

## **WELCOME**

At Cornelius Early Scholars the social, emotional, intellectual, physical, and spiritual development of each child is our primary focus and concern. This handbook is designed to provide you with information regarding our philosophies, policies and procedures. We invite you to be involved in your child's preschool experience.

## **TABLE OF CONTENTS**

|                                                      |              |
|------------------------------------------------------|--------------|
| <b>PRESCHOOL GOALS &amp; PHILOSOPHY</b>              | <b>2,3</b>   |
| <b>2025/2026 TEACHING STAFF &amp; QUALIFICATIONS</b> | <b>4</b>     |
| <b>APPROACHES TO LEARNING</b>                        | <b>5-7</b>   |
| <b>AREAS OF LEARNING</b>                             | <b>7-10</b>  |
| <b>CURRICULUM/ENHANCEMENTS</b>                       | <b>10-12</b> |
| <b>INSIDE THE CLASSROOM</b>                          | <b>12-14</b> |
| <b>SAFETY/CLASSROOM RATIOS</b>                       | <b>14-16</b> |
| <b>PRESCHOOL CALENDAR/INCLEMENT WEATHER</b>          | <b>16</b>    |
| <b>TUITION POLICIES AND PROCEDURES</b>               | <b>17</b>    |
| <b>SCHOLARSHIPS/REFUND POLICY/WITHDRAWAL POLICY</b>  | <b>18-21</b> |
| <b>CLASS CANCELLATIONS</b>                           | <b>21</b>    |
| <b>ARRIVAL &amp; DISMISSAL PROCEDURES</b>            | <b>21-23</b> |
| <b>PARENT PARTICIPATION/BIRTHDAYS</b>                | <b>23</b>    |
| <b>WHAT TO BRING AND NOT BRING TO SCHOOL</b>         | <b>23-25</b> |
| <b>BREAKFAST/SNACK/LUNCH</b>                         | <b>25,26</b> |
| <b>HEALTH AND WELLNESS POLICIES</b>                  | <b>26-28</b> |
| <b>DISCIPLINE POLICIES AND PROCEDURES</b>            | <b>29-31</b> |
| <b>CHILD ABUSE OR NEGLECT/BITING</b>                 | <b>31-33</b> |
| <b>SPECIAL NEEDS</b>                                 | <b>34-36</b> |
| <b>TOILET TRAINING POLICY/ CLASSROOM PLACEMENT</b>   | <b>36,37</b> |
| <b>FIELDTRIPS/COMMUNICATION/CONFERENCES</b>          | <b>37-39</b> |
| <b>GRIEVANCES/SOCIAL MEDIA CONFIDENTIALITY</b>       | <b>39,40</b> |
| <b>GRADUATION</b>                                    | <b>40,41</b> |

## **PRESCHOOL GOALS & PHILOSOPHY**

### **MISSION STATEMENT**

To set children's lives on a path of success through early childhood education and a foundation of faith in Jesus Christ.

### **Building Strong Foundations**

We believe that a child's first school experience is vitally important in shaping their approach and attitude toward learning. At CES, each student will have the opportunity to develop self-esteem, confidence, independence, and self-discipline at their own individual pace through carefully planned experiences.

### **Our Learning Environment**

Our program provides a safe, stable Christian environment with academically appropriate, Bible-based education. Using the outstanding Abeka curriculum and Best Practices methodology, we prepare children for their lifelong educational and spiritual journey with God through

- Structured learning and discovery
- Active listening and exploration
- Play-based learning
- Decision making and problem solving

### **Whole Child Development**

The Abeka curriculum utilizes learning centers that implement the "whole child" approach, enabling, equipping, and encouraging every child to reach their full potential. Our teachers work diligently to meet each child's developmental needs across seven key areas

- Social development
- Emotional growth
- Physical development
- Intellectual advancement
- Linguistic skills
- Moral foundation
- Spiritual growth

## **Learning Through Play and Exploration**

We nurture each child's natural love for learning by providing a safe space where they know they are special and loved. Through experiential play and exploration, children develop

- Motor skills and physical coordination
- Language and vocabulary expansion
- Independent thinking abilities
- Social skills and cooperation
- Responsibility and mutual respect
- Decision-making capabilities
- Problem-solving skills

## **Preparing for Success**

We believe the first five years of a child's life are critically linked to later success. Our graduates will be well-equipped for kindergarten, having developed both "pre-skills" that lay the groundwork for future learning and "school readiness" skills that help them understand school routines, group work, and student success strategies.

## **Celebrating Individual Differences**

Every child learns differently, and we celebrate these differences. By acknowledging each child's unique character and learning style, we provide differentiated instruction and ensure equal access to all learning opportunities.

## **Building Character**

We encourage the development of essential character traits including

- Forgiveness and empathy
- Cooperation and teamwork
- Group participation skills
- Personal responsibility
- Smooth transitions from home to school

## **Partnership with Parents**

We strongly believe that parents are an essential part of the educational process. We welcome and encourage parental involvement as we work together to support your child's growth and development.

At CES, we are confident that our learning and developmental methods will help each child reach their full potential while building a strong foundation for lifelong success.

## **2025/2026 TEACHING STAFF**

*(Subject to change)*

- **2's Lead Teacher:** Esthi Beer
- **3's Lead Teacher:** Taylor Brooks
- **Pre-K 4's Lead Teacher:** Jessica McDonald
- **T-K 4/5's Lead Teacher:** Carrie Hanes
- **4/5's TA:** Selena Chavez
- **2/3's TA:** Denise Zapata
- **Chapel:** Margy Nance
- **Music:** Margy Nance
- **Science/Art:** CES Teaching Staff
- **Creative Movement:** Carrie Hanes
- **Librarian:** Brittani Forbes
- **Finance:** Carol Palillo

## **STAFF QUALIFICATIONS**

### **Lead Teacher Qualifications**

- College preferred
- 2 years minimum teaching experience
- Regular attender of a Christ-centered church
- Ability to work positively and professionally with children and adults
- Good written and verbal communication skills
- Clean background check
- CPR and First Aid certification

### **Assistant Teacher Qualifications**

- High school diploma or GED
- Some related teaching experience
- Active in a Christ-centered church
- Ability to work positively and professionally with children and adults
- Clean background check

## **APPROACHES TO LEARNING**

Our academic learning includes, but is not limited to, the following, as deemed age-appropriate

- Bible stories and verses
- Prayer
- Writing
- Name recognition
- Using scissors
- Letters and sounds
- Numbers
- Shapes
- Colors
- Calendar and weather
- Arts & Crafts
- Music & Movement
- Show & Tell
- Manipulatives and puzzles
- Learning centers (Blocks/Cars, Home living, Reading, Science, Free Art)
- Gardening

### **Partnership with Parents**

We strongly believe that parents are an essential part of the educational process. We welcome and encourage parental involvement as we work together to support your child's growth and development.

