed addendum to this Handbook.

Sincerely,

Director, Piedmont Global Preschool and Child Care

P.S. Here are a couple of great resources for Triad families:

- Piedmont Parent Magazine, [www.piedmontparent.com](http://www.piedmontparent.com)
- Family Life Education Services, [www.chsnc.org/ProgramsandServices/FamilyLifeEducation.aspx](http://www.chsnc.org/ProgramsandServices/FamilyLifeEducation.aspx)

Welcome to  
**Piedmont Global Preschool and Child Care**  
*“Inspiring little children to think big”*

MISSION

To connect young children and their families with early childhood professionals who are kind, skillful, and inspiring.

VISION

An outstanding early childhood environment where meaningful relationships are nurtured, developmentally appropriate learning flourishes, and the quality of life of everyone involved is uplifted.

*Whatever you are, be a good one.  
- Abraham Lincoln*

## **Our Philosophy**

Early childhood is a treasured and influential part of our lifespan. As parents are a child’s first and best teachers it is a joy and privilege to team with families that choose our program. Children thrive when there is a good relationship between their home and school families. To nurture the home-school partnership, enrollment at our preschool begins with an orientation meeting with the director and transition visits with the classroom teachers. The early childhood journey requires good communication, commitment and resources from everyone involved.

Piedmont Global is a developmental preschool that views early childhood as a gentle learning journey and not a race to gain an academic edge. We emphasize social skills, imaginative play and enjoyable preschool learning activities. We value the creative and academic work that a young child can meaningfully produce himself more than filling in preprinted worksheets. Core values at our preschool include friendship and independence, discovery and joy, challenge and accomplishment. We embrace an anti-bias standpoint that opposes prejudice and stereotyping.

Our teachers are dedicated to providing classrooms that are responsive to individual children and families. However, like all other preschools our program does have limitations. The first three months (90 days) will help determine the goodness-of-fit between your family and your new preschool.

## **How Do We Accomplish Our Philosophy?**

We embrace professionalism and best practices. As a staff team we hold one another to high expectations for our interactions with children and families. We validate the feelings of children and adults. We meet regularly to encourage one another, develop classroom plans, discuss children, and assess our program’s strengths and needs. As career educators and lifelong learners, we participate in exceptional training and professional development activities. We encourage parents to share their compliments, concerns and ideas.

We provide plenty of materials in our classrooms, especially loose parts that children can transform through action and imagination such as sand, water, blocks, papers, fabric, and clay. We set up inviting cognitive and creative challenges. Our classrooms are organized so children can easily help themselves.

We express appreciation for children's work and determination. We resist rescuing students from struggle by quickly doing things for them. We express faith in their abilities and talk about creative work in ways that lead children to experience self satisfaction in their moments of learning.

## **Program History**

Piedmont Global Preschool and Child Care (PGP) was established in the winter of 2010, when the name and foundational principles of the program were nurtured by friends, Donna Danzy and Stephanie McGovern. Spurred by a long time desire to operate a philosophically innovative early childhood program, Donna pursued funding and space. PGP opened in September 2011.

The decision to invest in an early childhood program is rooted in Joe and Donna Danzy's desire to help other families and support the well being of Greensboro's children. They recognized the need for more community based, full-day child development programs that emphasize supportive relationships, skillful teachers, and developmentally appropriate curriculum.

The Danzy's have five wonderful children themselves: Tyler, Mikail, Aninah, Kayla, and Talia Joye. Sharon Hudson, Donna's mother is a co-owner and invested in the start up as well.

PGP's start-up was influenced and strengthened by an Advisory Council and seed donors. The founding 2011 Advisory Council was comprised of an incredible group of early childhood and business professionals including Christina Blalock, Sheresa Blanchard, Heidi Cairey, Lisa Lewis, Ellen Kaji, Stephanie McGovern, and Rosemarie Vardell. Despite the climate of an economic recession, council members, family and friends helped the Danzy family get the preschool up and running. It took a "village" to fully create our wonderful, affordable, inclusive preschool.

*My children will grow up in a world made by all children.  
Eleanor Roosevelt*

## **School Administration**

Joseph Danzy, Finance Manager and Administrator, manages the fiscal arm of the Preschool including budget, payroll, account records, tuition and fee collection. He also assists with staff supervision. Joe has a Bachelor's Degree in Business Administration (NC State) and 20 years of related experience.

Donna Danzy, the Director, holds a Bachelor's Degree in Elementary Education (UNCG). Her twenty-plus years of early childhood experience includes roles as a nanny, teacher, center director, teacher-trainer, and a preschool quality consultant. Donna worked locally for our state-funded early childhood programs *Smart Start* and *More at Four* for over ten years. In 2010 she studied Spanish and Prekindergarten Education as a Rotary Scholar in Ecuador, South America. Donna provides leadership to substantiate the mission, vision, and philosophy of Piedmont Global Preschool. She manages the day-to-day operation of the program and guides the roles of teachers and staff.

The Assistant Director aids the Finance Manager and Director and in their absence, will assume their responsibilities.

## Program Profile

Piedmont Global Preschool and Child Care LLC is a private, independent, year-round preschool and child care center serving approximately 50 children, ages 1-6. PGP is locally owned and operated by Joseph and Donna Danzy. PGP is licensed by the North Carolina Division of Child Development and Early Education. We collaborate with a variety of organizations including but not limited to local colleges and universities, Child Care Resource and Referral, Children's Developmental Services Agency, Department of Social Services, Guilford County Schools, National Association for the Education of Young Children, Smart Start, and the USDA Child Care Food Program. Our school invites student teachers, child development interns, community volunteers and relevant university research.

## Program Hours

7:10am – 8:50am	Morning child care (no charge)
8:50am – 3:50pm	Preschool Day
3:50pm – 5:50pm	Wrap-around Care (additional fee)
<hr/>	
2:20pm – 5:50pm	Afterschool Care (preK-1st grade)

## Front Office Hours

PGP is open Monday through Friday 7:10am to 5:50pm. An administrative staff member is generally available in the front office from 9:30am through the end of the operating day. As we are a small preschool our staff work together to balance teaching and care, meal preparation, payroll, accounting tasks, reception and housekeeping. We strive to answer phone calls throughout the day and messages are checked frequently to return any missed calls. Please note that staff may not always be available for walk-in meetings. If a meeting is desired we will work with you to set an appointment that works for your schedule.

