

Welcome to Kindergarten 3's and 4's

Heritage Christian Academy

What an honor and blessing you have given us. Thank you for allowing us to share in the instruction, nurturing, and development of your child. We look forward to getting to know this precious little one. Be assured that each child will be loved and treasured as Jesus' Little lamb. We know that "in receiving this child we receive Jesus" (Matthew 18:4).

You will be amazed at the rapid development of your child this year intellectually, socially, emotionally, physically, and spiritually. We are here to assist you and your child in this development.

Our job as teachers is to support what you have begun and teach so that "they might set their hope in God, and not forget the works of God, but keep his commandments..." (Psalm 78:7). All areas of development are important; however, if we fail to teach them to set their hope in God, we have truly failed.

The children will learn through age appropriate activities that are based on Biblical principles. We seek to enhance the Christ-centered family and strengthen the local churches. Our purpose is not to take the place of the God-given responsibility of the family or church.

Again, thank you for allowing us to share in your child's life. God has called us for this purpose. Please do not hesitate to come to us with any concern you may have. Your concerns are important to us and are valuable in helping us care for your child.

Love in Christ,

The K3/K4 Preschool Staff

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History of Heritage Christian Academy

In 1993, “God had a notion,” as He brought a ten-member steering committee together to meet and pray about the need for a Christian School in Christian County. On March 29th, 1994, the first town meeting was held in the Hopkinsville Community College auditorium to determine community interest in establishing a private Christian school. An overflow crowd of 625 people attended.

In the fall of 1994, Heritage Christian Academy opened its doors with 155 students in Kindergarten through 9th grade. The enrollment grew to 240 students the next year as Second Baptist and Hillcrest Baptist churches continued to house the students of HCA. The students of the class of 1998 were the first graduates of HCA. The first preschool class was established in the second year; 1995.

Early in the history of HCA, the Wadlington family generously donated 28 acres of land in Hopkinsville. A 65,000 square foot building was constructed on this land with classes opening in the fall of 2000.

HCA is an independent, board-run, non-denominational, Christian, college preparatory school. It has received accreditation from the Association of Christian Schools International and [advancED](#). The state of Kentucky also recognizes both of these accreditations. The preschool department is licensed by the State of Kentucky.

Thank you to the Heritage Christian Academy Board, parents, teachers, staff, families, and friends for recognizing and supporting God’s work at HCA. The students at HCA are truly blessed by your sacrifices.

Mission Statement

Our mission is to provide academic excellence based on Biblical principles. We are committed to equip each student intellectually, socially, emotionally, physically, and spiritually.

Philosophy and Vision of Christian Education

We believe that man is created in the image of God. Therefore, God's sovereignty is supreme over every aspect of our life. Man is finite and is dependent on upon divine revelation for all ultimate truth. This belief establishes the foundation of the Christian World/Life View.

As the Christian school concerns itself with mastering the fundamentals of human knowledge, it must rely on upon this Christian World/Life view in the pursuit of educational excellence. Since God reveals Himself in the Bible and in His creation, the Christian school gives the Bible and its teachings a prominent place in curriculum. This emphasis can play an important role in transmitting to the next generation of Americans the spiritual nature of their heritage.

A school is an effective place for learning only if it can provide a God-fearing environment accompanied by consistent discipline and orderliness. Only a Christian school can provide such an atmosphere. Only a Christian school can integrate God's revelations and human learning. It is, therefore, our purpose to provide sound academic training integrated with a distinctly Christian view of God and the world. There are important differences between the Christian view on any given subject and the many non-Christian views on that same subject. Even though knowledge is factually the same for all, no subject can be taught totally or accurately if the creator is ignored or denied. Knowledge is properly understood only by the recognition of God's preeminence. No formal education can be entirely adequate unless God is honored throughout.

The Christian school musters all of man's faculties for a study of God's revelations so that intellectual, social, emotional, and physical development is given unity, direction, and balance.

The hub of human relations in the Christian school is personal concern for each other in the spirit of law and love. This premise should be evident in the general atmosphere of the school and in the personal relationships among teachers, pupils, staff, and parents.

It is our purpose to personally see that the education we provide is both excellent and thoroughly Christian. We diligently seek to instill the time-honored values of faith in God, love of family, patriotism, respect for authority, and hard work. Our responsibility is to nurture, instruct, and train students in order to help parents fulfill their God-given mandate to "train up a child in the way he should go" (Proverbs 22:6) and to "bring them up in the fear and admonition of the Lord" (Ephesians 6:4).

EXPECTED STUDENT OUTCOMES

Spiritual:

⁹ If you declare with your mouth, "Jesus is Lord," and believe in your heart that God raised him from the dead, you will be saved. ¹⁰ For it is with your heart that you believe and are justified, and it is with your mouth that you profess your faith and are saved.

Romans 10: 9-10 New International Version (NIV)

The student will:

- Understand and experience a personal relationship with God through faith in Jesus Christ as Savior and Lord.
- Apply biblical worldview throughout all aspects of his/her faith.
- Honor and respect the Bible as God's authoritative Word, and understand and apply basic biblical principles to daily life.

Respectful:

¹⁹ Do you not know that your bodies are temples of the Holy Spirit, who is in you, whom you have received from God? You are not your own; ²⁰ you were brought at a price. Therefore, honor God with your bodies.

1 Corinthians 6: 19-20 New International Version (NIV)

The student will:

- Explain what it means to be an image bearer of God and live in accordance with His biblical standards at school, in family/personal relationships, and within the community.
- Recognize that each individual (even the unborn) is uniquely created in the image of God and is loved by God and therefore of great worth.
- Exhibit grace, humility, and love when relating to those who do not share the same worldview.
- Maintain and understand a lifestyle of purity in regard to anything (e.g. substances and activities) that can be harmful to the body, spirit, or mind.

Responsible:

²⁰We are therefore Christ's ambassadors, as though God were making his appeal through us. We implore you on Christ's behalf: Be reconciled to God.