### **Our Daily Learning Approach**

#### **Balanced Learning Structure**

CES values a balance between *classroom time* and *exploration time*, providing children with diverse learning opportunities throughout each day.

#### **Classroom Time**

During classroom time, children engage in focused, teacher-led activities with their peers that emphasize

- Language development and communication skills
- Cognitive skill building
- Confidence through cooperation and negotiation

- Group problem-solving and teamwork

### **Exploration Time**

Exploration time allows children to discover their environment and independently choose their own learning experiences through various learning centers, including

- **Math** - Number concepts and problem-solving
- **Literacy** - Reading readiness and language skills
- **Writing** - Pre-writing and fine motor development
- **Construction** - Building with blocks and spatial reasoning
- **Transportation** - Trucks, cars, and imaginative play
- **Life Skills** - Cutting and practical activities
- **Science** - Discovery and investigation
- **Role-Play** - Home living and social skills
- **Art** - Both open-ended creativity and directed projects
- **Sensory** - Play dough and tactile experiences

During exploration time, teachers observe and engage with children to build upon their discoveries and interests, using these observations to plan relevant classroom lessons and hands-on activities. This time is particularly valuable for developing fine motor skills.

### **Circle Time**

Circle time focuses on specific learning areas each day, including math, literacy, and Bible teaching. Starting at age three, children participate in two planned circle times daily, providing structured group learning opportunities.

### **Outdoor Learning**

Outdoor play exposes children to a variety of experiences that promote both learning and physical development

- **Active Play** - Climbing, sliding, balancing, hopping, running, and jumping to develop gross motor skills
- **Sensory Exploration** - Water play, sandbox activities, and nature discovery
- **Creative Play** - Role-play scenarios and outdoor games
- **Choice-Based Learning** - Self-directed activities with teacher guidance

### **Science Exploration**

Our science curriculum encourages children to explore diverse topics including

- Organic and non-organic materials
- Energy, weather, and natural phenomena

- Health and the human body
- Magnets, machines, and technology
- Insects, birds, and animal life cycles
- Metamorphosis and nature studies
- Forest and farm environments
- Physical concepts like floating, sinking, hot, and cold
- The five senses
- Space and prehistoric life

### **Building Community**

Ultimately, our curriculum at CES encourages children to form deep and meaningful relationships with their teachers and peers while gaining appreciation for the diversity of individuals in their community. When children develop this strong social intelligence, they are better equipped to develop the academic skills needed for future success in school.

## **AREAS OF LEARNING**

### **Social and Emotional Development**

This foundational area focuses on helping children develop self-confidence, self-awareness, and the ability to manage their feelings and behavior. Through daily interactions, children learn essential social skills including

- Taking turns and sharing
- Resolving conflicts peacefully
- Listening and following instructions
- Cooperating with others
- Showing kindness and love

Our Social-Emotional Learning (SEL) approach teaches children how to understand and manage their emotions while developing empathy for others. These early social skills prepare children for positive interactions throughout their lives and help them form deep, meaningful relationships with teachers and peers.

### **Math and Cognition**

Mathematical awareness begins naturally through our environment, daily routines, and everyday activities. Using the Abeka curriculum, children explore fundamental concepts including

- **Basic Concepts**  
Shapes, size, weight, capacity, position, distance, time, and money
- **Mathematical Thinking**  
Counting, comparing, relating, identifying patterns, and problem-solving
- **Pre-K Advanced Skills**  
Introduction to adding, subtracting, graphing, grouping, sorting, and comparisons
- **Color Recognition**  
Reinforced through hands-on experiences like wearing specific colors or enjoying themed snacks

## **Language and Literacy**

Strong literacy skills begin with oral language development. Our language-rich environment builds a solid foundation for reading and writing using the Abeka curriculum, which emphasizes phonics and writing skills. Children develop

### **Early Literacy Skills**

- Alphabet recognition and letter-sound relationships
- Upper- and lower-case letter identification
- Phonological and phonemic awareness
- Print awareness and proper book handling
- Left-to-right, top-to-bottom reading concepts

### **Pre-K Language Development**

- Verbal interaction in group settings
- Independent reasoning and problem-solving expression
- Emotional expression through language
- Story comprehension and content discussion

Throughout the program, children engage with books, listen to stories, and participate in activities that strengthen their foundation for future reading and writing success.

## **Hands-On Science**

Preschoolers' natural curiosity makes science exploration particularly engaging. Our interactive science curriculum takes advantage of young children's desire to explore their environment through

- Planting and caring for class gardens
- Water play activities and simple experiments
- Discovery-based learning experiences
- Environmental exploration

While children may not fully grasp complex concepts at this age, this early introduction creates valuable background knowledge they will build upon in later grades.

### **Early Childhood Social Studies**

Social Studies instruction helps children understand their community and the people within it. Students learn about

- Community helpers (police officers, firefighters, librarians)
- Different holidays and cultural celebrations
- Their own cultural background and traditions
- Civic responsibility and community involvement

### **Creative Development**

Creativity and imagination are strongly emphasized throughout our program. The CES environment encourages children to explore and experiment with

- Music and Movement: Creative expression through songs and dance
- Art Experiences: Both open-ended exploration and teacher-directed projects
- Varied Materials: Paint, crayons, clay, and other engaging art supplies
- Skill Development: Colors, shapes, patterns, and textures while practicing fine motor skills

Creative activities encourage original thinking, develop problem-solving abilities, and nurture emerging critical thinking skills while allowing children to create masterpieces to share with families.