## School Closings

PGP is closed on the following days:

*(\*If any of these days falls on a weekend, we will close on an adjoining weekday instead.)*

- New Year's Eve
- New Year's Day
- Martin Luther King Jr. Birthday (Observed)
- One Professional Development Day in February or March
- Good Friday
- Easter Monday
- Memorial Day
- Independence Day (July 4<sup>th</sup>)
- The day after Independence Day
- Labor Day
- One Professional Development Day in September or October
- Veteran's Day
- Close at 12:30 the day before Thanksgiving
- Thanksgiving
- The day after Thanksgiving
- Christmas Eve
- Christmas Day
- The two consecutive days after Christmas

## **Piedmont Global Preschool's Programmatic Responsibilities:**

- Provide safety and responsive care for each child enrolled
- Provide a collaborative, professional administration
- Train and develop an effective early childhood staff
- Employ kind, skillful, inspiring teachers who have passed health and criminal background checks
- Keep current with child development research and teaching strategies
- Offer stimulating, inviting, age appropriate learning activities
- Read to children daily
- Complete developmental assessments for students age 1½ -5
- Assist families with the referral process if developmental concerns arise
- Partner with professionals and therapists involved in your child's care
- Place an emphasis on diversity; expose children to geography, culture, the world, and its people
- Communicate with parents respectfully
- Ensure open-door access to classroom observation
- Maintain attractive, clean, well equipped classrooms
- Serve wholesome breakfast, lunch, and afternoon snack, in accordance with USDA guidelines
- Provide each child an individually assigned rest cot with clean sheets
- Offer outdoor activities including active free play, gardening, and group games
- Provide a play-based, research-centered early childhood curriculum that addresses the following domains for development and learning:
  - Social-Emotional
  - Physical
  - Language
  - Cognitive
  - Literacy
  - Mathematics
  - Science and Technology
  - Social Studies
  - The Arts
  - English Language Acquisition

## **Responsibilities of Parents:**

- Keep your Family Handbook in a special place and refer to it as needed
- Be a consistently involved parent: help out, tend the sensory garden, participate in teacher appreciation
- Come to school events
- Attend parent conferences and school meetings
- Communicate with PGP staff respectfully
- Receive teachers warmly at home visits
- Express interest in the activities, projects and behavior of your child
- Carefully read the emails, memos, letters, and bulletins sent home from school; respond appropriately
- Volunteer at fund raisers planned to raise money for specific enhancements to classrooms/playground
- Call us by 8:00am to let us know your child will be later than usual or absent
- Wash your child's hands thoroughly each day upon arrival
- Provide us with up-to-date information about your child's physical and emotional health, vaccinations
- Make sure we have your *current* contact information (work/school location, phone numbers, etc.)
- Have a back up child care plan for when your child is sick or PGP is closed
- Purchase a PGP T-shirt for your child, try to wear it weekly and it must be worn on all field trips
- Keep two complete weather-appropriate changes of labeled clothing for your child in their cubby
- Provide a light blanket for rest time
- Bring a physician's note for any special care, allergies, or food substitutions your child may require
- Fill out permission forms for any medicine your child may need, including but not limited to diaper cream, sunscreen, prescriptions, or emergency allergy medicine
- Voice your compliments and concerns
- Make on-time payments or request an extension agreement before tuition is due

## Admission

PGP respects and values all families and children. Everyone is welcome at our school regardless of race, color, ethnicity, religion, language, creed, family composition, economic status or ability. We are seeking to build a school community that is composed of families that are kind and committed to developmentally appropriate early childhood education. We admit children on a first-come, first-served basis according to our admission priorities. If the applicable classroom is full at the time you apply, your child's name will be placed on a waiting list to fill vacancies as they occur. Open classroom slots are filled by first identifying all waiting children matching the age and attendance plan of the available slot and then applying the following admission priorities:

1. Try to balance classrooms with girls and boys
2. Attend to enrolled children wishing to increase the number of preschool days or add services
3. Serve siblings within families presently or recently enrolled
4. Serve children of staff
5. Serve new families in chronological order according to the date that the application is received

We strive to make accommodations for all applicants and children with special needs are always welcome. In some cases specific equipment, training, additional staff, or specialists may be required in order to meet a student's needs and are at the parents' expense. In some cases a modified schedule may be required by the director. Continued enrollment of any student will be based on assessing the successfulness of the placement and supporting the needs of all the children in the class.

Before your child begins at PGP, or within the first few days after enrollment, you will be asked to attend an Orientation Meeting. The orientation is a chance for parents and staff to begin building a good relationship, share start-up information, review the Family Handbook and classroom schedule.

### Due Upon Enrollment (Bring these items to your Orientation Meeting)

1. Completed enrollment packet including medical report and immunization record
2. 2 copies of a recent photo of your child (on photo paper)
3. Payment for start-up fees (enrollment fee, front door key fobs, and school t-shirt)

### Attendance Plan Changes and Withdrawal Policy

A written notice, provided to the director at least 14 days in advance is required should you wish to change your attendance plan or withdraw your child's enrollment in good standing. Tuition may be prorated when giving adequate notice, however paid tuition cannot be refunded for voluntary withdrawal. On or about your child's last day of attendance, you may be asked to complete a withdrawal questionnaire.

The administration reserves the right to stop child care services to any client at any time. If your child's enrollment is discontinued by the administration, you will be refunded the prorated balance of any paid tuition.

*Great People  
Care more than others think is wise  
Risk more than others think is safe  
Dream more than others think is practical  
Expect more than others think is possible  
Author unknown*

## Parent Involvement

We need your active, non-monetary contribution to PGP throughout your child's enrollment. There are so many ways parents can be involved. Here are a few possibilities, but the sky is the limit!

1. Teach your child to be kind to other children, love learning, and be respectful to our teachers
2. Support teacher appreciation (holidays; life events; National Teacher Appreciation Day is in May)
3. Complete the annual survey
4. Update your child's forms promptly when asked
5. Chaperone field trips
6. Attend school activities (school-wide play date, picnic, family-fun night, children's performances)
7. Assist with pre-k graduation
8. Take pictures and then email them to us at [pgpreschool123@bellsouth.net](mailto:pgpreschool123@bellsouth.net)
9. Sign-up to care for the gardens
10. Donate art supplies
11. Attend at least one regular parent-teacher conference per year
12. Come and have lunch with your child; this is an open invitation!
13. Help with playground projects
14. Help us form partnerships with local businesses including your workplace
15. Share your talents with the class...Can you knit? Play an instrument? Plant flowers? Conduct an easy science experiment? Record stories on CD or read aloud? Make playdough? Sew doll clothes?

## Safe Arrival and Departure Procedures

PLEASE teach your child these important safety rules: **ONLY parents and teachers are allowed to open gates and doors.** Children are not allowed to stand or swing on the gates.

Children should arrive to start the day between 7:10am and 9:30am. Please do not ring the bell or enter before 7:10am. Parents are expected to turn-in an appointment note from a dr./dentist at the front desk when arriving after 9:30am. It is difficult for children to follow the class schedule when they arrive late. Arriving around the same time each day helps your child become comfortable with the classroom routine. Each day your child must be brought into PGP and signed in by an adult. Parents and children are asked to walk and use quiet "inside" voices in the building. Parents should help remove their child's outerwear and put it away. Parents and teachers should regularly exchange information about the child's health and well-being. Parents are expected to supervise/assist your child with proper hand washing upon arrival.

A relaxed drop-off and pick-up is the best way to start and end your child's day. Rushing in and out may cause anxiety and incomplete transfer of information between home and school. **PLEASE NOTE:** As our focus is on the children, cell phone use is not permitted by parents or staff in any classroom or on the playgrounds. Please leave your cell phone in the car for drop-off and pick-up.

**At pick-up, you must come inside and sign your child out, even if they are on the playground. Also, when picking your child up from the playground, be sure to make the classroom teacher aware of your departure.** No child may ever go out to a car alone or with another child. Please check your child's cubby each day and gather all the items that need to be taken home. We suggest that children be picked up by 3:30pm (school-day only), or 5:30pm (with wrap-around) so that there is time for good parent-teacher communication. Our school closes at 5:50pm at which time only staff should remain inside the building.

If someone other than a parent/guardian will be picking your child up, please inform the school with a written note or email. Unfamiliar persons will be asked to provide identification to see that it matches your written authorization. Only authorized adults will be allowed to pick-up a child. Pick-up by a mother or father cannot be denied unless the school has copies of a guardianship authorization or a court ordered restriction.