2 Corinthians 5:20 New International Version (NIV)

The student will:

- Commit him/herself to moral, mental, visual, and physical purity.
- Demonstrate a servant's heart, exhibit justice and mercy in his/her relationships, and resolve conflict in a God-honoring way (Matthew 18 principle).
- Prepare for the responsibilities and privileges of being a voting citizen of the United States.
- Understand the worth of every human being as created in the image of God.

Effective Communicators:

²⁹Do not let any unwholesome talk come out of your mouths, but only what is helpful for building others up according to their needs, that it may benefit those who listen.

Ephesians 4:29 New International Version (NIV)

The student will:

- Communicate in a way that displays excellent written and oral communication capabilities.
- Develop and utilize a rich vocabulary that will enhance communication.
- Exhibit the ability of learning to read and reading to learn.

- Be able to articulate and defend his/her Christian worldview using apologetics, while having a basic understanding of opposing worldviews.
- Have an appreciation of languages and cultures of other people groups that lay the foundation for dispelling prejudice and building cross-cultural relationships.

Statement of Faith

1. We believe in the Bible as the only authoritative Word of God. It is eternally reliable in all matters of Christian faith and practice.
2. We believe there is only one God, eternally existent in three persons- Father, Son, and Holy Spirit.
3. We believe in the deity of Christ, His virgin birth, His sinless life, His miracles, His vicarious and atoning death, His resurrection, His ascension to the right hand of the Father, and His personal return in power and glory.
4. We believe that God created marriage to be exclusively the union of one man and one woman, and that intimate sexual activity is to occur exclusively within that union.
5. We believe that God wonderfully and immutably created each person as a male or female, and that these two distinct, complementary genders together reflect the image and nature of God.
6. We believe that all human life is sacred and created by God in His image. Human life is of inestimable worth in all its dimensions, including pre-born babies, the aged, the physically or mentally challenged and every other stage or condition from conception through natural death. We are therefore called to defend, protect, and value all human life. (Psalm 139)
7. We affirm that salvation is by grace through faith in our Lord Jesus Christ.
8. We affirm that repentance from personal sin toward God, faith in our Lord Jesus Christ, and regeneration by the Holy Spirit is necessary to salvation.

9. We affirm the resurrection of both the saved and the lost-those who are saved to the resurrection of life and those who are lost to eternal punishment.
10. We believe in the spiritual unity of believers in our Lord Jesus Christ.
11. We believe in the present ministry of the Holy Spirit by whose indwelling the Christian is enabled to live a Godly life.

As a non-denominational school, we welcome families from a wide variety of churches. Other than the 10 points listed above, HCA does not take a position on the many issues that have traditionally differentiated denominations.

School Board/Administration Relationship

Heritage Christian Academy School Board has the responsibility for the establishment, guidance, and spiritual headship in the operation of the school. The board is the policy setting body of the school, with the school administrator having the responsibility for the implementation of the policy. A full Board consists of 21 members. Board members serve an initial term of three years and may be re-elected to serve an additional three years by a 75 percent vote of the Board according to the by-laws. The Board members are selected by the standing Board from among qualified persons with an interest in Heritage Christian Academy.

School/Parent Relationship

It must be made clear that God places the immediate responsibility for such training upon a child's parents, promising to give divine guidance to those who seek it. Parental cooperation plays a strategic part in the success of such training at school. The nature of parental discipline in a child's formative preschool years and the strong influence of daily training at home can be neither erased nor replaced by training at school. The school can only supplement proper home training. Though the school is directly responsible to God for its leadership in the lives of students, it remains essentially a service to parents in aiding them to fulfill their responsibilities before God. It must give due respect to the position God

has given parents, realizing that the ultimate choices regarding the child's education are the parents. However, it is vitally important that students learn to recognize and respect other authority God places in their lives. Administrators, teachers, and coaches need to be recognized in this light and their authority supported by parents. Parents should make every effort to uphold the authority of the teacher in the classroom.

Parental cooperation plays a strategic role in the successful educational process at school. The school can only supplement proper home training. The Board Policy Manual (4.005-1) states that the administration reserves the right to suspend a student and the school Board expel a student at any time if we feel the student's and/or parents' actions and attitudes are an improper influence on HCA, including, but not limited to, excessive gossip and inappropriate use of social media.

Matthew 18 Principle

In our relationships at HCA, we recognize differences or disagreements may arise from time to time. As a school we strive to follow the Scriptural principle outlined by our Lord Jesus in Matthew 18:15-17:

“If your brother sins against you, go and show him his fault, just between the two of you. If he listens to you, you have won your brother over. But if he will not listen, take one or two others along, so that every matter may be established by the testimony of two or three witnesses. If he refuses to listen to them, tell it to the church; and if he refuses to listen even to the church, treat him as you would a pagan or a tax collector.”

Should a disagreement with your child's teacher arise, your first response should be to meet individually with the teacher. Most issues can be resolved at this level. It is also important to keep the issue between those involved (i.e., do not discuss the issue with other teachers, parents, or on social media sites). If the issue cannot be resolved, a meeting with the Headmaster, teacher, student, and parents would be in order. Lastly, a meeting with a Board committee and the previously stated persons may be scheduled. In all situations, it is important to maintain Christian charity and to avoid gossip.

Promotion/Retention Policy

Students will be promoted to the next level upon mastery of instructional goals and objectives. Parents or teachers sometimes choose to hold a child back due to age, maturity, or difficulty mastering instructional goals. After consultation between parents and teacher, we will determine whether the student will benefit most by being retained or promoted.

Withdrawal Procedures

If for any reason a student must be withdrawn from school, the school office must be notified in writing at least 2 days in advance so that the withdrawal can be properly processed. Parents are asked to refer to the terms of the payment agreement at the time of withdrawal.

Heritage Christian Academy K3/K4 Program is:

- Age appropriate education based on Biblical principles.
- Organized to meet the physical, emotional, social, intellectual, and spiritual needs of the child.
- A loving, safe, secure, nurturing, Christian environment.
- Licensed by the State of Kentucky.