### **Physical Development – Fine and Gross Motor Skills**

Our school provides comprehensive resources for physical development:

#### **Gross Motor Skills (large muscle development)**

- Running, skipping, jumping, climbing, and balancing
- Ball skills including throwing, catching, hitting, and kicking
- Muscle strengthening and coordination improvement

### **Fine Motor Skills (small muscle development)**

- Using utensils and writing tools
- Drawing, coloring, and painting
- Building with blocks and manipulating clay
- Engaging with various manipulative activities and games

### **Spiritual Development**

Our primary goal at CES is to plant seeds for Christ in every child's heart. Spiritual development is woven throughout our program through

- Abeka Curriculum: Bible stories and biblical principles integrated into all learning materials
- Weekly Chapel: Christian programming featuring songs with creative movement, puppet characters, and Bible lessons with memory verses
- Daily Integration: Teachers use teachable moments to reinforce God's word and Jesus's teachings
- Core Messages: Children learn that God loves them and that they are called to love Him and others, treating everyone with kindness and respect

### **Diversity and Inclusion**

We are an inclusive community that celebrates diversity in all its forms. Mutual respect and awareness are key elements in building our community of learners and developing global citizens who appreciate and value differences.

Collaboration

Excellence in early childhood education requires partnership between teachers, parents, and children working together as collaborators. We encourage children to be aware of their surrounding environment and find meaningful ways to work together with fellow community members, building skills they will use throughout their lives.

## **CURRICULUM**

### **Our Educational Philosophy**

A preschool curriculum consists of carefully planned learning experiences and goals that educators use to guide young children's development. The primary purpose of our curriculum is to help children build the essential skills and knowledge they need to succeed in school and beyond. Our goal is to fill every child's day with meaningful learning experiences while meeting each child's

individual developmental needs. We have thoughtfully combined proven educational approaches to deliver a comprehensive and enriching learning experience.

### **The Abeka Curriculum**

CES proudly uses the Abeka Curriculum as our foundational educational framework. Abeka is a highly acclaimed Christian-based educational program that emphasizes phonics as the cornerstone for building the essential skills necessary for early and successful reading. This outstanding curriculum also incorporates writing instruction and emerging math skills to provide a well-rounded educational foundation.

### **Key Features of Our Curriculum**

**Individualized Learning:** Our curriculum provides age-appropriate activities that meet each preschooler's unique developmental level and learning pace.

**Creative Enhancement:** Teachers are given flexibility to enhance the curriculum according to their individual gifts and talents, ensuring dynamic and engaging instruction.

### **Diverse Learning Experiences: Daily activities include**

- Learning centers (both independent and teacher-guided)
- Arts and crafts projects
- Music and movement
- Circle time discussions
- Outdoor play and exploration

### **Faith Integration**

Scripture and Bible lessons are woven naturally throughout all learning experiences.

### **Academic Focus Areas**

#### **Weekly Themes**

Each week features a director-assigned theme that connects learning across all subject areas.

## **Development of Core Skills**

- Phonics and Letters: Systematic introduction to letter recognition and phonetic sounds
- Mathematics: Number concepts, counting, colors, and shapes
- Writing: Daily practice for 4-year-olds throughout both semesters and for 3-year-olds during the second semester
- Early Reading: 4-year-olds learn sight words and letter blends, building connections to independent reading

## **Educational Excellence**

The Abeka curriculum is comprehensively designed to achieve both academic excellence and moral character development through

- Professionally illustrated textbooks and teaching materials
- Hands-on learning activities
- Appropriately challenging exercises
- Purposeful repetition for skill mastery
- Systematic reinforcement of key concepts

This traditional educational philosophy provides outstanding tools for both academic success and character development, helping to equip each child with a strong foundation for lifelong learning.

## **ENHANCEMENTS**

Students will also experience special subjects, in addition to our regular curriculum. These subjects include Music, Chapel, Creative Movement, and the librarian from the Cornelius Public Library. These specials are included in the cost of the monthly tuition.

## **INSIDE THE CLASSROOM**

### **An Engaging Learning Environment**

Our classrooms are thoughtfully designed with learning centers that provide children with opportunities to explore independently or collaborate in small groups. These learning centers promote social development—teaching children to play together in ways that support healthy growth and build the foundation for future academic success.

### **Our Learning Centers Include**

- Art and Writing Center: Creative expression and early literacy development
- Sensory Table: Hands-on exploration and scientific discovery
- Cozy Reading Corner: Quiet space for literacy and language development
- Blocks/Trucks/Cars: Spatial reasoning and cooperative play
- Manipulatives: Fine motor skills and mathematical concepts
- Home Living/Dramatic Play: Social skills and imagination
- Math Center: Number concepts and problem-solving
- Science Center: Investigation and discovery learning

Each center is equipped with carefully selected materials and activities designed to foster the specific developmental skills preschoolers need. Our teachers are especially attuned to the emotional aspects of classroom interactions, helping children identify emotions (both their own and others') while teaching effective problem-solving strategies.

### **Real-World Learning**

The dramatic play area, a supermarket setup gives children opportunities to count money and sort objects (math skills), create signs and labels (language development), and explore foods from different cultures (social studies).

### **Dynamic Environment**

Learning centers are regularly updated according to our monthly themes, with new activities and projects introduced to meet emerging interests and individual learning goals. Most importantly, these centers provide rich opportunities for intellectual and social development, preparing children for a successful transition to our pre-kindergarten program.

### **Learning Fun**

We carefully select developmentally appropriate themes and activities to support your child's growth in creativity, literacy, problem-solving, socialization, and independence. Our themes change weekly, with each week integrating a specific letter and shape into all learning experiences.

### **Daily Discoveries**

On any given day, you may find your child participating in a group science experiment, practicing early writing skills, counting manipulatives, or using their

imagination to create a unique masterpiece. While our days include a rich variety of scheduled activities, children are offered choices so they can pursue activities that most interest them.

### **Fine Motor Development**

Fine motor skills are actively fostered through engaging activities such as

- Pouring from pitchers
- Cutting with child-safe scissors
- Properly holding and using markers and colored pencils
- Using tweezers for sorting activities
- Threading beads and buttons

### **Encouraging Independence**

Our teachers work diligently to foster each student's sense of independence and self-help skills through meaningful daily activities. We guide children in

### **Self-Care Skills**

- Putting on and fastening jackets (zippers and buttons)
- Removing sand or dirt from shoes and putting them back on
- Serving their own lunch portions
- Getting their own cups of water

### **Health and Hygiene**

- Proper handwashing procedures (practiced multiple times daily)
- Covering their mouth with their arm when coughing
- Blowing their own nose independently
- Cleaning their faces after eating

These independence-building activities help children develop confidence and prepare them for future educational settings while building essential life skills.