### **What to Bring and Maintain at School**

- 2 extra outfits including shirt, pants, underwear and socks (all ages) These extra clothes should be changed as the seasons change and be replaced as needed. We ask that you label each item.
- A week's supply of disposable diapers/pull-ups and wipes (if needed)
- Pacifier (if needed)
- 1 Blanket for rest time (all ages); blanket should be brought home on Fridays to be washed
- 1 favorite snuggly stuffed toy for comfort/rest time (all ages)
- 1 pair of rubber rain boots for outdoor play in wet or slushy weather (all ages)

### **What to Leave at Home**

Upon arriving at preschool, parents should leave their cell phones and purses locked in the car. Please do not let your pets out of the car as you are dropping off or picking up your child. Children's toys, jewelry and personal belongings should be kept at home because they can create tension or feelings of jealousy, they may hurt or injure other children, they may be lost or broken, and teachers are not expected to monitor these items.

Food that is being eaten on the go should not ever be brought into the school. Let your child finish eating completely before coming inside. No medications, lip balms, cough drops, etc. can ever be left with children or in cubbies, backpacks or diaper bags. No gum or candy. For safety reasons, shoes that are not allowed to be worn at school include flip-flops, open-toed sandals, cleats and high heels (except for dress-up use).

Rest time packs and items specifically requested by the classroom teachers are exceptions to these rules.

### **Media Viewing Policy**

Educational software and videos may occasionally be used by classroom teachers to supplement learning. If the children are very interested in a topic and we have a video clip or DVD that would complement what they have been learning, they may watch it, but not for long! Our curriculum is based on a belief that children learn best through active exploration, interaction with their world and the people in it. "Screen time" at preschool will be limited to 20 minutes per day and 1.5 hours per week. A children's movie may be watched once or twice per year at school.

### **Photography and Video Imaging Policy**

Children may be videotaped and photographed for the purpose of classroom display, memorabilia, documentation of behavior, portfolio development, and PGP advertising. In addition, student teachers and child development interns occasionally have assigned early childhood projects that involve observing and photographing/recording children. We utilize Facebook as a platform for social sharing and promoting our preschool community. At your written request we can avoid featuring cover images with your child as the primary focus, but we are not able to guarantee that your child will not be recorded or photographed.

## Our Classrooms

Travelers Classroom	18 mos. – 3 years	Maximum group size: 12	Teacher-Child Ratio 1:6
Explorers Classroom	2 – 4 years	Maximum group size: 16	Teacher-Child Ratio 1:8
Inventors Classroom	3 – 5 years	Maximum group size: 18	Teacher-Child Ratio 1:9

We also have two after-school spaces in the Inventors classroom for children that attend public school (age 4-6). These children are transported to PGP by a parent or school bus.

*The time to be happy is now. The place to be happy is here.  
-Robert Ingersoll*

## The Teaching Staff

Finding great teachers is one of the most important and challenging components of a great preschool. PGP embraces this challenge and when compared to other programs, the competence of our staff is what really makes our program shine. Each of our teachers is a passionate career-minded professional with unique individual talents. Together we are a skillful, harmonious team ready to nurture your child.

Each classroom has a team of three or four core teachers. The Lead Teacher leads the communication that keeps everyone on the team informed about plans and happenings in the classroom. The lead teacher is responsible for seeing that everything is ready on time as the team of teachers share the tasks of gathering supplies, writing the lesson plan, implementing activities, and recording notes/images for curriculum assessment. All the teachers on the team support supervision, parent communication, house-keeping, discipline, and special events. We try to maintain regular substitute teachers to fill in as needed.

Our preschool serves as a practicum training site for early childhood students and volunteers from local agencies, colleges and universities. Practicum students will often observe and work in one or more of our classrooms for a semester. They interact with the teachers and children bringing new ideas and their presence enables the children to receive additional attention.

## The Preschool Day

Our preschool day generally begins around 8:50, when children and teachers gather on the rug for Morning Meeting (circle time). Morning Meeting is an important routine for beginning the school day together. Greetings, familiar songs, key concepts, the day's activities/events are shared during this group time. If you arrive while Morning Meeting is underway, we ask that you join the group with your child and help them get settled. After Morning Meeting, each classroom has its own unique daily schedule and activities. You can expect to see a posted classroom schedule that includes time in learning centers, small group time(s), active/outdoor play, meals, and rest.

Time in learning centers is important: All the materials in each classroom have been especially selected and organized for their educational play value. Children spend a large portion of the day making their own choices among a variety of learning centers including art, math, music, dramatic play, sand/water, block building, library, fine motor, and structured games. During center time teachers help children plan and become deeply involved in activities. Teachers circulate the classroom and emphasize concepts of science, math, literacy, the arts and social skills as children use materials in the centers. Children learn through interactions with not only their teachers, but with their peers. Peer teaching is valuable because it enhances a child's sense of mastery and self-worth, as well as facilitating cooperation and appreciation of others.

Examples of how children learn during center time: In the art center children experiment with color, line, cause and effect. They learn to make choices and corrections. Their fingers become stronger and more coordinated in preparation for writing. In addition, children gain practice in carrying out a creative mental plan and build on their ability to represent real objects with drawings of increasing detail. When teachers write down and read a child's description of their artwork, the child conceptualizes how ideas are expressed in print and begins to learn phonics. Creative art can be powerfully educational!

In the block center, math is everywhere. As children manipulate real shapes they learn geometric vocabulary and gain 3D perception. Fine motor and gross motor skills are strengthened while moving and positioning blocks. As they build, children learn concrete lessons about quantity, balance, and spatial awareness. Block play naturally leads to counting as well as quantity and weight comparisons. During clean up, children use visual discrimination to match each block to its outline on the shelf. Problem solving skills, cooperating with other children and imagination increase day by day!

Small group time is educational: Every morning teachers work with small groups of children to investigate, explore, discuss, create and practice. Smaller groups allow teachers to tune in and really hear individual children's thoughts and ideas. Small groups can effectively work on a particular developmental skill and expand on concepts introduced in the larger group.

Learning social-emotional skills are a fundamental part of preschool: Our teachers help children learn to play safely, take turns, share, and show concern for the feelings of others. Gentle touch and kind acts are encouraged. In the older classes, children are responsible for meaningful classroom jobs. Personal and team accomplishments receive encouragement and praise.

When a quarrel emerges among the children we often use the following procedure:

- 1). Staff will calmly approach the situation
- 2). Staff will encourage the children to discuss what happened
- 3). Staff will restate the problem
- 4). Staff will encourage and model to help students express their emotions and respect one another
- 5). Staff will help the student(s) come up with a solution (their own solution if possible)

If staff see that a quarrel has resulted in an injury, the situation will be documented for parents and our files. An "Ouch Report" or "Incident Report" will explain the injury. A "Behavior Report" will document any unusual emotional behavior or a serious act of aggression.

*Tell me and I'll forget; Show me and I may remember; Involve me and I'll understand.  
- Chinese proverb*

## **Rest Time**

Children are provided a place and time for quiet rest each day. Each preschool age child has a personal rest mat or cot with a sheet that is washed weekly. Students should bring a light blanket and a snuggly soft toy to school for use at rest time. Their snuggly toys and blanket from home should be taken home every Friday for laundering.

