

Policy and Procedures Manual



**Loganville Little Learners
Early Childhood Education Program
Loganville High School
Family and Consumer Sciences Department
Career/Technology Education**

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Purpose and Goals

- To provide a laboratory for high school students who have a genuine interest in children and are dedicated to helping educate preschoolers with the best resources available.
- To provide an environment that will enrich the growth and development of the preschool children involved. This includes the child's physical-motor, intellectual-cognitive, and personal-social-emotional development.

Welcome to the Loganville Little Learners' Preschool

During the first few weeks of school, don't be disturbed if your child:

- is shy and clings to you,
- is aggressive and won't share,
- hits and refuses to take turns,
- tires easily and cries a great deal,
- resists using the school bathroom, has accidents,
- doesn't talk much about what happened at school.

These are all symptoms of tension and stress in a new situation, and will disappear as your child becomes used to the teachers, other children and the classroom routines. Be sympathetic and supportive. Some research suggests that it takes children this age up to 8 weeks to fully adjust to a major change.

YOU can help by:

- Not pushing the child to conform to routines without time to adjust
- Allowing time for personal routine, a nourishing breakfast and a pleasant, safe ride to school
- Having a cheerful, positive attitude as the child leaves you, either at home or at school, such as: "Goodbye, I'll see you later!"
- Encouraging talk about school by asking specific questions, such as: "Did you play with the _____ today?" rather than "What did you do today?"

Remember always, the more relaxed the parent, the more relaxed the child.

Philosophy of the Loganville High School ECE Program

We believe that children learn by doing. Through active interaction with their environment, children make observations and learn concepts, continually adding pieces of information to what they already know. Using developmentally appropriate practices as established by the National Association for the Education of Young Children (NAEYC), we provide a positive, nurturing environment which encourages children to become enthusiastic, lifelong learners. Recognizing that children develop socially, intellectually, emotionally, physically, and morally in predictable stages, we seek to meet the child on his or her level and move forward. Discovery, exploration, and repetition are some of the teaching methods utilized to promote successful learning. We create a comfortable place for preschoolers to build social skills and kindergarten readiness skills in a school setting.

OBJECTIVES FOR PRESCHOOL CHILDREN

To continue development of:

- A sense of trust
- Initiative
- Autonomy/independence
- Self-expression
- Self-awareness
- Creativity
- To make a more gradual transition from home to school
- To become familiar with group setting
- To enjoy being a part of a group
- To create an interest and joy in learning
- To gain power and control over one's own body
- To form pleasurable friendships with peers and adults
- To realize that school, like home, is a place where one can be loved, feel secure, and be cared for and protected
- To become more aware of one's self as a worthwhile individual
- Readiness skills in language, math, art, science, dramatic play, music, and movement
- Preparation for an easy transition to Kindergarten



Philosophy of Language Development

Preschool is such an exciting time for children and their caregivers. These children are on the brink of a long journey of formal education. I feel great pride that you chose us to help prepare your child for this wonderful adventure. We are looking forward to this partnership with you.

Here at the Loganville High School Early Childhood Education Program we believe literacy and language development are the foundation for growth in all curriculum areas. Because your child is a beginner, we will focus on letter recognition, sounds, rhyming poetry, and writing skills. In our language rich environment we will have daily time scheduled for specific language arts and read alouds. Many activities will be provided to help your preschooler develop skills needed for reading and writing. These include assembling puzzles; matching shapes and colors; creating patterns with beads or blocks; categorizing objects according to shape, number or size; and dictating stories to the teachers. Some of these activities do not sound much like preparation for reading. However, the necessary skills for reading and writing such as visual discrimination, listening, fine motor skills and eye-hand coordination are deeply embedded in many of our lessons.

Because parental involvement is so important and can make such a difference, the following list gives suggestions to increase success for your child in literacy development:

- Let your child see you read. Give value to reading.
- Set aside sacred time to read to your child daily. It should feel special.
- Read with enthusiasm! Use character voices and expressions.
- Use your finger or the child's finger to follow under the words.
- Teach your child how to handle books properly. Books are important!
- Discuss the pictures. Ask your child what they think will happen next.
- Talk about what words mean. Memorizing sight words is not necessarily reading.
- Let your child sit next to you or on your lap so that he/she may see the text, as well as pictures.