## **SAFETY**

### **Our Commitment to Your Child's Safety**

At Cornelius Early Scholars, your child's safety and security are our highest priorities. We maintain comprehensive safety protocols and procedures to ensure a secure learning environment for all students and staff.

## **Licensing and Compliance**

Cornelius Early Scholars operates under state religious exempt licensing. Our facility undergoes rigorous annual inspections by both the Fire Department and Health Department, and we consistently meet and exceed all county and state safety regulations.

## **Emergency Preparedness**

### **Safety Drills**

CES conducts regular safety drills with all children to ensure they are familiar with emergency procedures and can respond appropriately in various situations.

### **Emergency Planning**

Each classroom has designated safe locations and specific protocols for different types of emergencies, including

- Natural disasters
- Lockdown procedures
- Evacuation plans

Our staff receives ongoing training to handle emergency situations effectively while keeping children calm and secure.

## **Campus Security**

### **Controlled Access**

Our campus features staff-controlled security doors that restrict building access. All visitors must be screened before entering the facility, providing an additional layer of protection for your child.

### **Visitor Protocol**

CES maintains strict visitor screening procedures to ensure only authorized individuals have access to our students and facilities.

### **Your Partnership in Safety**

We ask for your cooperation and support with all our safety efforts. This partnership between families and our school helps us maintain the secure, nurturing environment that allows your child to learn and grow with confidence.

Your adherence to our safety protocols, including visitor procedures and pick-up/drop-off guidelines, is essential to maintaining the protective environment we've established for all children in our care.

## **CLASSROOM RATIOS**

Our student-to-teacher ratios are listed below and are subject to change based on the needs of the community

- **2/3-year-olds:** 5:1
- **Pre-K:** 5:1
- **T-K:** 5:1

## **PRESCHOOL CALENDAR**

CES follows the Charlotte-Mecklenburg school calendar. Preschool is closed when public school is not in session. The preschool day officially dismisses at the end of all special events such as our annual Thanksgiving feast, Christmas pageant, Picnic Day, and our parent-chaperoned field trips.

## **INCLEMENT WEATHER**

Our preschool follows the Charlotte-Mecklenburg Schools (CMS) calendar for holidays and weather-related closures. If CMS schools are closed due to inclement weather, preschool will also be closed.

### **To stay informed, please monitor**

- Preschool emails
- Class Dojo updates
- Local news websites and television stations

### **Delayed Start Guidelines**

- If CMS operates on a one-hour delay, preschool will also begin one hour later.
- If CMS announces a two-hour delay, preschool will be canceled for the day.

Make-up days for weather-related closures will be scheduled only if CMS designates them. For the most current updates, please refer to the CMS website. Preschool families will also receive direct notifications.

## **TUITION POLICES AND PROCEDURES**

### **2025–2026 Tuition (Non-Scholarship Students)**

Tuition for students not receiving a scholarship will be invoiced mid-month and will cover the academic period from September through May. Tuition is paid one month in advance:

- September tuition is due by August 30
- Final payment for May is due by April 30
- No payment is required in May, unless there is an outstanding balance

### **We accept the following payment methods**

- Cash
- Check
- Credit/Debit Card
- Venmo or PayPal
- Online payments via [www.corneliusscholars.org](http://www.corneliusscholars.org)

### **Important Fee Notice**

- A \$35.00 fee will be charged for any return payment
- All fees, including outstanding balances, must be paid before the end of the school year
- After two or more returned checks due to Non-Sufficient Funds (NSF), future payments must be made via cash or money order

### **Extended Absences**

If a non-scholarship student is absent for an extended period but intends to return, tuition will continue to be charged to reserve their spot. If tuition is not paid, the vacancy may be filled.

### **Payment Arrangements**

Special payment arrangements may be made with the Director's approval. Without such arrangements, the child's spot may be offered to another family seeking enrollment.

## **SCHOLARSHIPS**

Cornelius Early Scholars (CES) is offering full and partial scholarships to families in Cornelius who meet specific income criteria. CES is accepting applications for the 2025-2026 school year.

### **How To Apply**

- Apply online at: [www.corneliusearlyscholars.org/apply](http://www.corneliusearlyscholars.org/apply)
- Pick up/drop off an application at:
  - The Neighborhood CARE Center (19711 Smith Circle, Cornelius)
  - First Baptist Church of Cornelius (21017 Catawba Ave., Cornelius)
  - Angels and Sparrows (15016 N. Statesville Ave., Huntersville)
  - Ada Jenkins (212 Gamble St., Davidson)
- Documentation is not required at the time of application but will be required for enrollment
- Remit \$25 application fee per family

### **What Documentation Is Required?**

- Proof of child's date of birth
- Child's immunization records
- Proof of residency – utility bill, lease, driver's license, water bill
- Proof of income – Tax return, paystub, typed letter from employer

### **Do I Qualify for A Scholarship?**

- Child's birthday is between 9/1/2020 – 8/31/2023
- Child is potty-trained
- Childhood immunizations up to date
- Cornelius residents preferred

## **HOUSEHOLD INCOME GUIDELINES FOR FULL SCHOLARSHIP <150% FEDERAL POVERTY LEVEL (FPL)**

| Family Size | Poverty Guideline | 150% FPL        |
|-------------|-------------------|-----------------|
| 2           | <b>\$20,440</b>   | <b>\$30,660</b> |
| 3           | <b>\$25,820</b>   | <b>\$38,730</b> |
| 4           | <b>\$31,200</b>   | <b>\$46,800</b> |
| 5           | <b>\$36,580</b>   | <b>\$54,870</b> |
| 6           | <b>\$41,960</b>   | <b>\$62,940</b> |
| 7           | <b>\$47,340</b>   | <b>\$71,010</b> |
| 8           | <b>\$52,720</b>   | <b>\$79,080</b> |

## **TUITION BASED ON FAMILY INCOME GREATER THAN 150% FPL >150% FEDERAL POVERTY LEVEL (FPL)**

| Tuition Scaling |           | Scale | Monthly Tuition |       |
|-----------------|-----------|-------|-----------------|-------|
| FPL             | Subsidy % | Level | 3's             | 4's   |
| 200% +          | 0%        | A     | \$275           | \$295 |
| 185-200%        | 25%       | B     | \$200           | \$220 |
| 170-185%        | 50%       | C     | \$140           | \$150 |
| 150-170%        | 75%       | D     | \$70            | \$75  |
| <150%           | 100%      | E     | \$0             | \$0   |

### **Attendance Policy to Maintain Scholarship**

- **School Attendance Policy:** Preschool students receiving a scholarship must make every effort to not exceed 10 absences during the academic year. Excessive absences beyond this limit will put their scholarship status at risk and may result in scholarship suspension or termination.