Acceptance Process into Preschool

K3 students must be 3 years old by August 1.

K4 students must be 4 years old by August 1.

All students MUST be potty-trained, no exceptions, no pull-ups.

New families will be scheduled for an interview. Preschool students are given one month to adjust to the classroom environment. Students are expected to follow the rules and routine established by the teacher and HCA. If the student cannot adjust, is disruptive, not potty-trained, or just not ready, they will be asked to wait until they are ready for a school setting.

4 year olds entering our preschool for the first time will be tested before acceptance.

Preschool Hours and Enrollment

We have options to choose from for both K3 and K4 students. There is one teacher and one assistant per classroom. The state Staff-to-Child Ratio limit 3-year olds-1 teacher per 12 students, 4-year olds-1 teacher to 14 students. We have 2 staff per classroom, so our ratio is two teachers per 12 or 14. Also, with 3-day students, we have less children per day.

K3 Students-

5 Full Days-7:30-2:30 M-F

5 Half Days-7:30-11:15 M-F

3 Full Days-7:30-2:30 MWF or TTHF

3 Half Days-7:30-11:15 MWF or TTHF

K4 Students-

5 Full Days-7:30-2:30 M-F

5 Half Days-7:30-11:15 M-F

3 Full Days-7:30-2:30 MWF or TTHF

3 Half Days-7:30-11:15 MWF or TTHF

**THE FOLLOWING DOCUMENTS MUST BE ON FILE BEFORE
CHILDREN ARE ACCEPTED INTO PRESCHOOL:**

- Up-to-date Immunization record on a KENTUCKY FORM
- Physical (Preventative Healthcare Examination)
- Copy of Birth Certificate
- Copy of child's Social Security Card
- Medical/Emergency/Student/Release form

General Information

Sign-In/Sign-Out

Child must be signed-in and signed-out each day by an adult listed on the Medical/Emergency/Student/Release form.

We cannot release a child to anyone not listed on this form!!

Preschool students may enter through the back door of their own classroom on the Preschool playground at 7:30.

It is very important to have your child at school on time. Learning activities begin at 7:30.

Snacks

Snack money is due to the classroom teacher BEFORE the 1st of each month. The snack fee is \$10.00 a month. This fee covers snacks, juice, milk, special unit snacks, cups, plates, napkins, and special occasions or parties. You may also pay for several months or even the whole year in advance. Snack calendars are sent out monthly. See Snacks page 31-33 for more information.

Lunches

Full-Day students are required to bring their own lunch. However, milk is provided. See Lunches page 31-33 for more information.

Supply List

Please refer to supply list pages 35-36. All personal supplies must be labeled with a permanent marker (each marker, crayon, scissors, paint shirt etc.).

Dress Code

There is no dress code for preschool, however, the children should wear clothing that is easy for them to manipulate. Also, their clothing should be modest. Please keep private body parts private. We recommend gym shoes. We go to gym or outdoors every day.

We need a complete change of clothing at school. Please include socks and underwear. Update as weather changes.

Parent/Teacher Conferences

Conferences are scheduled at the end of the first 9-week period. This is a requirement of all parents. We will also be available to schedule a conference as needed any time after the children have been dismissed.

Volunteers

Adults are encouraged to volunteer in the classroom. To volunteer in the classroom, you must have a current TB skin test and two background checks. We have the background check forms available in the classroom. Every time you volunteer, you must sign-in at the front office and get a visitor sticker.

Personal Toys

We do not encourage children to bring toys from home due to the possibility of heartbreak if lost or stolen. However, the children may be asked to bring something related to a unit or Show-n-Tell (letter of the week).

Full-Day students may bring a soft sleep toy for nap-time.

Absences

When a child must be absent, please call the school to let us know.

Discipline

Please refer to “Discipline/ Guidance for the K3/K4 Classroom”.

Age Requirements

Students entering K3 must be 3 years old by August 1st.

Students entering K4 must be 4 years old by August 1st.

Money

Any money due must be placed in an envelope with the child's name and what the money is for written on the outside of the envelope.

Testing

K4 students who did not attend the K3 class will be administered a test before admittance. K3 students do not have to be tested.

Potty-Trained

All K3/K4 students must be completely potty-trained, no exceptions, no Pull-ups. Occasional accidents happen. However, if a child has frequent accidents he will need to wait until he is trained.

Folders

Check folder every day for important information and children's work. Return the folder each day. You may also return important items to the classroom teacher such as; envelope with snack money, book orders etc.

Important Changes

Please keep us informed of any events or changes in your child's life such as; birth of a sibling, vacation, separation, divorce, moving etc. Having this information allows the classroom teacher to have insight into a child's individual needs. Any such information will be kept confidential.

Development

Preschoolers learn at different rates and in different areas. Letters and numbers are introduced, but may not be mastered. They are reintroduced in K4 and K5. The children are given opportunity for growth in all areas of development. Skills worked on throughout the year: Spiritual and Social Development, Fine Motor Manipulation and Writing, Cognitive Matching and Counting, Language Naming and Comprehension, Gross Motor Body Movement and Object Movement.