Sleeping is encouraged but not forced. During the first part of rest time, children are expected to sit or lie down quietly on their cot. Quiet music and/or audio books are played while teachers help children relax by rubbing backs and/or sitting close by. After the first hour or so of rest time, non-sleeping children are given quiet activities such as books, drawing, recorded stories or music with headphones, manipulative toys, clay, watercolor paint, and sticker activities.

Parents of non-napping children may prepare a rest-time backpack containing a few silent activities for their child to use during the second part of rest time. Here are some examples of acceptable items for a quiet rest time back pack: books, a sketch pad with colored pencils, stickers with a small notepad, small puzzles, small water-filled challenge games. In special circumstances, independent use of educational electronic games and e-books may be allowed for a short period. A lead teacher or the director must approve the contents of rest time packs.

## **Potty Training**

After potty training has begun at home, PGP teachers will gladly collaborate with you to help your child gain this exciting new level of independence. Some children show signs of readiness for potty training between 2 and 3 years of age, while others are ready before or after this age range. Signs for readiness include staying dry for at least 2 hours at a time, having regular bowel movements, being able to follow simple instructions, being uncomfortable with dirty diapers and wanting them to be changed, asking to use the potty, or asking to wear regular underwear. You should also be able to tell when your child is about to urinate or have a bowel movement by their actions, facial expressions, posture or by what he/she says.

Potty training begins at home and a long, uneventful weekend is a good time to start. During potty training, parents should bring disposable underpants (pull-ups) and 3 extra outfits to school every day. Children should wear simple clothes that are easy to pull up and down. Cloth underwear can be worn at school when accidents have become infrequent. Teachers will make every effort to take children who are potty training to the bathroom hourly. We do not scold, shame, or punish children for toileting accidents. We praise children's efforts and successes and let them take a safe active role in cleaning up after an accident.

*Education is not the filling of a bucket, but the lighting of a fire.*  
*Author unknown*

## **Curriculum**

PGP uses the research based *Creative Curriculum for Toddlers* and the *Creative Curriculum for Preschoolers*. The director and/or teachers will help you become familiar with the learning objectives which are posted in the classroom.

An integral part of the Creative Curriculum is that classes engage in study topics that emphasize new explorations and vocabulary through play. Some examples of study topics are: Apples, Ants, Balls, Birds, Boxes and containers, Butterflies, Bread, Buildings, Chairs, Classic storybooks, Clothes, Community Workers, Dental health, Exercise, Families near and far, Five Senses, Fruits and vegetables, Gardening, Hands and feet, Homes, Human body, Insects, Kites and wind, Light and shadows, Machines, Mail, Magnets, Maps, Mixtures, Pets, Pizza, Places we go, Pumpkins, Rocks, Seeds, Shoes, Sky, Sound and instruments, Transportation and signs, Tools, Trash, Trees, Water pipes, Weather, Wheels, Winter near and far, Worms... The possibilities are endless but our curriculum requires that studies provide children with opportunities to explore the topic first hand and manipulate real objects. Key components of literacy learning, math, science, social studies and other content areas are explored through study topics. Study topics may be included in a class' lesson plan for one week or a few weeks, depending on the children's interests. Good study topics nurture curiosity and a genuine love for learning!

With the Creative Curriculum, teachers develop weekly lesson plans for the class group, small groups and individual children. Lesson plans are posted in each classroom which detail the methods/activities that the teacher will use to give children practice with specific learning objectives from the curriculum. Your child's explorations and learning progress will be documented through a portfolio system.

## Learning Progress and Parent-Teacher Conferences

To support optimal child development, our teachers use individual child development profiles to document learning progress for each preschool student. At periodic parent-teacher conferences, your child's learning progress will be reviewed with you. At the conference the teacher will show you samples of your child's creative work, go over their developmental progress, plus give you the opportunity to share and ask questions. The information shared at conferences helps families and teachers identify strengths and set learning goals for the classroom and at home. This process helps ensure that each child is challenged at his/her own individual level. Upon graduation or withdrawal your child's portfolios become property of your family. These records are a valuable keepsake and also support kindergarten transition.

Parent-teacher conferences can be held by means of a meeting, phone call, or video-conference. Teachers and parents/guardians are expected to complete at least one face-to-face conference per year. These important meetings are usually offered as follows:

- **January** (For the period of September – December)
- **May** (For the period of January - April)
- **September** (For the period of May – August)

\*Please note that children will need to attend the same classroom at least two days per week, with same teachers for a few consecutive months in order for teachers to assemble an authentic progress report and hold a conference.

## Transitioning to a New Classroom

Children are initially placed in a classroom according to their age and/or space availability. All of our classrooms are multi-age and we strive to fortify each classroom with interesting and challenging opportunities for an array of abilities. While we roughly outline an age range for each of our classes, children may attend a classroom above or below the average chronological age for a given class for a variety of reasons. We aim to be responsive to each child's unique needs and respect children to move at their own pace.

We embrace the saying 'Childhood is a journey, not a race'. Individual children change classrooms based on observation of their developmental need for mental peers and challenging materials, situational circumstances, and space vacancy. Children may spend up to 24 months in a particular classroom. Please speak to the teacher and/or director if you have any concern about your child's classroom placement.

When parents and teachers agree that a child is ready, the child is then placed on the list of children waiting to move up into the next class. Some move-ups occur occasionally throughout the year when vacancies become available while most move-ups occur in the summer as our oldest students move on to kindergarten.

Parents and teachers work together to prepare a child for transition from one class to the next. In North Carolina public schools, children start kindergarten the year that they are 5 years old on or before August 31<sup>st</sup>. Here is a general reference for a prospective journey to kindergarten:

- 1½ or 2 years old on or before August 31<sup>st</sup> ➤ start/continue in Travelers class
- 3 years old on or before August 31<sup>st</sup> ➤ start/continue in Explorers class
- 4 years old on or before August 31<sup>st</sup> ➤ start/continue in Inventors class
- 5 years old on or before August 31<sup>st</sup> ➤ graduate PGP & off to kindergarten!

## Home Visits

Building trusting, meaningful relationships is a foundational principle at PGP. Interaction with your family in your home is an effective way to enhance the communication and connectedness between children, parents, and teachers. A home visit may be elected to support a timid child, review specific health care needs, conference about behavioral challenges, etc. Whenever a home visit is desired, you and your child's teacher(s) will set date and time that is convenient for your family.

## Wellness Procedures

Hand washing, cleaning, fresh air ventilation, and Disease Control Methods of Diapering are used to reduce the spread of germs. It is required by state policy that your child's hands be washed with liquid soap according to the posted hand washing procedure upon arrival at school. Classroom surfaces are sanitized and/or disinfected with the bleach solution recommended by NC Environmental Health Child Care Rules. Classroom windows are often opened to allow fresh air to circulate.

NC State guidelines require that up-to-date immunization records be kept on file for each child. You will need to provide the Preschool with a new copy of your child's vaccines each time they are updated or provide documentation of religious exemption.

As a preventive measure, we use non-toxic pest control services to treat our playgrounds for mosquitos, fleas, and ticks in the spring, summer, and fall.

## Illness Policy

Please call the school by 8:00am if your child is going to be absent all day or tardy due to an appointment. Please place an appointment note on the front desk if you arrive tardy (after 9:30am). If your child is diagnosed with a contagious illness you will need to inform us immediately so we can notify other families of their child's possible exposure.