"Beginning in kindergarten, if any enrolled student under the age of 17 has 10 or more unexcused absences, and the parent /guardian is not making a good faith effort to address attendance challenges, the parent/guardian may be prosecuted."

"A school representative will contact parents/guardians when their child accumulates 3, 6 and 10 unexcused absences. After 10 unexcused absences, the principal's designee or attendance official will issue a 10-day letter stating that the student is in violation of the NC attendance law and parents may be referred for prosecution and the Department of Social

Services notified.” (*CMS Parent Handbook*)

- **Parent Night Classes:** Additionally, parents are required to attend monthly Parent Night Classes as a condition of maintaining their child's scholarship eligibility. These classes are specifically designed to support parents by providing valuable parenting skills and sharing best practices in financial management. Failure to participate in these monthly sessions may jeopardize the family's scholarship. “Parental involvement is the third pillar upon which Cornelius Early Scholars is built. Parenting classes are provided once a month to enhance parenting skills, build confidence, and improve parent-child interaction. Because good parenting is essential in the development of a healthy child, attendance of these classes is a requirement for maintaining a scholarship. If there is difficulty attending a class, please inform CES in advance. Multiple unexplained absences will result in a review of scholarship status.”

### **REFUND POLICY**

Tuition is NOT REFUNDABLE OR PRO-RATED due to vacations, illness, snow or ice days, or any other closing

### **WITHDRAWAL POLICY**

#### **Partnership Approach**

We are committed to supporting every child's success in our program. When challenges arise, we work collaboratively with families to find solutions that benefit the child's development and classroom community.

#### **When Withdrawal May Be Considered**

The preschool reserves the right to request a child's withdrawal in the following circumstances

- Developmental readiness: When a child may benefit from additional time before entering a preschool environment
- Specialized support needs: When a child requires resources, training, or equipment beyond our current capacity to provide
- Policy compliance: When families are unable to adhere to essential preschool policies and procedures
- Safety concerns: When behaviors pose ongoing safety risks to the child or others

## **Our Support Process**

Before any withdrawal decision is made, we will

1. Schedule a parent conference to discuss concerns and observations
2. Develop an action plan collaboratively with parents to support the child's success
3. Implement strategies and monitor progress for 3-4 weeks
4. Provide ongoing communication about the child's adjustment and growth

Only after these supportive measures have been thoroughly attempted will withdrawal be considered necessary.

## **Voluntary Withdrawal**

For families choosing to withdraw for reasons such as relocation or program changes, we appreciate two weeks' advance notice to ensure a smooth transition for your child and to assist with enrollment planning.

## **CLASS CANCELLATIONS**

The school reserves the right to cancel any classes and/or registrations if there is not sufficient enrollment to justify its continuance.

## **ARRIVAL AND DISMISSAL PROCEDURES**

### **Daily Drop-Off Procedures**

#### **Morning Arrival (8:55 - 9:10 AM)**

Walk-up: Park and walk your child to the double French doors where the director will greet you and your child. Our trained staff will be present to safely escort your child to their classroom.

#### **Late Arrivals**

If you arrive after 9:10 AM, please:

1. Park and walk your child to the main entrance
2. Ring the bell to access the preschool area
3. Wait for staff assistance

This security protocol protects all students and maintains classroom routines.

## **Daily Pick-Up Procedures**

### **Afternoon Dismissal (12:50 - 1:10 PM)**

We use the same system as morning drop-off. Your child will meet you at the French Doors once their name is called via Walkie Talkie.

### **Authorization Requirements**

- Children will only be released to adults listed on your child's authorized pickup forms
- Photo ID is required for anyone we don't recognize, even if they're on your approved list
- This policy protects your child and ensures their safety

## **Schedule Changes and Communication**

### **Advance Notice**

Any changes to your child's regular drop-off or pick-up arrangements must be

- Submitted in writing
- Signed by a parent or guardian
- Given to your child's teacher during morning drop-off or sent by text message on Class Dojo

### **Same-Day Changes**

#### **For emergency schedule changes**

- Contact the office before 11:45 AM
- Call the main number or send a message via Class Dojo
- This timing allows us to properly communicate changes to staff and your child
- **Early pickup ends at 12:30** except for an emergency

## **Punctuality and Your Child's Well-Being**

### **The Impact of Tardiness**

Consistent late arrivals can be unsettling for young children. From your child's perspective, being late can feel scary and disrupt their sense of security and classroom routine.

## **Understandable Reasons for Late Arrival**

We understand that delays sometimes occur due to

- Family emergencies
- Illness or medical appointments
- Vehicle mechanical problems
- Unexpected traffic or road conditions

When these situations arise, please call to let us know you're running late so we can reassure your child and prepare for their arrival.

## **PARENT PARTICIPATION AND BIRTHDAYS**

### **Classroom Visits**

You're welcome to join your child's class during snack time on their birthday! Please notify your child's teacher at least one day in advance so they can adjust the class schedule and prepare the children for your visit.

### **Safety Guidelines**

For the safety of all children, the following items are not permitted

- Balloons (choking hazard)
- Candles (fire safety)
- Chewing gum (choking hazard)
- Small candy pieces (choking hazard)

### **Birthday Treats and Gifts**

- Goodie bags may be distributed at departure time, not during class
- Personal gifts should be opened at home, not during school hours
- Consider healthy snack alternatives that all children can enjoy

### **Party Invitations**

Birthday party invitations may only be distributed at school if the entire class is invited. For smaller celebrations, please arrange distribution outside of school hours to avoid hurt feelings.