K3 Lesson Plan Overview

Unit 1	Activity Packet	Phonemic Awareness	Language Arts: Themes and Rhymes	Colors, Numbers, Shapes, Opposites
Through the Barnyard Gate	1–5 S1–S8	B, C, H, P	Farm Animals “Baa, Baa, Black Sheep” “Hickory, Dickory, Dock” “Little Bo Peep” “Little Boy Blue” “Mary Had a Little Lamb”	red 1 circle little/big
Unit 2	Activity Packet	Phonemic Awareness	Language Arts: Themes and Rhymes	Colors, Numbers, Shapes, Opposites
The Street Where I Live	6–15 S9–S11	F, J, M, Y	My Family Senses “Jack and Jill”	yellow 2 square up/down
Unit 3	Activity Packet	Phonemic Awareness	Language Arts: Themes and Rhymes	Colors, Numbers, Shapes, Opposites
Down Autumn Lanes	16–24 S12–S14	A, G, L, P	Fall at the Farm Seasons “Peter, Peter, Pumpkin Eater”	orange 3 triangle front/back
Unit 4	Activity Packet	Phonemic Awareness	Language Arts: Themes and Rhymes	Colors, Numbers, Shapes, Opposites
Blazing New Trails	25–33 S15–S17	I, M, T	Native Americans Thanksgiving “Hey Diddle Diddle”	brown 4 rectangle over/under loud/soft
Unit 5	Activity Packet	Phonemic Awareness	Language Arts: Themes and Rhymes	Colors, Numbers, Shapes, Opposites
Christmas Journey	34–42 S18	B, C, E	Christmas at the Farm “Twinkle, Twinkle, Little Star”	green 5 star high/low
Unit 6	Activity Packet	Phonemic Awareness	Language Arts: Themes and Rhymes	Colors, Numbers, Shapes, Opposites
Along Snowy Paths	43–53 S19	Q, S, W, Z	Seasons Winter “Pease Porridge Hot” “Wee Willie Winkie”	blue 6 diamond hot/cold

Unit 7	Activity Packet	Phonemic Awareness	Language Arts: Themes and Rhymes	Colors, Numbers, Shapes, Opposites
Steppingstones to the Mailbox	54–63 S20	D, K, L, V	Community Helpers Our Country “Humpty Dumpty”	pink 7 heart on/off
Unit 8	Activity Packet	Phonemic Awareness	Language Arts: Themes and Rhymes	Colors, Numbers, Shapes, Opposites
Wet and Windy Ways	64–75 S21	K, R, U, W	Seasons Weather and Spring Safety “Rain, Rain, Go Away”	white 8 oval open/close
Unit 9	Activity Packet	Phonemic Awareness	Language Arts: Themes and Rhymes	Colors, Numbers, Shapes, Opposites
Around the Neighborhood	76–85 S22–S24	E, N, O, X	Transportation Community Helpers Safety “The Muffin Man”	black 9 fast/slow
Unit 10	Activity Packet	Phonemic Awareness	Language Arts: Themes and Rhymes	Colors, Numbers, Shapes, Opposites
Up the Waterspout	86–94 S25–S27	B, F, G, V	Garden Friends Life Cycle of a Plant “Eency Weency Spider” “Little Miss Muffet”	purple 10 in/out
Unit 11	Activity Packet	Phonemic Awareness	Language Arts: Themes and Rhymes	Colors, Numbers, Shapes, Opposites
Paw Prints on My Porch	95–106 S28	D, N, R, U	Pets “Three Little Kittens”	gray 11 lost/found
Unit 12	Activity Packet	Phonemic Awareness	Language Arts: Themes and Rhymes	Colors, Numbers, Shapes, Opposites
Highways to Summer Fun	107–115 S29–S32	A, H, S, Z	Seasons The Zoo Summer Fun	12 happy/sad

K4 Lesson Plan Overview

Unit 1 The Sidewalk to My House	Phonemic Awareness	Math
School Days All About Me Fun with the Gingerbread Man My Family and My Pets	A, B, C, D, E, F A-F, G, H, I J, A-J, K, L, A-L	Up, down; front, back; top, middle, bottom; traffic light colors; first, next, last; alike, different; sorting by color; circle; sorting by size; number recognition 1; sorting by shape; counting down; more, fewer; over, under; square; number recognition 2; sets of 1-2; inside, outside; on, off; standard measurement; sequencing events; before, after, middle; sequencing three colors; big, little; large, small; triangle; nonstandard measurement; number recognition 3; counting sets; long, short, tall; triangle; start on signal
Unit 2 Neighborhood Streets	Phonemic Awareness	Math
My Community Transportation	M, N, A-N, O, P A-P, Q, R, A-R, S	Sorting by category; rectangle, square; review 1; review sets; counting; review 2; tall, short; big, small; review 3; number sets 1-3; number recognition 1-3; left, right; short, long; number recognition 4; pictograph; triangle; reviewing 1-4; shapes; all, some; fewer, more; review 4
Unit 3 Going Places in Books	Phonemic Awareness	Math
Fables, Tales, and Rhymes Favorite Books At the Library	T, A-T, U, V, A-V W, X, Y, Z, A-Z A /a/, B /b/	Number recognition 5; oval; left, right; shapes; review 5; large, small; number sequencing 1-5; number recognition 1-5; one-to-one correspondence; number recognition 0; concept 0; daytime, nighttime; crescent; sets 0-5; bigger, smaller; ordinals first-third; number recognition 6; patterning by color; review 6; number recognition 7; identifying shape patterns; sorting by shape; review 7; morning, noon, afternoon, evening; counting to 10;
Unit 4 Along Autumn Trails	Phonemic Awareness	Math
Apple Trees and Colored Leaves In the Pumpkin Patch	Bb /b/, C /c/, Aa-Cc Dd /d/ Aa-Dd	Estimating height, length, and quantity; measuring height and length using nonstandard measure; alike, different; number recognition 8; inside, outside; more, fewer; review 8; octagon; pattern by shape; graphing; counting sets; heavy, light; estimating weight; number recognition 9; counting sets; top, bottom; two-item color pattern; matching sets and numbers
Unit 5 Paths Long Ago	Phonemic Awareness	Math
Native Americans The First Thanksgiving	E /e/, Aa-Ee F /f/, Aa-Ff	Number recognition 10; more, fewer; measurement; patterning; sequencing numbers 1-6; small, medium, large; sequencing 1-10; counting; cone shape; number 11; place value; sorting by