Attending PGP with a mild cold is fine. However, if a child is observed to have symptoms of significant illness, they cannot be accepted at drop off time. If such symptoms develop during the day, a parent will be called to come pick up the child immediately. If you cannot be reached, we will notify the people you have designated as emergency contacts. Sick children must be picked up within 45 minutes of notification. We will try to make the child comfortable until you arrive.

Your child must be kept at home until he/she is clear of the following symptoms for a full 24-hour period (without fever medication) **and** they are well enough to participate in all parts of the class schedule:

- Fever at or above 100 degrees Fahrenheit
- Pain
- Seizure
- Persistent cough
- Heavy nasal discharge
- Inconsolable discomfort or lethargy
- Unusual rash, open blisters, or sores
- Eye Discharge
- Vomiting (1 episode)
- Diarrhea (2 episodes)

## Medication Policy

As a group care setting for well children, we generally do not administer medication at school. Medicines such as antibiotics and cold remedies can usually be given at home. Parents will need to come to the preschool to administer any short-term medication that is directed to be given 3 or fewer times per day. PGP staff will only administer the following medications:

- (a) Non-prescription diaper ointment, lip balm, lotion, and once-a-day sunscreen in the afternoon
- (b) Prescription medication that is to be administered 4 or more times per day, or “as needed”
- (c) Treatment for a chronic medical condition, such as asthma or diabetes, that must be administered on a precise schedule, for which there is no alternative
- (d) Emergency situational medicine such as an *EpiPen* injection

Medications and ointments that meet the above requirements must be given to a staff member in their original container along with a signed, dated permission slip. Medicines will be stored in a locked container. No medications, lip balms, cough drops, etc. can ever be left in a child’s possession or in backpacks, diaper bags, or cubbies.

## Confidentiality

Personal information that we gain and have access to as your child care provider will be kept confidential. We will respect all families’ right to privacy and staff will not copy or distribute children’s medical records or developmental information until family consent has been obtained. Representatives of regulatory agencies do have access to children’s files and family accounts during inspections and audits.

The exception to this policy is if there is reason to believe that a child’s welfare is at risk. The Preschool is obligated to share confidential information with agencies that may be able to intervene on the child’s behalf. If a staff member is concerned that a child’s welfare is at risk, they will inform the Director who will help decide the appropriate action.

## Records and Correspondence with Other Schools

As a support to parents our preschool will help you with documentation for flexible spending accounts, verification of enrollment, and records of child care charges and payments.

At your request, our staff will refer and recommend enrolled students to preschool-age programs that are outside the Greensboro area and to any kindergarten-age program. We will also collaborate with any student’s parents, therapist or special education team to transfer the student according to his/her exceptional developmental needs. Records and forms will be released provided that there is no administrative hold due to an account problem.

Since our private preschool program serves children through pre-kindergarten, it is a conflict of interest for our staff to complete forms, provide assessment data or host observations for other local preschool programs during the workday or on their own time while being employed by PGP. Suggested alternatives include home visits or a couple of trial school days at a prospective local program.

## Conduct Policy for Children and Parents

At Piedmont Global Preschool we expect our students to generally behave well and use manners. We expect that children will occasionally need coaching and extra attention from their teachers. As young children are learning how to express their feelings and share, we expect that sometimes there will be disagreements between children. We believe children's conduct should be guided so as not to cause harm to themselves or others. Children's conduct should not markedly disrupt classroom activities.

Our curriculum goals include helping children show care and concern for others, speak up for themselves, respond appropriately to teacher guidance, and participate cooperatively in a group setting. When children make mistakes our teachers model self-control and use gentle, verbal techniques to help children to regain calm, take responsibility or make amends as they are developmentally ready. Superhero play (Spiderman, Ironman, Batman, etc.) is fine as long as teachers observe the play to be safe. Make-believe fighting, wrestling, gun, and sword play are themes that we will redirect toward other activities. Through coaching from teachers and participation in social-emotional activities, children are supported to learn increasing self-regulation and socially acceptable ways to realize their wants and needs.

Here are some of the strategies we use to prevent and minimize behavior problems:

- Build trusting and meaningful relationships with children and parents
- Respond with sensitivity and affectionate interactions
- Teachers participate in social-emotional training including Dr. Becky Bailey's *Conscious Discipline* model. For more information, please visit <http://consciousdiscipline.com/>
- Speak to children calmly, model composure, self-regulation and kindness
- Listen to children and respect their perspectives, validate children's desires and feelings
- Overlook minor misbehaviors such as stamping feet or needing a reminder to follow instructions
- Follow a predictable daily routine with well-organized transitions
- Offer songs, activities, books, conversations and breathing exercises that teach self-regulation
- Arrange smaller groupings for some routines
- Remind children of rules, explain rules to children on their developmental level
- Organize classroom materials with labeling and a carefully planned room arrangement
- Give positive encouragement, attention and praise for good behavior
- Present challenging activities
- Provide the children with natural and logical consequences to their behavior
- Set rules and limits, emphasize safety, and offer choices when conflicts occur
- Provide children time to cool down before discussing a conflict
- As children mature we encourage them to lead one another in following the rules of our school community and choosing safe behaviors

Children who are generally responsive to these techniques thrive at our school. Our staff is prepared to serve children who function well in a typical preschool class size with the stimulation of a wide variety of accessible materials. In group settings teachers are somewhat limited in the amount of one-on-one time they can devote to dealing with an individual child's behavior. The lesson plan offers rich, wonderful preschool experiences when the teachers are able to focus largely on positive interactions and carrying out educational activities. It is of key importance that all of the children in the classroom are safe and receive a supportive amount of teacher attention.

To protect and value the children, we do not spank, "pop," shake, bite, push, pull, slap, jerk, squeeze or otherwise physically punish the children. We do not make fun of, yell at, threaten, make sarcastic remarks about, use profanity, or otherwise verbally abuse the children. We do not shame or punish the children when bathroom accidents occur. We do not deny food or rest as punishment, we do not relate discipline to eating, resting or sleeping. We do not leave children alone or without supervision, nor do we place children in locked rooms, boxes, or closets as punishment. We do not criticize, make fun of, or otherwise belittle children's parents, families or ethnic groups.

PGP believes it is the responsibility of parents/guardians to set expectations for appropriate behavior in a school environment and exercise family-based discipline at home. Parents will need to leave work/class and promptly make themselves personally available to support their child as needed at school to address any serious behavioral situations. It is our goal to help children and families work through social-emotional challenges displayed at school.

We recognize that it is the teachers' role to communicate what we are seeing to a parent and develop individualized strategies to support the child to act safely and appropriately at school. We will always take the child's age and developmental stage into account. As needed, we will coordinate behavioral conferences to discuss challenges and plan strategies collaboratively. We will also propose additional outside resources for help. It is the director's role to assist the teachers with parent communication, developing strategies, and accessing outside resources. It is also the director's role to limit the disorder caused by behaviors that disrupt or strain the classroom. Our staff will collaborate with parents and other resource personnel toward correcting serious or problematic behaviors for a period of up to six months. Descriptions of serious behaviors and the steps we use to work through them are detailed below.