## **WHAT TO BRING AND NOT BRING TO PRESCHOOL**

### **Appropriate Clothing**

Everyday Wear Please dress your child in clothes that are

- Comfortable and allow easy movement
- Washable and suitable for messy activities
- Easy to manage independent dressing and bathroom use Since children engage in outdoor play and creative art projects, we recommend "play clothes" rather than special outfits. While we provide smocks for messy activities, they don't always provide complete protection.

### **Daily Essentials**

**Book Bags - Required Daily** Your child must bring their book bag every day. It contains

- Daily communication folder with important information
- Take-home materials and artwork
- Notes between home and school Important: When children arrive without their book bag, vital communication may be missed.

### **Footwear for Safety**

For active play and safety, please avoid

- Sandals or flip-flops
- Clogs or backless shoes
- Dress shoes with slippery soles

Choose closed-toe shoes with good traction that allow children to run, climb, and play safely.

### **Required Spare Clothing**

**Complete Change of Clothes** All families must provide a complete set of spare clothing for their child, including

- Seasonally appropriate shirt and pants/shorts
- Underwear
- Socks
- Shoes

### **Storage and Labeling**

- Place all items in a labeled Ziploc bag
- Label each individual item with your child's name
- Bring spare clothes on your child's first day
- We'll notify you when seasonal clothing changes are needed

## **Seasonal Items**

As weather changes, consider sending

- Winter: Hats, mittens, and warm coats for outdoor play
- All seasons: Light jacket or sweater
- All outerwear should be clearly labeled with your child's name

Remember: We go outside in most weather conditions, so appropriate outerwear helps ensure your child stays comfortable during outdoor learning and play.

## **Toys and Personal Items**

General Toy Policy To minimize loss, conflicts, and distractions during learning time, personal toys should remain at home.

## **Show and Tell Exception**

Toys are welcome only when designated for Show and Tell presentations. Show and Tell items will be

- Stored safely in your child's cubby until presentation time
- Returned to the cubby after sharing to prevent loss or conflicts
- Your child's responsibility to remember and care for during the day

## **BREAKFAST/SNACK/LUNCH**

### **Breakfast**

Please ensure your child has eaten breakfast before arriving at preschool.

This helps

- Maintain consistent classroom routines
- Prevent confusion among children about food rules
- Ensure your child is ready to participate in morning activities

Please do not send breakfast foods or drinks with your child to school.

### **Morning Snack**

We provide a nutritious mid-morning snack for all students. Important: Please inform your child's teacher of any food allergies or dietary restrictions so we can ensure safe snack options for your child. Lunch Program

### **Provided Lunch Service**

Daily lunch is provided through our partnership with Angels and Sparrows. This service offers

- Nutritious, age-appropriate meals
- Consistent mealtimes that support classroom schedules
- Reduced preparation time for busy families

### **Lunch Options for Families**

You have three choices regarding lunch

- School-provided lunch - Your child receives the daily meal from Angels and Sparrows
- Early pickup - Pick up your child by 11:45 AM before lunch time
- Pack from home - Send a complete lunch with your child

### **Allergy and Dietary Considerations**

Critical: Please ensure we have current information about any food allergies or dietary restrictions. This information helps us

- Coordinate safe meals with our lunch provider
- Prepare appropriate alternatives when needed
- Train staff in emergency procedures if applicable

Contact your child's teacher or the main office to update any dietary information throughout the school year.

## **HEALTH AND WELLNESS**

### **Our Commitment to Child Safety**

CES is committed to protecting the health and safety of all children in our care. We rely on parents as partners in preventing the spread of communicable diseases and maintaining a healthy learning environment for everyone.

### **When to Keep Your Child Home**

Please do not send your child to school if they have any of the following symptoms or conditions

#### **Fever and General Illness**

- Fever of 100.0°F or higher within the last 72 hours
- Vomiting within the last 24 hours
- Diarrhea within the last 24 hours
- Stomachache or loose stools
- Severe cold, sinus infection, or upper respiratory infection

### **Respiratory Symptoms**

- Deep and/or persistent cough
- Sore throat
- Discolored runny nose
- Shortness of breath or difficulty breathing

### **COVID-19 Related**

- Diagnosed with COVID-19 (may return 3 days past first symptom onset AND 72 hours fever-free)
- COVID-19 symptoms including:
  - o New headache
  - o Fever or chills
  - o Body aches
  - o New cough
  - o New loss of taste or smell

### **Skin and Eye Conditions**

- Unexplained rash or mouth sores
- Conjunctivitis (Pink Eye)
- Head lice or scabies (must provide treatment receipt before returning)

### **Contagious Diseases**

#### **Any diagnosed contagious condition including**

- Influenza
- Chicken pox
- Strep throat
- Impetigo
- MRSA
- Shigellosis
- Rotavirus
- Fifth Disease
- Other communicable diseases

### **If Your Child Becomes Ill at School**

Immediate Response Children displaying any of the above symptoms will not be permitted to remain at school. We will contact parents or emergency contacts immediately for pickup.

## **Stay Connected**

Please ensure we can reach you by

- Keeping cell phones on during school hours
- Checking voicemails, emails, and Class Dojo messages regularly
- Updating emergency contact information when changes occur

## **Contagious Disease Notification**

If your child is diagnosed with a contagious disease, please notify the preschool immediately. This allows our director to

- Inform other families of potential exposure
- Take appropriate cleaning and safety measures
- Follow state health department guidelines

## **Return to School Requirements**

- Fever-free for 72 hours (without fever-reducing medication)
- Symptom resolution appropriate to the illness
- Doctor's clearance may be required for certain contagious conditions
- Treatment verification required for head lice or scabies

## **Medication Policy**

CES staff members do not administer medication of any kind to students. This policy ensures

- Child safety and proper medical oversight
- Clear liability boundaries
- Consistent care protocols

If your child requires medication during school hours, please discuss alternative arrangements with the director.

## **Partnership in Health**

Thank you for your cooperation in maintaining a healthy environment for all our students. When in doubt about whether your child should attend school, we encourage you to err on the side of caution and keep them home until they're feeling better.

## **DISCIPLINE**

### **Our Philosophy**

Discipline is an essential part of your child's learning experience at CES. We believe in guiding children toward appropriate behavior through positive, supportive approaches rather than punitive measures. Our goal is to help children develop self-regulation, conflict resolution skills, and empathy in a safe, nurturing environment.

