



Education, Guidance and Discipline Policies

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EDUCATION POLICY

Early learning experiences are critical for a child's development. King's Kids Learning Center's program is designed to provide learning experiences which enhance every aspect of a child's spiritual, intellectual, physical, emotional and social growth and development.

To encourage learning about Christian faith, children are taught about God and His love through the Center's atmosphere and daily activities, including, but not limited to, Bible stories, prayers, music, art, and daily conversations. Christian values, such as sharing and kindness, are incorporated into daily planning and guidance techniques. Holiday celebrations focus on religious rather than secular aspects of the holiday.

Using Jesus as the perfect example of love for all, we offer many opportunities for the children to interact with adults and other children. Individual differences are treated as God's way of creating each person unique and special. We also provide activities that help children to recognize and to respect personal and cultural differences.

Learning centers and activities are developed around weekly themes. The *Bob Jones and the Abeka Curriculum*, along with many other resource materials, is used to develop lesson plans. Monthly themes include such topics as God Made Me Special, God Keeps Us Safe, We Are Thankful, Jesus is Born, and Friends Around the World.

Classrooms are arranged with equipment and materials appropriate for the ages of the children in each room. Tables, chairs and toy shelves are placed low to the ground for the children. Shelves are filled with toys for exploration and learning about colors, shapes, numbers, letters and other concepts. Learning materials are accessible to the children at all times.

Believing that children learn best through a hands-on approach, we offer activities through learning centers, where children become involved in self-directed, teacher-monitored exploration of materials. Once the children reach

the toddler rooms, classrooms are arranged in learning centers such as blocks, dramatic play (housekeeping), sensory table, book corner, small manipulative materials, creative art, science and music areas.

Art is available every day. We focus on the process of creating rather than the end product. Process involves the child manipulating, experimenting and exploring art materials. The final product is an individualistic and joyful display of the art experience. At times, only your child, the artist, can tell you exactly what the end product is. The children are introduced to a wide variety of materials and textures to use in their creations. In addition to creative art during 'center time', crayons, washable markers, stencils and paper are available during early and late day activities.

The children occasionally have special activities in the classroom as well. Teachers enjoy cooking with the children and "traveling" to other countries as they learn about other cultures. During our safety and health units, we invite community helpers to visit the children. Field trips are also incorporated into the curriculum to broaden the children's learning experiences.

TRANSITIONS

Teachers strive to maintain a consistent schedule for the children in their room. Children are given advance notice when moving from one activity to another. Activities are arranged so children have minimum waiting time during transitions from one activity to another. Teachers engage the children in songs, finger plays, or conversation as they are transitioning at meal time, bathroom time, or when moving to and from outside activities.

When a child is developmentally ready to move to a new room, the transition is made gradually and as soon as space allows. Parents are notified by the Director that their child is being considered for a move. The typical period of time for transitioning to a new room is two weeks; however, this time frame may be changed to best assist the child in adjusting. Teachers currently assigned to the child complete transition notes for the child's new teachers to help with the child's adjustment to the room. Parents are also asked to complete an intake form for the new classroom teachers.

DEVELOPMENTALLY APPROPRIATE PROGRAMMING

Toddler Rooms:

The need for security and the desire to explore continue into the toddler age. Since this is the age when children seek to be in control, activities are planned to promote cooperation through play.

Teachers help toddlers to increase their language and social skills by guiding them to 'use their words' and express their feelings. Reading stories is a favorite activity in these rooms.

Self-help skills are encouraged, especially in the areas of eating, dressing and toilet training. In the older toddler rooms, short group times are begun. Children take turns in being classroom helpers.

Materials and equipment provide a balance of dramatic play, sensory, large and small motor activities as well as active and quiet times. Children are given opportunities to develop their creativity through dramatic play, process art, music, and movement activities.

Preschool Children:

Teachers help the children learn how to establish positive co-operative relationships with adult and peers through a variety of small and large muscle group activities.

Self-esteem is promoted by planning activities that children can successfully complete. The learning environment is designed to provide Kindergarten readiness skills through active exploration of sensory and manipulative materials. Language and listening skills continue to develop through books, songs and conversations.

Theme activities are incorporated into different learning centers where children are free to choose their own activities under the guidance of the teachers. Creative expression is fostered through a variety of art media, puppetry, dramatic play, and music activities.

School-Aged Children:

Children are encouraged to help with planning, and they work together with the teachers to create a positive learning environment. Christian concepts are incorporated throughout the day in devotions, music and prayers. Scheduling and curriculum allow children to learn through active involvement in various learning experiences with each other. Children are allowed to work individually or in small informal groups much of the time. They are allowed more freedom to work independently under the supervision of adults. Teachers assign tasks to teach the children responsibility for themselves and others. Exploration of science and math concepts is built into planning through cooking, gardening, experiments and sensory activities. Team activities with cooperation, not competition, are encouraged. Children continue to learn about the world and the community they live in through field trips, service projects, and activities that introduce them to other cultures.