Enrollment Process for Loganville High School Child Development Center

Loganville High School admits preschoolers regardless of race, religion, color, national or ethnic origin whose parents will accept the policies and regulations of the school system.

1. The maximum number of preschoolers in the program will be held to 15.
2. Once the program is filled for the semester, interested preschoolers' names will be kept on a waiting list according to date and offered openings as they occur.
3. Special needs children shall be given equal consideration for acceptance.
4. Though toilet accidents happen, preschoolers are expected to be toilet trained when preschool begins in order to be admitted to the program.

Schedule and Hours of Operation

Preschool will begin five - six weeks after school begins in the fall, with open house occurring approximately one week before opening day. Open house will be held after school instead of at night or during the instructional day. Please understand the necessity of training and CPR/First Aid certification for the teachers in the preschool at the beginning of the school year. We also must take final exams and end-of-course graduation tests into consideration at the end of fall semester and the school year.

Preschool will be in operation from 9:15 a.m. until 2:15 p.m. Tuesday through Friday. Mondays are used for student evaluation, planning, and learning.

Calendar

We observe the Walton County Public School calendar and follow their schedule for school closings. Our start date and end date are different. We also abide by the decision of WCPS to close schools due to weather. Please be alert to weather conditions while your child is at school. If Walton County should release students early due to weather, LLL will also release students early. If Walton County has a delayed start-day, LLL will be closed for that day. Snow days are not made up. You will be given a schedule with weekly themes of all our intended school days.

Attendance

It is important that your child attend school each day. This will allow the child to follow a routine and to know what to expect each day. It also sets the example for their following school years. Please call the director at 678-684-2933 to report your child's absence or inform the instructors in advance of absences. The nature of this training program's success relies on the participation of the children.

Inclement Weather or Other Emergency

If inclement weather or other emergency should force Loganville High School not to open, the preschool will also be closed. Local news stations will be notified for the announcement of closing. If weather or other emergency forces us to close early, a parent or emergency contact will be notified to pick up children.

Arrivals and Departures

Please drop-off and pick up children promptly at the specified time on the schedule. Remain in your car with your child until it is time for the carpool to begin. A teacher will get your child out of the car and escort your child into the preschool. If for any reason you are delayed, please notify Mrs. Shelnut by leaving a message including your phone number, 678-684-2933. After preschool has started, introductory classes have also begun and the door to the preschool will be locked; the high school instructors are not available to leave the classroom.

Departure will be held in the same manner, a high school teacher will escort your child to your car. It is **your** responsibility to secure your child into a Georgia approved booster seat/car seat. Any person picking up a child must have a Loganville Little Learners car tag and be ready to provide a photo ID. One of our instructors should be notified in writing if someone other than the designated adults will be picking up the child.

Carpool Notes

- Please make sure that your car is in “park” while children are being loaded and unloaded.
- Please avoid using your cell phone when children are being placed in the car.
- Children will not be placed in the front seat.
- Children should be ready to exit the car as soon as the car door is opened.
- Carpool is not the place to discuss any concerns about your child; please email the Instructor to set up an appointment.

Clothing

Because of the wide range of activities at LLL preschool, it is recommended that children be dressed in washable, comfortable clothing. Children are taken outside daily, weather permitting, and should be dressed appropriately for the day's temperature. Physical education will be held daily, during weather 40 degree or less we will have physical education in the gym or classroom. Please send a coat on chilly days and mark coats and sweaters with the child's name.

We prefer that a child never wears flip-flops or shoes that are not securely fastened to the foot. These can be dangerous during PE and/or playground time.

Please send a change of clothing in case of an accident, to leave here at school. If wet or soiled clothes are sent home, please return a clean set the next morning.