### **Creating a Positive Learning Environment**

Our teachers work to maintain classroom order while ensuring

- Safety for every child
- Respect for each child's feelings and individuality
- Clear expectations that are age-appropriate and consistent
- Prevention-focused strategies that address issues before they escalate

### **Teaching Appropriate Behavior Foundation**

#### **Skills We help children develop**

- Communication skills Teaching children to verbalize their feelings through modeling appropriate words, phrases, and actions
- Problem-solving abilities Guiding children to think through conflicts and find solutions
- Empathy Understanding how their actions affect others
- Self-regulation Learning to manage emotions and make positive choices

### **Learning Through Choices and Consequences**

Our approach focuses on learning rather than punishment.

Children understand that

- Every choice has a consequence
- They have the power to make better decisions
- Mistakes are opportunities to learn and grow

### **Progressive Discipline Approach**

**Step 1:** Initial Intervention When inappropriate behavior occurs, teachers first use

- Calm, firm voice with direct eye contact
- Redirection to appropriate activities
- Clear reminders of classroom expectations

**Step 2: Quiet Time** If the behavior persists or becomes disruptive

- The child receives a brief quiet time (maximum 3 minutes)
- Teachers discuss better problem-solving strategies
- The child returns to activities when ready to make positive choices

**Step 3: Director Intervention** For continued or aggressive behavior

- The child visits the director's office for discussion
- Clear expectations are reviewed with understanding
- The child returns to class with renewed focus on appropriate behavior

**Step 4: Parent Contact and Early Pickup** If disruptive behavior continues

- Parents are contacted for immediate pickup
- A conference is scheduled to discuss strategies
- Home and school approaches are coordinated for consistency

**Step 5: Suspension (Rare Circumstances)** In exceptional cases where behavior continues to disrupt learning

- A one-week suspension may be implemented
- Family conference is required before return
- Additional support strategies are developed

**Step 6: Dismissal (Last Resort)** Only after all interventions have been exhausted and in the best interest of all students' safety and learning environment, dismissal may be considered through our withdrawal process.

## **Positive Reinforcement Strategies**

### **Our teachers emphasize**

- Recognition of positive behavior and good choices
- Encouragement of problem-solving efforts
- Celebration of growth and improvement
- Peer support and friendships

## **Partnership with Families**

We value your partnership in supporting your child's behavioral growth

- Share successful home strategies so we can maintain consistency
- Communicate openly about challenges and progress
- Work together on common goals and expectations

- Celebrate improvements both at home and school

## **Our Commitment**

### **We are committed to creating a secure, loving environment where**

- Limits are reasonable and consistent
- Children learn to make positive choices
- Individual differences are respected
- Every child can develop confidence and independence

## **Important Policy Note**

Corporal punishment is strictly prohibited at our preschool. All disciplines focus on teaching, guiding, and supporting children's emotional and social development. Our goal is to help each child develop the skills and confidence needed to resolve conflicts independently, show empathy toward others, and make positive choices throughout their lives.

## **Child Protection**

### **CHILD ABUSE AND NEGLECT**

Reporting The safety and wellbeing of every child in our care is our highest priority. Our staff members have both a moral and legal responsibility to protect children from all forms of abuse and neglect, including physical, verbal, emotional, and sexual abuse.

## **Mandatory Reporting**

Any suspected abuse or neglect, regardless of its source, will be reported to the appropriate authorities as required by law. All reports are handled with strict confidentiality to protect both the child and family involved.

### **BITING**

Understanding Biting Behavior Biting is a common and normal part of early childhood development, especially for toddlers and young preschoolers.

Children at this age

- Use their senses to explore and understand their world
- May treat people as objects to investigate through touch, taste, and other senses

- Often lack the verbal skills to express their needs, frustrations, or emotions
- May react impulsively when experiencing conflicting feelings or situations While biting is developmentally typical, we take it seriously and work with families to address this behavior promptly and consistently.

### **Our Response Protocol**

When a biting incident occurs, our staff follow these immediate steps

#### **Stop and Separate**

- Firmly say "NO!" to stop the behavior
- Immediately separate the children involved
- Prioritize care for the child who was bitten

#### **Care for the Victim**

- Clean the bite area with soap and water
- Provide comfort and reassurance
- Apply appropriate first aid if needed
- Encourage the child to use their voice: "Ouch, don't bite!"

#### **Address the Biter**

- Respond immediately with clear, age-appropriate language
- Explain that "biting hurts" and "we don't hurt our friends"
- Help the child understand the impact of their actions

#### **Natural Consequences**

Depending on the situation and child's development:

- Brief time-out (age-appropriate duration)
- Opportunity to help comfort the child who was hurt
- Practice using words instead of biting

#### **Documentation and Communication**

- Complete incident reports for both children
- Contact parents before pickup if the bite is severe
- Maintain confidential records of incidents

#### **Environmental Assessment**

Teachers evaluate

- Triggers that may have led to biting
- Environmental factors that contributed to the situation

- Adjustments needed to prevent future incidents

### **Partnership with Families Communication**

- Confidentiality: The identity of children involved in biting incidents remains confidential
- Notification: Parents of children who are bitten are always informed
- Collaboration: We work closely with families to ensure consistent approaches at home and school

### **When Additional Support Is Needed**

#### **Multiple Incidents**

If a child bites more than once, parents will be called for a conference to

- Discuss triggers and patterns
- Develop coordinated strategies between home and school
- Create an individual support plan

#### **Persistent Biting**

When biting becomes a recurring pattern

- After parent consultation, the child may be sent home for a three-day break following each incident
- This allows time for reflection and strategy adjustment
- Return includes a review of support strategies

#### **Extended Break**

In exceptional circumstances where safety concerns persist

- The school may request a predetermined time away from the program
- This allows the child additional developmental time
- Re-entry includes a comprehensive plan for success

#### **Our Commitment**

We understand that biting can be distressing for all families involved. Our approach focuses on

- Supporting both the child who bites and the child who was bitten
- Teaching appropriate social skills and emotional regulation
- Maintaining a safe environment for all children
- Working in partnership with families throughout the process

Remember: Biting is typically a phase that children outgrow as their language and social skills develop. With consistent support from both home and school,

children learn more appropriate ways to express their needs and interact with others.