		color; past, present, future; ordinals; classifying by quantity; making sets to represent numbers; ordinals first-sixth
Unit 6 Step by Step in Science	Phonemic Awareness	Math
Science What's in Space?	G /g/, Aa-Gg H /h/, Aa-Hh	Number recognition 12; dozen; inches; review 1-12; patterning large and small; sort by size; arrange by ascending or descending size; near, far; matching sets and numbers to 10; sequencing; bar graph; counting down from 10; sphere; star; ordinals
Unit 7 Sparkling Streets	Phonemic Awareness	Math
Christmas Is Coming Christmas at My House	Review letters and sounds	Big, bigger, biggest; review 1; review 2; tall, taller, tallest; star; shape; review 3; shapes; review 4; one-to-one correspondence; review 5; before, after, between; number recognition; shapes; review 6; volume; long, short; rectangular solid; review 7; pattern by shape; less than, greater than; review 8; ordinals first-sixth; sequencing numbers; review 9; review 10
Unit 8 Footsteps in the Snow	Phonemic Awareness	Math
Fun in the Snow Cold-Climate Animals Animal Homes	I /i/, Aa-Ii J /j/, Aa-Jj K /k/, Aa-Kk	Graphing; counting down; patterning by color; one-to-one correspondence; patterning by shape; patterning by size; large, small; diamond shape; ordinals first-eighth; estimating quantity; sorting; sets 1-12; counting; counting down 5-0; sorting; shapes; number order; alike, different; graphing; penny; whole, half, part; comparing and contrasting by size; one-to-one correspondence; comparing and contrasting by shape; grouping by tens; estimation; counting 100
Unit 9 March Across the Country	Phonemic Awareness	Math
I Love America! In the Mail	L /l/, Aa-Ll M /m/, Aa-Mm	Numbers and dot patterns to 10; counting sets; pennies; sets of 10; dollar; estimation; shapes; number recognition to 12; sorting by category; heart shape; counting 1-12; contrasting pink and red; joining sets; one-to-one correspondence; weight in pounds; light, heavy; dime; counting 1-30; matching colors
Unit 10 Cowboy Boots and Clown Shoes	Phonemic Awareness	Math
Cowboy Boots Clown Shoes	N /n/, Aa-Nn O /o/, Aa-Oo	Ordinals first-ninth; sphere; nickel; counting down from 5; sets of 5; nonstandard measurement; numbers before and after; coins; objects that do not belong in a set; addition; quarter; numbers 1-12; counting sets; shape and color review; number memory; number recognition; drawing a square; introducing a cube

Unit 11 Following Animal Tracks	Phonemic Awareness	Math
Dinosaurs On the Farm Zoo Animals	P /p/, Q /q/, Pp-Qq R /r/, Aa-Rr S /s/, Aa-Ss	Past, present; simple subtraction; colors; numbers 1-12; dozen; counting sets; position words; number 5; one-to-one correspondence; graphing; drawing a line; making sets to represent numbers; more, fewer; drawing a rectangle; rectangular solid; telling time to the hour; recognizing the terms <i>hour</i> , <i>minute</i> ; matching numbers and sets; tall, taller, tallest; cone; drawing a triangle
Unit 12 Between the Garden Rows	Phonemic Awareness	Math
Spring at the Pond From Garden to Market Garden Friends	T /t/, Aa-Tt U /u/, V /v/, Uu-Vv W /w/, X /x/, Ww-Xx	Sequencing three colors; volume; more, less; sets; subtraction; numbers 1-12; first, middle, last; one-to-one correspondence; ordinals first-tenth; measurement; pounds; cylinder shape; identifying numbers 1-20; sequencing numbers; bar graph; picture graph; sequencing dot patterns; telling time to the hour; greater than, less than; equal, not equal; drawing a triangle, square, circle, rectangle
Unit 13 Dusty Barefoot Paths	Phonemic Awareness	Math
Let's Go Camping! Let's Go to the Beach! In the Backyard	Y /y/, Z /z/, Yy-Zz Aa-Cc beginning sounds, Dd-Ff, Gg-Ii, Jj-Ll, Mm- Oo, Pp-Rr, Ss-Uu, Vv- Xx, Yy-Zz	Sorting; shapes; subtraction; calculator exploration; estimation of height and length; inch measurement; sorting by weight; one-to-one correspondence; counting sets; more than, fewer than; telling time to the hour; far, near; estimation; sorting by shape, color, size, patterns; recognizing numbers to 20; solid shapes; measurement: cup, pint, quart; review 0-10

Bible Stories

Old Testament

Creation

Adam and Eve

Noah Obeys God

Abraham and Lot

Isaac the Promised Son

A Bride for Isaac

Joseph

Baby Moses

Hannah Prays for a Son

Samuel Listens to God

David the Shepherd

David and Goliath

King David is Kind

Elisha Helps a Widow Lady

Elisha Raises the Shunammite's Son

Naaman and the Servant Girl

Lions Cannot Hurt Daniel

The First Thanksgiving

Queen Esther

Jonah

New Testament Stories

Jesus is Born

Kings Worship Jesus

Jesus' Boyhood

Follow Me

Beside the Pool

The Woman at the Well

The Nobleman's Son

Fishing with Jesus

Heaven

Jesus Stills the Storm

Jesus Raises Jarius' Daughter

Feeding the Five Thousand

Peter Walks on the Water

Peter is Freed

Jesus Heals Ten Lepers

Rich Young Ruler

Jesus Loves the Children

Lost Lamb

Good Samaritan

The Younger Brother, the Prodigal Son

Jesus Heals the Paralyzed Man

Blind Bartimaeus

Zacchaeus

Friends at Bethany

Resurrection Week

Discipline Guidance for K3/K4

Classroom Rules:

- 1. Listen and follow directions.**
- 2. Walk and talk quietly inside.**
- 3. Raise hand to speak during group time.**
- 4. Keep space clean and neat.**
- 5. Be Kind to others.**

The following techniques will be used for discipline:

- 1. Positive Redirection-** redirect unacceptable behavior into acceptable behavior.
- 2. Choices-** Give the child two choices, both leading to the same desired behavior.
- 3. Eye Contact-** Get down on child's level.
- 4. Natural Consequences-** related to infraction. (Example: If child throws sand he must leave the sand table).
- 5. Time-out-** Used sparingly, one minute per each year of age.