**In the event that serious child behaviors become recurrent or improper parent conduct should occur, the following procedures will be used as a guide:**

1. In acute situations where child safety, extreme classroom disruptions, or Family Handbook policy violations are an issue, the director reserves the right to modify a child's schedule or stop enrollment of any student/family at any time, in order to protect the safety and/or peaceful operation of the classroom or school.
2. The first three months (90 days) of enrollment are a probationary period to assess the goodness-of-fit between the child, family and your new preschool. During this time participation may be discontinued without documentation. A two-week notice will usually be given.
3. In the event that a child is unable to regain control of their behavior after 20 continuous minutes of one-on-one behavioral support from a staff member, a parent may be contacted. When contacted, the parent is required to come to the preschool within 45 minutes of receiving the call and provide the child with one-on-one support to finish the school day or take the child home.
4. In the event that a child repeatedly acts out with periods of aggressive or oppositional behavior in a single school day, a parent may be contacted. When contacted, the parent is required to come to the preschool within 45 minutes of receiving the call and provide the child with one-on-one support to finish the school day or take the child home.
5. When a serious or concerning behavior occurs, a staff member will complete a "Behavior Report". A copy will be given to the parent the same day or the next school day and a copy will be kept on file. The report will be classified as either: **(A) Guidance Note**, **(B) Warning**, or **(C) Behavior Log**. The most concerning type of report is the Behavior Log. The accumulation of Behavior Logs, as explained below, may lead to discontinuation of enrollment. Examples of serious behaviors include, but are not limited to the following list. At PGP there can be NO...
  - Causing injury to a person (cut, bruise, bite, swelling, etc.)
  - Hitting, kicking, biting or other aggressive act toward a person
  - Throwing or kicking objects in a destructive or dangerous manner
  - Spitting on a person or using profanity
  - Verbal insults or shunning targeted at another person that persists for more than a 3 day period
  - Inappropriate behavior involving nudity or touching private parts
  - Damaging, marring or stealing school property or a person's property
  - Rule breaking or risk-taking acts/behaviors which present a safety hazard
  - Refusal to accept redirection/inability to regain self-control, for more than 20 continuous minutes
  - Violent temper tantrum(s) lasting 20 minutes or more

6. The first time that one of the above behaviors occurs, a written Warning will be documented. Each future occurrence of the same behavior will result in a written Behavior Log.
7. Each time that a child accumulates 4 Behavior Logs in a 30 day time frame, a Behavioral Conference will be held (as soon as possible). The conference(s) may take place at the child's home, the preschool, or another suitable location. At least one parent/guardian, one teacher, and one administrator must be present for each Behavioral Conference. The conference agenda will include discussing the child's strengths, interests, problem behavior, collaborative home-school strategies, and other resources to support the child. This initial Behavioral Conference begins the six months that we will work on serious behaviors that disrupt or strain the classroom setting.
8. Should a 2<sup>nd</sup> Behavioral Conference be required (due to 4 additional Behavior Logs in a new 30 day period; 8 total) the preschool will require one or more additional resources to support the child's participation at school. The cost of any and all such resources are at the parent's expense. Options for additional support services will be discussed at the 2<sup>nd</sup> Behavioral Conference. Examples of additional support services: an extra teacher to provide one-on-one support, behavioral consultation, developmental evaluation, therapy, specialist, etc.
9. Goal: Help the child reach 30 days of regular attendance with 0-1 Behavior Logs (then the additional support services may tapered off).
10. Should a 3<sup>rd</sup> Behavioral Conference be required (due to 4 additional Behavior Logs in a new 30 day period; 12 total) the conference participants will review the child's progress and adjust the supportive strategies as needed. Collaborative efforts will continue. Parents should note that their child is at risk of losing their preschool enrollment if things do not improve significantly by the end of six months.
11. When six months of collaborative efforts have been completed, the child's progress will be reviewed by the director. Should a total of 16 or more Behavior Logs be accumulated and the child's behavior continues to markedly disrupt or strain the classroom, then the child's enrollment will be discontinued or their attendance schedule will be adjusted by the director without further warning. A fourth conference is not required. While it is not our desire to ever dismiss a child, it is not in the student's best interest to stay in an environment that is not meeting his/her needs, nor is it in the preschool's best interest to deny a class of children the best learning environment we can provide. The director will offer resources to help the family find a new setting.

### **Additional Resources and Support Services for Children**

If teachers have questions about the possibility of a developmental delay, and/or there is a need to promote pro-social behavior, dental health, good vision, hearing acuity, etc. we may refer the child to be evaluated by professionals or a specialist outside our school. Parents will have the opportunity to consider proposed support staff, resource agencies and/or services. Parents will be notified before their child is evaluated or special services begin. Parents are responsible for the cost of evaluation, support staff, resource services, special equipment and/or therapists. Health insurance sometimes covers all or part of such expenses.

Generally speaking, additional resources are an option for parents and our staff will encourage you to try services and/or equipment intended to provide additional support toward meeting your child's needs. However, if special equipment is necessary for basic safety or care, or a child has accumulated 8 or more Behavior Logs in an two month period, the parents must accept the referrals or employ similar services/equipment within 30 days of receiving the referral(s) in order for the child's enrollment to continue.

# Behavior Report

*(Instructions for Teacher: Complete fully, obtain director signature, make copy for parent, put original in file.)*

A.  **GUIDANCE NOTE** (An unusual emotional occurrence but no rules were broken.)

B.  **WARNING** (A rule was broken. Each future occurrence will result in a Behavior Log.)

C.  **BEHAVIOR LOG** # 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

- Causing injury to a person (cut, bruise, bite, swelling, etc.)
- Hitting, kicking, biting or other aggressive act toward a person
- Throwing or kicking objects in a destructive or dangerous manner
- Spitting on a person or using profanity
- Verbal insults or shunning targeted at another person that persists for more than a 3 day period
- Inappropriate behavior involving nudity or touching private parts
- Damaging, marring or stealing school property or a person's property
- Rule breaking or risk-taking acts/behaviors which present a safety hazard
- Refusal to accept redirection/inability to regain self-control, for more than 20 continuous minutes
- Violent temper tantrum(s) lasting 20 minutes or more

Date \_\_\_\_\_ Child's Name \_\_\_\_\_ Age \_\_\_\_\_

Time \_\_\_\_\_ Location \_\_\_\_\_

What occurred \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Guidance strategies used by teacher \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Child's response to strategies \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Positive aspect of today \_\_\_\_\_  
\_\_\_\_\_

Additional information or resources \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Teacher's Name \_\_\_\_\_ Director's Signature \_\_\_\_\_

Description of how parent was notified \_\_\_\_\_

*(Please direct questions to PGP staff in person, [pgpreschool123@bellsouth.net](mailto:pgpreschool123@bellsouth.net) or (336)294-1704)*

## Communication and Resolving Concerns

Please keep your child's teacher(s) up-to-date and informed about how things are going for your child and family. Communication is the key to our successful home-school partnership and your concerns and suggestions are welcomed.

Compliments, concerns, and complaints should first be brought to the attention of the teacher if it relates to a classroom matter. A persistent classroom issue or any item that relates to a staff member or the school in general should be brought to the director. If possible, the concern should be stated in writing.

After the administration learns about a compliment, the teacher(s) involved may be recognized openly or individually. After the administration learns about a concern or suggestion, a mutually convenient appointment time will be set to discuss the matter and develop strategies/solutions. Concerns are discussed in a calm, thoughtful manner with open and direct communication. Discussion of emotionally charged situations will be postponed to allow everyone involved the ability to communicate calmly.

*Peace is its own reward.  
by Mahatma Gandhi*

## Weather and Emergency Procedures

In case of acts of nature or an unexpected emergency, you will need to have a back-up child care plan in place. While we do not anticipate difficulties, it is best to be prepared.