Service to Parents

We have a small observation area with two-way mirrors which allow parents to watch as their child interacts with others. Parents are allowed to observe their children as often as they like. Please enter through the school building and do not let your child know you are observing. It is best if your child does not know you are there if you are to see uninhibited behavior. Please do not bring other children with you when you observe. We have a large high school enrollment of introductory students in the classroom either planning lessons or furthering their curriculum knowledge under the instruction of one of the directors. **We ask that all visitors wash their hands at the preschool sink upon entrance.**

Payment of Tuition

The monthly tuition fee is \$160.00 and is due on the first preschool day of every month. After the 10th you will receive a statement. There will be a \$10 late fee charged after the 10th school day of the month. There will be a \$30 fee for checks that are returned as a result of insufficient funds. After the second returned check, we will only accept cash payments.

LLL preschool depends on tuition payments to operate the preschool and laboratory training environment. Please note that a one month notice is required before taking a student out of our preschool program. Otherwise, tuition is due.

Termination

If you plan to discontinue your child's enrollment at Loganville High School Child Development Center, please notify the director immediately. Children on the waiting list need to be contacted as soon as possible.

Loganville High School Child Development Center and Loganville High administration reserves the right to dismiss children in this program who behave consistently inappropriately or whose family members behave inappropriately toward staff or other parents. Any child will be dismissed if he/she presents endangerment to him/herself, other children, or staff. Dismissal reasons may include but are not limited to safety and learning. Services may be terminated if the child's behavior requires more attention than our laboratory training environment allows, thus resulting in the neglect of other children and the program goals.

General Rules

1. Parents must agree and fully support, verbally and in action, all school policies, teachers, administrators, school board policies and procedures, including all discipline procedures. This includes fully cooperating with the teachers and administrative staff of the Loganville High School Early Childhood Education Program.
2. Important messages must be written to the staff, not given verbally.
3. Toys should be left at home unless requested for use with a scheduled activity. Exceptions may be made for special “security” possessions.
4. We will send a folder home everyday in the child’s backpack. Please read all newsletters, and other handouts for important announcements.
5. Keep the staff informed of any important changes in the home that may affect the child’s behavior at school.
6. Children are expected to be obedient to all school staff members.
7. Common courtesy and respect for other people must be shown at all times.
8. Rough housing, including wrestling and karate-type play is prohibited for the protection of children and teachers.
9. If you should have any changes in address, phone, or emergency contact please notify the director immediately.
10. Students must be fully potty trained. Students having regular accidents will be sent home as the preschool cannot change soiled clothing. Students will have time at home to work towards this goal and may return when parents have agreed that the child is fully potty trained.

DISCIPLINE POLICY

In disciplining our students we use positive guidance. The following steps will be taken in order to assist children in learning how to solve problems they encounter at preschool.

Modifying Instruction and Environment

When a behavior problem arises in the classroom, our first step is to modify the instruction and the environment. Often problematic behavior occurs because of something we, as teachers, have overlooked or miscalculated. For example, excessive restlessness or talking during rug time may be an indication that the instruction is inappropriate, either too boring or too advanced. Running in the classroom might be corrected by moving objects into running spaces, thereby breaking up open areas and lessening the temptation to run.

Modeling and Problem Solving

If problems continue after teachers have done all they can by changing the environment or instruction, we move to modeling and problem solving. Because children are in the process of learning to interact with others, many of the situations they encounter in preschool are foreign to them. Often, children act in inappropriate ways simply because they don't know how else to act. As teachers, we try to model correct behavior, so children can witness alternative behaviors. For example, if children are fighting over a popular toy, teachers might enter into play together and loudly enough for the children to hear, model an appropriate problem-solving dialogue:

“May I use that block?”

“I'm using it right now, but I'll be sure to give it to you when I am finished.”

Children often begin imitating the behavior modeled by adults as they seek to better understand social interaction.

We try to teach children that they have a right to use the toys in preschool (assertiveness), but that it is important to consider the needs of others as well (peace-making). We never tell children that they have to give a toy they are using to someone else, but we may establish guidelines for the use of popular toys:

“We’ll sing the alphabet song and count to twenty. Then it will be Anne’s turn for the cash register.”

In this way, we try to sensitize children to the needs of others, while acknowledging that their own needs are important as well.