Children learn good behavior best with a positive teaching style.

The following techniques will be used:

- 1. Praise and encouragement**
- 2. Focus on positive rather than negative behaviors**
- 3. Involve child in problem solving**
- 4. Reward desired behavior (stickers, special privileges, praise)**
- 5. Model desired behavior**

The children will be encouraged, rewarded and praised throughout the day as he/she obeys the rules and follows directions. If a child consistently misbehaves, the teacher will discuss a behavior modification plan with the parent. Reports may be sent home to keep parent updated on child's behavior.

We do not use corporal physical discipline, including the use of spanking, shaking, or paddling, as a means of punishment, discipline, behavior modification, or for any other reason.

When Aggressive Behavior Occurs:

Aggressive behavior can be either impulsive (reacting to a trigger) or proactive (premeditated). Temper tantrums, physical aggression such as hitting or biting other children, stealing other children's possessions, and defiance of authority are distressing to families and school personnel.

When aggressive behavior continues:

- 1. Communicate by note, a phone call, or face to face with the parents.**
- 2. Communicate by note, a phone call, or face to face with the parents and the Director.**
- 3. Plan conference with the teacher/parents and director. Decide on a mutual plan.**
- 4. If behavior continues, causes bodily harm to others, or causes disruption in the education of the rest of the class, the child may be suspended until behavior is corrected.**

*****Students are given one month from the first day of school to adjust to the routine and rules of the classroom. Children do need to be reminded of those rules often, however, harm to another student or disruption in the education of the other students will not be allowed.**

Sample K3/K4 Morning Routine

Readiness Skills

Fine-motor Skills: writing, drawing, cutting,
tracing, play dough, gluing, manipulatives

Circle Time

Pledges and songs

Calendar and weather

Bible Story/Bible Truth/Bible Verse

Snack Time

Outdoor Play

Phonics

Centers

Home-living, blocks, manipulatives/games, art, puzzles,
books, nature/science, special unit centers

Music/Movement/Nursery Rhymes/Finger plays/Unit Activities

Math/Numbers

Language Development

**Sample Full-Day
Afternoon Routine**

Lunch

Circle Time

Active Play

Rest Time

Learning Centers

Circle Time

Additional learning activities are used in the afternoon to reinforce morning lessons.

Learning Centers

The HCA classroom is unique. We combine academics with developmentally appropriate learning activities based on Biblical principles. Learning centers are activity areas set up in the classroom to facilitate the learning process. In this environment, several activities are offered at the same time. The students are allowed to choose which learning center interests them. Teachers interact in small groups or one-on-one. We teach Bible, phonics, math, unit studies, social skills, fine-motor and gross-motor skills, language, creative music, art, and drama through centers. Young children learn best through hands-on activities. Each week lesson plans include specific activities to meet the needs of individual students, and reinforce the goals and objectives of the K3/K4 classroom.



There are 8 avenues of learning: play, doing, repetition, imitation, satisfaction, relationships, and senses. We use every avenue of learning to meet our objectives.

Medical Policy

Children in attendance are expected to be healthy enough to participate in class. Please do not send your child to school sick. Children exhibiting any of the following symptoms should not come to school:

- Diarrhea/Vomiting
- Severe coughing
- Difficult or rapid breathing
- Yellowish skin or eyes
- Conjunctivitis (pink eye)
- Temperature of 100 degrees or more
- A skin rash that has not been identified by a doctor as non-contagious.
- Evidence of head lice or other parasites
- Evidence of infection
- Sore throat or difficulty swallowing

Children or adults that test positive for COVID 19 must follow the recommendations of the local health department on when to return to school.

When a child shows a fever or other contagious symptoms, the child will be removed from the classroom immediately and placed in a safe, secluded area with preschool staff.

Parents must pick up the child within 1 hour.

Emergency/Disaster Preparedness

The preschool department will practice fire, tornado, earthquake and lock-down drills each month. You will receive a "Parent Information Form for Reunification" for potential emergency/disasters. Please send a current photo of your child to use for identification. We make grab-n-go bags for each child which includes; the Medical/Emergency/Student/Release form, your child's photo, crayons, paper and pencil, and any medical information for each child. If we have to leave the school building, we take the grab-n-go bags with us.

Snacks/Lunches

Snacks

There is a \$10.00 snack fee due prior to each month.

Snack money must be placed in a labeled envelope and returned to the classroom teacher. This ensures proper credit. Please send CASH if possible. The office can't cash checks. You may pay monthly, several months in advance, or for the entire year. If you pay for the entire year you may write a check. Please turn the snack money in to the classroom teacher. The HCA preschool department uses the snack money to purchase snacks for the children. This money also covers: plates, napkins, forks, spoons, food for special events such as; parties, refreshments, rewards for students, unit activities and Jesus' Birthday Party. Jesus' Birthday Party is an event in December in which parents are invited to attend.

You will receive a monthly snack calendar.

Lunches (Full-Day Students only)

Full-day students may bring their lunch to school or purchase food from the vending machines in the lunchroom.

If you choose the vending machine, please buy before school. Teachers can't leave classroom to buy a child's lunch.

If you choose to pack a lunch, you must send healthy lunches including all the food groups. If the child's lunch doesn't meet state requirements we will supplement that lunch for an additional charge of \$2.00. Please do not send sugary carbonated drinks or candy in your child's lunch. We will provide milk for lunch and juice/milk for snack. If your child is allergic to dairy products, please send a milk substitute such as soymilk or almond milk etc.

State Regulations require that lunches include:

Milk; (We provide the milk from snack money)

Protein;

2 Vegetables, 1 fruit and 1 vegetable, or 2 fruits;

Bread; must be whole grain or enriched grain

If you choose to send additional juice, it must be 100% juice.