CHILD GUIDANCE AND DISCIPLINE POLICY

King's Kids Learning Center's child guidance and discipline policy is designed to help children become independent and caring by learning self-control, decision-making skills and responsibility for their own actions. Children are a precious gift from God and we believe they should be treated with respect.

King's Kids Learning Center's goals are to help children develop positive self-esteem, respect for themselves and others, and socially acceptable ways of expressing their needs and feelings. This is accomplished through positive guidance and loving, Christ-centered discipline.

Staff members offer positive guidance for children by providing an atmosphere where everyone feels respected and valued. In addition, they create a learning environment based on trust and freedom to explore and develop without fear of humiliation or shame. The staff works to accomplish this by:

- Respecting each child as a precious gift from God with unique abilities and gifts
- Maintaining a safe learning environment that uses developmentally appropriate activities based on each child's ability, attention span and need for movement
- Establishing positive guidelines for behavior that set clear, understandable limits and consistent routines
- Providing a learning environment that promotes consistent routines and well-defined expectations
- Providing sufficient materials and activities to avoid overcrowding and to give adequate choices for child-directed activities
- Recognizing children's efforts and using praise through kind words or actions to reinforce desirable behaviors
- Using problem solving techniques instead of punishment
- Anticipating and eliminating potential problems in the environment

- Redirecting a child who displays undesirable behaviors to another activity

If a child causes physical or emotional harm to self or others, the child is removed from the situation for a short time to calm down and provided time to talk with the teacher about alternative, appropriate behaviors.

Time-outs are used for children over three years of age only when all other methods of guidance are unsuccessful. The length of a timeout is one minute per year of age. If a child younger than three years of age needs to be removed from a situation, he/she is placed on the teacher's lap or next to the teacher until he/she has calmed down.

We believe the primary responsibility for raising young children rests with the parents; however, the staff strives to assist parents in the training and guidance of their children. We provide parents with feedback about their children, both positive and negative, if necessary. If you desire help in dealing with a specific behavior, please discuss it with us. Parent support is expected for any guidance techniques used by staff to solve unwanted behaviors.

Staff is not allowed to discipline a child using methods prohibited by Licensing Rules, even at the request of a parent. Examples of prohibited actions include, but are not limited to, spanking, hitting, verbal abuse, physical restraint, and withholding or forcing meals, snacks, or naps.

CHRONIC DISRUPTIVE BEHAVIOR

The safety and welfare of all the children at King's Kids Learning Center are of primary concern. While the staff makes every effort to work with children and their parents to promote appropriate behaviors, there are situations when additional action may be necessary.

Initial meeting

If a child's extreme, uncontrollable behavior continues to physically or emotionally endanger staff and other children at King's Kids Learning Center despite positive guidance techniques, or if a parent is uncooperative with staff in working toward their correction of their child's chronic disruptive behavior, a meeting with the child's parents is requested by the Director and the child's teachers. The problem is defined in writing and goals for correction are established and a date is set to review the issue.

Second meeting

If, after the predetermined time frame, the initial plan for helping the child fails, a second meeting is requested by the Director. The problem is identified again and new approaches are defined.

Suspension/Dismissal

Suspension of the child occurs if no progress occurs within the established timeline. Parents are responsible for payment of fees, based on their contracted time, during the length of the suspension. The period of suspension may vary from the remainder of a day to one week depending upon the severity of the problem. Dismissal of the child occurs after three suspensions for the same behavior, or immediately if the child's behavior severely injures a staff member or another child.

REMOVAL FROM KING'S KIDS LEARNING CENTER

King's Kids Learning Center initiates removal of a child or family for:

- Failure to pay fees. If payment of fees is delinquent for two weeks or more, parents receive written notice from the Director regarding removal from the Center. If no 'good faith' attempt to make a payment is taken after this written notice is given, the family is removed.
- Failure to submit forms required by licensing, resulting in the Center's non-compliance with the state of Wisconsin
- Failure to observe or cooperate with the policies of King's Kids Learning Center
- Behavior endangering staff or children at King's Kids Learning Center
- Inappropriate behaviors by a parent or child, including, but not limited to, sexually inappropriate behavior
- Possession or use of dangerous or illegal items and substances at King's Kids Learning Center

Prior to removal from the Center, the Director notifies the parents of the pending removal and schedules a meeting with them. During the meeting, the problem is defined. Solutions to the problem are discussed and a timeline, not to exceed one month, is set for resolving the situation. A follow-up meeting is held to review the problem. If the problem cannot be resolved or parents are not willing to attempt resolution, removal occurs.

If the parent fails to respond to the written notice within three days, removal of the child or family occurs immediately.