Direct Instruction With Positive Statements

When direct instruction is necessary, we use positive statements. Instead of saying, “Stop running in the classroom,” we say, “Please use your quiet inside walking feet.” This accomplishes two things. First, children don’t feel a harsh rebuke in a positive statement, and second, a negative behavior is replaced with a positive one. Asking children to stop running gives them no idea of what our expectations are. The positive statement, on the other hand, tells them exactly what we expect - quiet walking.

Making Choices and Recognizing Consequences

In addition to positive statements, we present children with choices. For example, if a child refuses to come to the rug, we say, “You may walk to the rug, hop to the rug, or be carried to the rug.” Because all these choices are acceptable to the teacher, the child is truly free to choose as he wishes!

Ultimately, refusal to make choices or to do what the class is doing results in this choice:

“Would you like to join the class or sit alone with me? If you choose not to do what the rest of the class is doing, you choose not to be a part of the class and you miss out on the fun we are having.” It generally takes only a few seconds of waiting with the teacher before a child chooses to re-join his laughing classmates in their play.

Teachers stress to children that there are good choices and bad choices, and both have their consequences. Making good choices usually results in good things and good feelings, while making bad choices usually leads to unpleasant things and unhappiness.

We try to let natural consequences follow actions when doing so does not endanger the children. For example, if a child chooses to throw his food during

snack time, he does not get to refill his plate from the serving bowl. In choosing to throw his food instead of eating it, he missed the satisfaction that might have come from a tasty treat.

No Physical Punishment

If children are hurting themselves or others, or if they are being disruptive in the classroom, teachers may physically restrain them outside the classroom, but under no circumstances are children physically punished or verbally berated. Confidentiality is strictly observed and children's feelings are respected.

If a child's disruptive behavior is prolonged or becomes out of control, students may be isolated with a teacher and parents may be contacted.

In making decisions regarding discipline, we seek to foster the kinds of attitudes and habits conducive to a democratic society. Our discipline goal is not to train children to obey the adult in charge as quickly as possible, but rather to weigh options and make the choices they know will bring happiness and success to themselves and others around them. We hope to provide tools that enable our students to be effective leaders, not indifferent followers.

Health and Safety Regulations

1. Children must have an immunization form on file in the director's office immediately after preschool begins. Parents are required to keep all information up-to-date.
2. We prefer not to administer medication to the preschoolers but it can be given at school if parents send specific written directions. This medication should be in its original container. If you send medication, it should be given to the director and not left in the child's backpack. This includes cough drops.
3. Please keep your child home when ill. A staff member will call the parent(s) to pick up the child if signs of illness are shown.
4. Special forms will be sent home for parental approval before the child will be allowed to go on a field trip.
5. Shoes must be worn to preschool and remain on throughout the school day.

Description Policy for the Exclusion of Ill Children

COVID-19

Students who are diagnosed with COVID-19 will be required to follow DPH guidelines. Currently, these guidelines state that individuals must stay home for 10 days from the onset of symptoms.

Strep Throat, Scarlet Fever

Incubation period is 2-7 days. Exclusion from school: may return after recovery but must have a note from a doctor. Other children at home may attend school if they have been immunized. Call your family doctor regarding school attendance.

Chicken Pox

Incubation period is 14-21 days, usually 16-18 days. Symptoms: small water blisters on the back or chest, slight head cold, may or may not have a fever. Exclusion from school: 7 days after spots appear and all crusts are dry.

Colds and Influenza

Incubation period is 1-3 days. Symptoms: fever, chills, aches and pains in the back and limbs, sore throat and cough. Exclusion from school: 3 days. Returning to school depends on recovery. Children should be free from heavy cough and heavy nose discharge. No fever for 24 hours preceding returns to school.

Conjunctivitis (Pink Eye)

Any inflamed or discharging eye is considered to be contagious and the child should be excluded from school until fully recovered or until released by a doctor.

Ringworm of the Scalp

Incubation period is 10-14 days. Symptoms: scaly, bald patches on the scalp.

German Measles/Rubella

Incubation period is 14-21 days, usually 16 days. Symptoms: mild fever, rash, and enlargement of glands behind ears and back of neck at hairline. Exclusion from school until fully recovered.