Incident Weather: When bad weather is forecasted parents should watch the local news station WFMY News 2 to get updates on Piedmont Global Preschool's operating status. (You may wish to utilize their text alert feature.) In the event of snowy or icy weather, the decision to open late will usually be made before 6:30am. If snow begins falling during the school day with accumulation on the roadways we may decide to close early so that families and staff can travel home before driving conditions become hazardous. If severe weather makes it unsafe to travel, access adequate staff coverage, food, or supplies, the program may be closed for a full day or more. If a state of emergency is declared the period of school closure may be prolonged.

Fire: Fire drills are practiced monthly. In the event of a fire we will evacuate the building immediately and gather on the Maple Tree Playground or the Cypress Tree Playground.

Tornado/Wind/Rain Storm: When a warning is issued, we will go to our "shelter in place" areas away from the windows and outside walls. Children will be helped to crouch down and cover their heads.

Power Failure: Depending on the temperature, natural light, and time of day, PGP may need to close due to a power outage. If this occurs, parents will be called to pick up their children.

Water Loss: Due to Environmental Health rules, if running water is unavailable for more than 30 minutes, parents will be called to pick up their children.

Evacuation: In the event that we need to evacuate the building, staff will escort the children to our safe gathering site at *Councilman Farlowe Marlowe Accountants* located at 4125-D Walker Ave. Our secondary evacuation site is the dining room at neighboring *Sheetz* gas/convenience store. Parents will be phoned if an evacuation is necessary.

*To the world you may be one person, but to one person you may be the world.  
Author unknown*

## Outdoor Play

In compliance with NC child care regulation, children are taken outdoors every day that weather permits. We encourage playing outdoors in snow, mud, and light rain. In mild temperatures, children may spend 3 or more hours outdoors daily. When there is a current weather advisory due to very hot or very cold weather we take a brief outdoor play period. On the very rare days that air quality or temperatures are declared dangerous we will stay indoors. It is important that you dress your child appropriately for the weather. Please send coats, hats, and gloves in the winter. During warm months dress your child in light clothing and apply sunscreen before drop-off.

## Clothing

As children will be taken outdoors daily, they should wear shoes that strap/tie securely, cover and protect their toes year round. Your child should enter the Preschool wearing sneakers, closed-toed “explorer” sandals, or other rubber-soled shoes to stay safe.

Please remove all strings on coats and hoods which can easily get caught on playground equipment.

Children should wear washable play clothes to preschool and everything should be labeled with the child's name. Active learning can get wet and messy. We encourage creativity and exploration and do not scold children for being messy or rough on their clothing. PGP is not responsible for clothing or any other items that are lost, torn or stained at preschool.

We support children's self-help skills by taking them to the sink so they can wash their hands and face. Yet be prepared, -they probably will not look as sparkling clean as they did when you left them in the morning! Being messy usually means that your child has been fully engaged with all of their senses, worked with friends, created a work of art, or just had a great time! If you will be taking your child from the preschool to an appointment for which you would like your child to be “dirt/sand/paint” free, we suggest that you bring a clean set of clothing with you so you can change your child before departure. As always, if you have a question, suggestion or concern please feel free to discuss it with your child's teachers.

We request that each child and staff member wear their PGP t-shirt regularly to show our school pride. In the winter the t-shirt can be layered over a long-sleeved top. Wearing a school shirt is required for all field trips.

## Accidents and Injuries

Young children are naturally prone to injuries and accidents, and none will escape childhood without getting hurt. It is the school's responsibility to provide supervision and a structurally safe environment. PGP is not responsible for medical expenses resulting from normal childhood incidents such as falls, bites, contagious illness, peer quarrels, temper tantrums, etc. First-aid supplies are kept in each classroom and in playground packs for staff to administer non-emergency first-aid. Parents are given an “Ouch Report” to explain minor injuries we observe during the day.

In an emergency 911 will be called. There is staff on duty at all times that hold current CPR and First Aid certification. In case of accident, injury, or sudden illness, appropriate first aid will be administered as needed and then the parent will be notified right away. In some situations, an administrator may provide transportation to a medical resource. PGP prepares Incident Reports for injuries that involve professional medical attention and parents are asked to sign this form. Incident Reports are sent to the Division of Child Development within seven days.

## Child Abuse Reporting

PGP maintains compliance with the state and local requirements for reporting suspicions of child abuse. It is actually everyone's legal responsibility to report suspicions of child abuse, maltreatment or neglect. To learn more about child abuse visit [www.childwelfare.gov](http://www.childwelfare.gov).

## Meal Services

Breakfast, lunch, and afternoon snack are included with paid tuition. We ask that parents be mindful of our meal-times to help our daily routine flow smoothly.

MEAL SCHEDULE	Breakfast	Lunch	Snack
Travelers Classroom	8:35	11:30	3:00
Explorers Classroom	8:45	11:55	3:05
Inventors Classroom	8:55	12:15	3:10

If you will not arrive at preschool in time for the start of a meal, you must feed your child before bringing them in to school. Once the food service cart has left your child's classroom, meal distribution has ended. In consideration of the class, children should always completely finish eating foods on the go in the car. Partially eaten food should not be brought inside the school.

PGP participates in the Child Care Food Program (CCFP) and our menus follow certain state guidelines. There are annual forms that every family must fully complete so that our school can maintain participation with the Food Program. The aims of the school are to serve appealing food, promote healthy eating habits, and have some of the cost referred to the CCFP instead of increasing tuition. The Food Program has developed specific meal patterns and serving sizes for breakfast, lunch, and snack. We serve the recommended amount of food and second helpings are usually available at the child's request. We develop our own school menus and post them weekly in each classroom.

Self-help skills are encouraged. Each classroom has a water cooler and paper cups. Children may have water as they wish throughout the day. During meal time children are encouraged to feed themselves and help clean-up. In the Inventors Classroom children are encouraged to pour their own milk from a small pitcher, as well as helping to set and clear the table.

## Special Dietary Needs

Please note that we are not a gluten-free or nut-free school. In cases of severe or multiple allergies we will need documentation from a medical professional as to what foods your child cannot have and allergic reaction protocols. If your child has food allergies or if you simply prefer they eat something specific, you are responsible for providing approved substitutions to the planned menu. Food substitutions must be sent in on a routine schedule (not here and there). The food items you send in must meet the requirements of the meal pattern or a physician's written instructions. Except for during parties, the following foods are not allowed to be included in meals or snacks: potato chips, fast food, hot dogs, *Lunchables*, punch, soda, *PopTarts*, cakes and candy. All cups and food/drink brought to school must be clearly labeled with 3 pieces of information: (1) child's name, (2) date, (3) which meal it is for.