Food groups

- Vegetables: raw or cooked
- Fruit: fresh fruit, dried fruit, fruit cups
- Proteins: meat, dry beans, peas, nuts and seeds, eggs, fish, cheese
- Grains/bread: oatmeal, rice, cornbread, pasta, buns & rolls, tortillas, grits, ready to eat cereals, sandwich bread, pretzels, muffins,
- Dairy: milk, yogurt, ice cream, pudding

Ideas for Lunches

Lunchmeat sandwich	Tortilla roll-ups: cream cheese, turkey, avocado, cheese, tomato, shredded lettuce etc.
Cheese & tomato sandwich,	
PB & J sandwich	Cold chicken
PB & honey sandwich	Burritos; bean and cheese
Cheese sandwich	Tortilla chips & salsa
Tuna fish sandwich	Peanut butter & apples
Hard boiled eggs	Cottage cheese
Fruit yogurt	Raisins & shredded carrots
Crackers & cream cheese	Veggies & dip
Bagel & cream cheese	Fruits & dip
Macaroni & cheese	Celery sticks w/cream cheese or peanut butter and raisins
Spaghetti	
Soup	Applesauce
Quesadillas	Granola bar
Graham crackers	Smoothies
	LEFTOVERS

There are many pre-packaged choices such as; “Uncrustables” peanut butter & jelly, pre-packaged carrots, apples, pudding, yogurt, raisins, cheese sticks, fruit & applesauce. Don’t stress over sending the same thing often. If there are only a few things your child will eat, send it every day if you want!! When you send lunch please include plate, bowl, fork or spoon if needed.

Please send prepared food only! Example: If a child will not eat an apple with a peeling, peel it before sending it. Don’t send macaroni & cheese that has to have water boiled and put together by the teacher. Use a thermos to keep hot foods hot and cold foods cold, or use a thermal lunch bag or box.

Field Trips

Field trips benefit children because they broaden their world and provide hands-on experiences valuable for learning. Field trips require transportation in cars or vans. Only Parents/Guardians are allowed to transport their own child, unless the other child's parent is riding with you. Parents and children may ride together with other parents and children. At least one adult (parent, guardian, grandparent, aunt, uncle) in your family is required to go on each field trip AND the adult must be listed on the Medical/Emergency/Student/Release form. This helps ensure every child's safety. All children must be transported in an approved safety seat.

Money for trips is due BEFORE the date of the trip.

Another way to broaden their world is by having special outside guests come to school to enrich our units of study. Firefighters, doctors, nutritionists, farmers, community reader etc. may come and share their jobs and skills. We would love for you as parents to share your jobs with the class when we learn about community helpers.

We may provide an at-school field trip such as backyard bouncers, pony rides etc.



K3 Supply List

1 Backpack (no rollers, big enough for a folder)

1 "Fiskars" brand Scissors (round tip)

2 Fat glue sticks

2 Bottles liquid Elmer's Glue

1 Boxes large (not jumbo) Crayola crayons "Classic" colors- 8 count (red, yellow, blue, green, orange, purple, brown, black) and 1 box of regular sized crayons any color.

2 Boxes Fat Markers "Classic" colors- 8 count

2 Pocket folders

2 Boxes Baby Wipes

2 Boxes tissues

1 Paint smock or over sized shirt

Playdough

2 Crayola watercolor sets

1 PKG. Fun Stickers

Additional Supplies for Full-Day Students

2 INCH NAP MAT- REQUIRED BY THE STATE

XL Ziplock bags for nap supplies (2' X2.7' or larger)

Lunch box or bag

Small blanket, cover for mat, and small pillow

Optional Supplies-

Construction Paper

Cardstock paper (all colors)

Colored tissue paper

Googly eyes

Acrylic jewels

Finger paint and finger paint paper

Washable Tempera paint-all colors

Quart and gallon Ziplock bags

K4 Supply List

- 1 Backpack (no rollers, big enough for folder)
- 1 Fat pencil
- 1 “Fiskers” brand scissors (round tip)
- 2 Liquid Elmers glue
- 2 Fat glue sticks
- 2 Boxes large (not jumbo) Crayola crayons “Classic” colors- 8-10 count
(red, yellow, blue, green, orange, purple, brown, black)
- 1 box of regular sized crayons any color
- 2 Boxes Fat Markers “classic” colors- 8 count
- 1 Small plastic pencil box (large enough for crayons and markers)
- 2 Pocket folders
- 1 Box Baby Wipes
- 1 Box tissues
- 1 Paint smock or over sized shirt
- 1 Set Crayola watercolors
- Stickers for reward (try to match our units or Christian stickers)

Additional Supplies for Full-Day Students

- 2 INCH NAP MAT- REQUIRED BY THE STATE**
- XL Ziplock bags for nap supplies (2’ X2.7’ or larger)
- Lunch box or bag
- Small blanket, cover for mat, and small pillow

Optional Supplies-

- Cardstock paper (any color or white)
- Quart or gallon Ziplock Bags
- Scrapbook paper
- Washable Tempera Paint

Websites for Parents

<https://handsonaswegrow.com>

<https://www.youtube.com/user/JackHartmann>

<http://www.todayschristianwoman.com>

www.clubhousejr.com/

<https://www.focusonthefamily.com/>

<http://www.scholastic.com/parents/>

www.healthykidshealthyfuture.org

<https://www.teamnutrition.usda.gov>

www.choosemyplate.gov

<http://kidshealth.org/en/parents>

<https://www.universalkids.com/preschool/sprout/home/default.aspx>

<http://www.enchantedlearning.com/categories/preschool.shtml>

<http://www.everythingpreschool.com/>

We use educational preschool videos online such as Jack Hartmann, Learning Station, The Singing Walrus etc. Teachers will give a complete list of those resources.

Children and Parent Rights

199.898 Rights for children in child-care programs and their parents, custodians, or guardians -- Posting and distribution requirements.