Measles

Incubation period is 9-11 days. Symptoms: rash on 13-15th day, cold with watery eyes, cough and fever, rash on face which spreads down body. Exclusion from school: for 7 days after the appearance of rash and the absence of fever or other symptoms.

Mumps

Incubation period is 12-26 days. Symptoms: fever, swelling of one or both glands in front of ears (occasionally glands under jaw swell). Exclusion from school: until all the swelling is gone, usually about 10 days.

Impetigo

Incubation period is within 5 days. Symptoms: crusted, moist sores, usually on the face and/or hands. Exclusion from school: may attend school if under doctor's care and sores are covered.

Hepatitis

Incubation period is 10-40 days, usually 25 days. Symptoms: fever, headache, nausea, loss of appetite, fatigue, abdominal discomfort. Later there may be jaundice.

Exclusion from school until fully recovered. Permission to return to school must be signed by the family doctor or the Health Department.

Head Lice

Symptoms: small, egg-like nodules accompanied by small lice in hair, itchy scalp. Prescribed head treatment is necessary initially with home and school areas treated (such as bed linens, dramatic play area). A repeated treatment for the larvae is required in approximately 2 weeks. Permission to return to school must be signed by the family doctor or the Health Department.

Allergic Reactions

Should your child have an allergic reaction to bee stings, pollen or anything else that requires immediate attention, please send a card with the procedure to be followed to the director.

Fever

A child with a temperature taken under the arm (pit) over 99 degrees or an oral temperature over 100 degrees should be kept home from school. Children may return to school once they have been fever free for 24 hours.

Behavior

If a child has a combination of the following behaviors, strongly consider keeping the child at home: looks or acts differently, awake most of the night, crying, unusually tired, pale, lack of appetite, nauseous, irritable or restless.

Respiratory

The following symptoms should exclude a child from school: breathing difficulties, wheezing, initial onset of colds with watery eyes, drainage along with sneezing, colds with yellow-green nasal discharge and prolonged cough.

Diarrhea

Characterized by frequent watery or green-colored bowel movements, which are not related to medications or food reactions would warrant staying home.

Sore Throat

If a child's sore throat needs culturing because other signs are present, he or she should be excluded from school.

If a child develops any of these symptoms while at school, a parent will be contacted to pick up the child immediately. Parents should have a plan for a sick child and make sure all contact numbers are current. We will call parents first; if parents cannot be reached, we will call the emergency contacts.

Should a child develop an infectious disease following a school day, parents should contact the LLL Instructor.

Food Policies

Every child should bring a snack, lunch and drink. Please provide all utensils needed (spoons, straws, etc.) All lunch boxes should be labeled with the child's name, preferably on the outside. Food should not require refrigeration or to be heated up.

Please do not send drinks that would stain the carpet (red, blue, etc.)

If juice boxes are sent, children should be able to open them, place straw in them, and not squeeze the juice out. If a child does not have lunch, we will give the child crackers and water.

Please finish breakfast at home or in the car.



Parent Involvement

All parents are cordially invited to become involved with our program as much as your schedule will allow. We understand that work commitments will prevent many of our parents from participating in our program; however, it may be possible for you to find opportunities from the list below.

- Provide treats for the class for your child's birthday.
- Observe your child in the preschool environment.
- Read to your child every day!
- Volunteer to come in as a guest reader during story time.
- Look over the year's weekly themes. Is there a week where you would love to share your expertise or bring something in to enhance the lessons?
- Other ideas? Let's talk!

Parties and Special Events

Children's birthdays can be celebrated at school with a special snack. Please let us know in advance if you plan to send in a birthday snack.



Staff

Instructor/Director:

Shelley Shelnut

Assistant Instructor of Education and Observation:

Dina Wolf

Career and Technology Education Supervisor:

Celeste Cannon

Principal:

Dr. Brad Boleman

Assistant Principal:

Carrin Meadows

Assistant Principal:

Amanda McMillan

Assistant Principal:

John Lamb

Assistant Principal:

Jeff Segars