If your child has special dietary needs we will accommodate them by establishing DAILY ROUTINE of:

- Serving vitamin fortified soy milk at our expense
- Serving lactose-free milk or organic milk which you provide
- Serving another type of fluid milk which you provide (a doctor's note is required)
- Serving a complete meal/snack from home every day (must follow the meal pattern on page 24)
- Substituting 1 approved item from home in place of 1 school-prepared item on a child's plate

## Approved Meal Patterns

	Children 1-2 yrs.	Children 3-6 yrs.	Children 6 & up
<b>BREAKFAST (3 Items)</b>			
1) Milk, fluid (dairy, soy, almond)	½ cup	¾ cup	1 cup
2) 100% Juice/fruit/vegetable	¼ cup	½ cup	½ cup
3) Grain or bread			
Bread, enriched or whole grain	½ slice	½ slice	1 slice
Cornbread, biscuit, roll, muffin	½ serving	½ serving	1 serving
Cold dry cereal	¼ cup	⅓ cup	¾ cup
Hot, cooked cereal	¼ cup	¼ cup	½ cup
Pasta, noodles, rice or grains	¼ cup	¼ cup	½ cup
<b>LUNCH (4 Items)</b>			
1) Milk, fluid (dairy, soy, almond)	½ cup	¾ cup	1 cup
2) Meat or meat alternate	1 ounce	1 ½ ounce	2 ounces
Lean meat, poultry, or fish, cooked			
Meat alternates			
Cheese	1 ounce	1 ½ ounce	2 ounces
Egg	½	¾	1
Cooked dry beans or peas	¼ cup	⅜ cup	½ cup
Peanut butter, seed/nut butter	2 Tbsp.	3 Tbsp.	4 Tbsp.
Yogurt	4 ounces	6 ounces	8 ounces
3) Vegetable and /or fruit (two or more)	¼ cup	½ cup	¾ cup
4) Grain or bread			
Bread, enriched or whole grain	½ slice	½ slice	1 slice
Cornbread, biscuit, roll, muffin	½ serving	½ serving	1 serving
Pasta, noodles, rice or grains	¼ cup	¼ cup	½ cup
<b>SNACK (2 Items) Serve two of these components from two different food groups</b>			
Milk, fluid (dairy, soy, almond)	½ cup	½ cup	1 cup
100% Juice/fruit/vegetable	½ cup	½ cup	¾ cup
Peanut butter, seed/nut butter	2 Tbsp.	3 Tbsp.	4 Tbsp.
Yogurt	2 ounces	2 ounces	4 ounces
Cheese, lean meat, poultry, or fish	½ ounce	½ ounce	1 ounce
Bread, enriched or whole grain	½ slice	½ slice	1 slice
Cornbread, biscuit, roll, muffin, crackers	½ serving	½ serving	1 serving
Hot, cooked cereal	¼ cup	¼ cup	½ cup
Cold dry cereal	¼ cup	⅓ cup	¾ cup
Pasta, noodles, rice or grains	¼ cup	¼ cup	½ cup
Cooked dry beans or peas	⅛ cup	⅛ cup	¼ cup
Nuts or seeds	½ ounce	½ ounce	1 ounce

*Strong women and strong men protect the children,  
tend the ailing, care for the aged,  
and in fact reassure the entire world.  
By Maya Angelou*

## Multicultural Experiences and Celebrations

Each family has its own distinct beliefs and familiar culture. True to our name, everyone is welcome at Piedmont Global Preschool and diversity among families is respected and celebrated. Enrolled families will be encouraged to share knowledge and celebration of their own culture/religion, and experience many others as well. Children will be exposed to languages, cultural arts, and food from around the globe. They will be invited to observe and experience age-appropriate customs practiced by their diverse classmates and members of the community. A short blessing may be spoken at mealtime, and the name of religious figures may be mentioned. No child will ever be forced to actively participate. The purpose of this is that children are positively exposed to a broad awareness of diversity and develop diverse friendships; all while holding true and being proud of the beliefs of their own family.

Please plan to spend some time with us sharing special activities, traditions, songs, foods, etc. to help us celebrate special times observed by your family, including birthdays. All foods served must be store-bought or prepared in our kitchen. For health/safety reasons, latex balloons are not allowed and healthy party treats are encouraged. Some recommended party treats are listed below:

- Traditional cultural foods and special family recipes prepared in our kitchen
- Pretzels with fun dips (yogurt or fruit dip with sprinkles)
- Mini-cupcakes or cake with light/whipped frosting
- Yogurt or pudding with fun toppings, squeezable yogurt
- Fun shaped cheese cubes and crackers
- Fruit kabobs
- Smoothies or ice cream
- Fruit popsicles or low fat fudge popsicles
- Snack mix (Combine Goldfish crackers, mini marshmallows, colorful real fruit chews, & Cheerios)

*All I really need to know I learned in kindergarten.  
by Robert Fulghum*

## Field Trips

PGP classes will occasionally venture on recreational and educational field trips. These outings are fun, educational and make great memories! The responsibilities of parents are:

- Chaperoning from time to time
- Turning in the signed permission slip
- Paying the trip cost for your child
- Dressing your children in their PGP t-shirt for each field trip. (If the t-shirt is forgotten a new one will be provided and charged to your account.)

Field trip outings are a privilege where safety is a priority. Low teacher-child ratios are maintained on trips and in some cases it may be required that an individual child has his/her own parent chaperone present in order to participate. If your child leaves with PGP to go on any field trip, the child must ride to and from the field trip in the same vehicle, with the same adult. Parents or children may not join in or exit in the middle of a field trip.

The Inventors class takes several field trips per year and the younger classes may very occasionally have a trip. Our primary modes of transportation are via walking and city buses operated by Greensboro Transit Authority. Before each field trip, parents will be given a permission slip to sign. If you wish for your child to remain at the school instead of participating in a field trip, they may stay with another class. Although our younger classes seldom take traveling field trips, we do plan school based enrichment activities that bring special experiences to all of our students throughout the year.

*I had a mother who read to me  
Sagas of pirates who scoured the sea.  
I had a Mother who read me the things  
That wholesome life to the boy heart brings-  
Stories that stir with an upward touch.  
Oh, that each mother of boys were such!  
You may have tangible wealth untold;  
Caskets of jewels and coffers of gold.  
Richer than I you can never be --  
I had a mother who read to me.  
by Strickland Gillilan*

## Donations

Our Preschool sincerely appreciates donations and gifts to our classrooms and outdoor learning environment. Materials donated to the school become property of PGP and may be distributed, rotated, or discarded as needed to benefit the school. Materials added to classrooms or playgrounds should first be approved by a staff member.

Sample items that are greatly appreciated:

- Gift certificates for Kaplan Early Learning Company in Clemmons, NC
- Paper of all kinds
- Art supplies (magazines, newspaper, washable paint, brushes, glitter, fabric, rubber stamps, ink pads, white glue, crayons, chalk, markers, etc.)
- Healthy snack foods
- Facial tissues, baby wipes, paper towels, liquid soap
- Toys: balls, bubbles, children's books, wood puzzles
- Shirts, pants, shorts, and coats in sizes 2T- 6X
- New shower curtain liners (for use as drop cloths)
- Cooking tools, extra large sized pots and pans
- Clean cushions, couch pillows, floor pillows
- Non-toxic plants, flowers, and seeds

*Thank you for taking the time to  
read our Family Handbook!  
Your comments, concerns, questions  
and ideas are always welcomed.*

**Piedmont Global Preschool and Child Care  
Family Handbook Agreement**

By signing below, I verify that I am the parent/guardian of \_\_\_\_\_.

I verify that I have received a copy of *Piedmont Global Preschool and Child Care Family Handbook (6/1/2014 Revision)*. I understand that this revision replaces any and all previous versions of the *Family Handbook*. I understand and agree to all of the policies and procedures herein.

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1<sup>st</sup> Parent/Guardian Printed Name

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1<sup>st</sup> Parent/Guardian Signature

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Date

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2<sup>nd</sup> Parent/Guardian Printed Name

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2<sup>nd</sup> Parent/Guardian Signature

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Date

**Newly Enrolled Families: Attach Copy of Parent/Guardian Driver's License or NC issued identification card.**