(1) All children receiving child-care services in a day-care center licensed pursuant to KRS 199.896, a family child-care home certified pursuant to KRS 199.8982, or from a provider or program receiving public funds shall have the following rights:

- (a) The right to be free from physical or mental abuse;
- (b) The right not to be subjected to abusive language or abusive punishment; and
- (c) The right to be in the care of adults who shall meet their health, safety, and developmental needs.

(2) Parents, custodians, or guardians of children specified in subsection (1) of this section shall have the following rights:

- (a) The right to have access to their children at all times the child is in care and access to the provider caring for their children during normal hours of provider operation and whenever the children are in the care of the provider;
- (b) The right to be provided with information about child-care regulatory standards, if applicable; where to direct questions about regulatory standards; and how to file a complaint;
- (c) The right to file a complaint against a child-care provider without any retribution against the parent, custodian, guardian, or child;
- (d) The right to obtain information from the cabinet regarding any type of licensure denial, suspension, or revocation of an operator, and cabinet reports that have found abuse or neglect by any child-care provider or any employee of a child care provider. Identifying information regarding children and their families shall remain confidential;
- (e) The right to obtain information from the cabinet regarding the inspections and plans of correction of the day-care center, the family child-care home, or the provider or program receiving public funds within the past year; and
- (f) The right to review and discuss with the provider any state reports and deficiencies revealed by such reports.

(3) The child-care provider who is licensed pursuant to KRS 199.896 or certified pursuant to KRS 199.8982 shall post these rights in a prominent place and shall provide a copy of these rights to the parent, custodian, or guardian of the child at the time of the child's enrollment in the program.

Effective: July 15, 1998

History: Amended 1998 Ky. Acts ch. 524, sec. 3, effective July 15, 1998. -- Created 1992 Ky. Acts ch. 57, sec. 1, effective July 14, 1992.

Heritage Christian Academy-Preschool

Touch Policy

Physical touch is necessary for the healthy growth and development of children. Children need hugs, a lap to sit on, a pat on the back or a hand to hold. These are examples of how teachers respond to the needs of young children. This policy is designed to enhance positive growth and development in young children and clarify appropriate and inappropriate touch.

Touches that need to be a part of the child's daily experience:

- Gentle back rub for children at their request. Back rub is limited to upper back and on top of child's clothing.
- Staff persons refrain from lying down at nap time beside a child. Staff person may sit next to the child and give comfort.
- A hug or pat on the back for a crying child with separation anxiety or anytime a child is upset. Then redirect child with an activity they enjoy.
- A staff person may hold a child in their lap if comfort is needed, then redirect the child with an activity they enjoy.
- Staff, at various times, may need to hold the hand of a child to keep them with the group.
- In life-threatening situations, a staff member may need to hold or put arm in front of a child to keep them from harm.

Toileting

All children must be potty-trained to attend HCA. Assistance may be offered for cleaning bottoms and accidents at the request of the child. We encourage the children to learn to clean themselves and may need to verbally tell them how to clean themselves. Occasionally, a child may require a "good cleaning" due to illness or other circumstances and the staff member may need to assist the child, but another staff member must be present. Bathroom door remains partially open, but out of sight of the other children. If the parent of the child is nearby, teachers may call the parent to clean them up. Talk with your children at home about how to clean themselves. If child is not able to clean themselves, discuss with the teacher how to best meet the needs of that child.

If accidents happen often, the child will have to wait until they are fully potty-trained to attend HCA.

Inappropriate touches include, but are not limited to:

- Spanking, slapping, hitting, pinching, shaking, binding, picking up by arm, tying to restrict movement, or giving any form of physical punishment. Corporate punishment is prohibited.

The policies that follow are designed to protect the staff as well as the children:

- All staff, special teachers, subs, and volunteers are required to have a Criminal Background Check and a Central Registry Check (child abuse check).
- All staff is trained in how to identify and report child abuse and neglect. Staff is required to train for Abusive Head Trauma every 5 years.
- No staff person is alone in a closed bathroom with a child.
- Volunteers will not be left alone with children. Volunteers are required to have a Criminal Background Check and a Central Registry Check (child abuse check).
- Adults picking up children must be listed on the Medical/Emergency/Student /Release form.
- Children always have the option to refuse touches.
- Children touching children: There is adequate supervision of the children at all times to help prevent such an occurrence.
- If a child touches another child in an inappropriate manner, pulling down another child's pants or their own pants, etc., the parents of each child will be notified. The director will be notified. Continued inappropriate behavior will result in the child being suspended from preschool.

Heritage Christian Academy Preschool

Potty-Training Policy

Heritage Christian Academy Preschool is licensed by the State of Kentucky. In accepting younger children at ages 3-5 in our program, it is important for parents to understand the need for all children to be potty-trained. Your adherence to this policy helps to ensure a positive first school experience for your child and the other children in the class. You must agree to the following for your child to be accepted at heritage Christian Academy Preschool.

Your Potty-Trained child:

Will tell the teacher when he/shee needs to go to the bathroom

Is able to go to the bathroom (either urinating or bowel movement) on his/her own. This includes being able to remove clothing, sitting on the toilet, , wiping himself/herself (without using an enormous amount of toilet paper), putting clothes back on, flushing the toilet, and washing and drying his/her hands.

Is aware of the need to use the toilet without reminders from the teachers (although, teachers do make requests of the children at various times of the day, for example; before or after meals, before going out to the playground, and before nap. etc.)

Will not be in diapers or pull-ups at all. He/she must be in regular underwear.

Our school does not have the staffing to potty-train our students. If a teacher is spending their time with potty-training, then they are not able to work with your child and other children in our daily routine. This is neither fair to your child or the other children.

Our staff is aware that accidents happen. That is why we ask that you keep a change of clothing at school. However, if your child has accidents frequently (every week), we do not consider your child to be potty-trained.

If your child is ill and has diarrhea, they should be kept at home until they are episode-free for 24 hours.

I have read and understand the policy of Heritage Christian Academy Preschool on potty-training and will comply with those requirements.

Guardian/Parent Signature

Date

Student's Name