## **SPECIAL NEEDS**

CES is committed to the philosophy that welcoming children with differing abilities benefits all children at preschool. While CES is not therapeutic in nature, we provide valuable opportunities for children with disabilities and typically developing children to interact, learn, and socialize together. CES affirms that there is a broad range of typical, normal, and acceptable abilities, behaviors, and needs among children. We strive to accommodate as wide a range as possible, believing that this diversity strengthens and enriches all children and the adults who work with them.

### **Enrollment and Placement**

CES will be as inclusive as possible when enrolling children with disabilities, developmental delays, and/or chronic illnesses. We reserve the right to work with families in making the most appropriate placement for each child, including

- Selecting the best teacher to address the child's specific needs
  - Distributing children with special needs across classes to ensure that no single classroom or teaching team is overwhelmed
  - Assigning children to classes based on developmental age rather than chronological age (children will never be placed in classes older than their chronological age)
  - Adapting educational and developmental goals for children with special needs
- Whenever possible, CES will make reasonable accommodations to meet each child's individual needs. However, the safety and successful functioning of the classroom always take priority over any individual child's needs.

### **Family Partnership**

We ask that families of children with special needs maintain open communication with administrative staff and their children's teachers. A healthy dialogue between parents, teachers, therapists, and administrators is essential for success.

For families whose children receive therapy services

- Provide a copy of the therapy schedule to both the classroom teacher and preschool office
- Indicate if the therapist requires dedicated space outside the classroom so appropriate accommodation can be made

- Contact the preschool office and classroom teacher when evaluations or observations are scheduled

### **Admission Process**

When a child is identified and diagnosed by a medical specialist as having special needs applies for enrollment, the director conducts a thorough interview with parents to gather information about the child's developmental strengths, areas of concern, and support needs. Relevant past and current records, as well as professional evaluations, may be requested.

The child and parent are often invited to visit a classroom for observation and assessment. If the child is transferring from another local program, we may consult with their previous teachers.

Based on all collected information, the director will decide whether to accept the child if enrollment would be mutually beneficial for both the child and CES.

**Important Note:** CES does not formally test children before admission. The evaluation process outlined above is designed to provide sufficient information to determine whether there is a feasible and beneficial match between school and child.

**Probationary Period** After enrollment begins, each child is observed closely for three to four weeks. Teachers, the director, parents, and professionals working with the child collaborate during this time. If at any point during this probationary period the child's needs are determined to be exceptionally demanding in the classroom environment, dismissal from preschool may become necessary.

When professional intervention is required, the situation is carefully monitored. The decision to continue enrollment is based on professional recommendations, the child's behavior, teacher input and concerns, parental feedback, and the director's assessment of all collected data.

### **Mid-Year Identification**

Children not initially identified as having special needs may exhibit concerning behaviors during the school year. When this occurs, the same process outlined above will be implemented

## **Emergency Situations**

The final decision regarding continued enrollment is made by the CES Board of Directors following the preschool director's recommendation. In cases where a student endangers themselves or another child, immediate removal may be the only viable option, and standard protocol may not be followed due to safety concerns.

## **Suspected Special Needs**

Preschool teachers are often the first to notice possible developmental delays, making them an invaluable resource in identifying children's difficulties. Teachers spend significant time with children (second only to parents) and have experience with many children over time, helping them establish a foundation for understanding typical development.

### **Process for Suspected Delays**

1. The teacher discusses concerns with the director, who may observe the child
2. The teacher then communicates concerns with the parent
3. While we never attempt to diagnose any illness, delay, or disability, our experience allows us to notice subtle developmental differences that may be less apparent to family members

CES's policy is to work in partnership with families to provide the best possible care and environment for each child by openly communicating any concerns we observe.

## **TOILET TRAINING**

### **Toilet Training Requirements**

All children must be fully potty trained before the school year begins. We understand that accidents may occur, especially with newly potty-trained children. If your child has recently completed toilet training, please provide extra clothing and undergarments in case of accidents.

## **CLASSROOM PLACEMENT**

### **Age Requirement**

CES follows North Carolina's kindergarten age cutoff date of August 31<sup>st</sup> to ensure your child remains on track for kindergarten entry. Your child must reach the required age for their enrolled classroom by August 31<sup>st</sup> to be accepted into

that age group.

### **Year-Long Placement**

Children remain in their assigned age group for the entire school year, regardless of when their birthday occurs during the year. We do not advance children to older classrooms once they turn a year older during the school year.

Example: If your child turns 4 on October 5<sup>th</sup>, they will remain in the 3-year-old classroom for the entire school year rather than moving to the 4-year-old class.

### **Long-Term Academic Timeline**

Following this policy means that children with fall birthdays will be among the older students in their grade level throughout their academic career. For instance, using the October 5th birthday example

- The child will turn 6 on October 5th of their kindergarten year
- They will turn 18 on October 5th of their senior year, graduating at a slightly older age than many classmates

Benefits of Being Older Research shows that older children in a grade level often have several advantages

- Greater emotional maturity
- Enhanced academic readiness
- Better self-regulation skills
- Improved social development

We encourage parents not to feel pressured by age considerations or feel compelled to have their child "tested out" of their appropriate grade level. In many cases, being among the older students in a class provides developmental and academic benefits that serve children well throughout their educational journey.

## **FIELD TRIPS**

### **Field Trips**

All field trips are parent-chaperoned events. The director collects trip fees prior to the scheduled event.

### **Important Field Trip Guidelines**

- There is no regular school on field trip days, except in cases of inclement weather when the preschool operates on a normal schedule
- Field trips cancelled due to inclement weather are typically rescheduled for a future date
- School is officially dismissed at the end of the field trip—we do not resume classes at preschool if the trip ends early

## **COMMUNICATION**

### **Weekly Updates**

Weekly emails are sent to each preschool family with reminders about upcoming events, announcements, and policy updates.

### **Contacting Teachers**

Please do not attempt to contact your child's teacher during preschool hours except in case of an emergency. Teachers' primary responsibility is to their classroom and students. We appreciate your cooperation in respecting class time and not interrupting instruction.

Your child's teacher will communicate with you regularly through

- Behavior sheets
- Class Dojo
- Emails
- Written notes

### **Appropriate Communication Times**

Please be respectful of our teaching hours. Teachers are required to remain in the classroom with their students, and it is inappropriate to discuss confidential information about your child in hallways during school hours.

For safety purposes, drop-off and pick-up times are not appropriate for in-depth discussions regarding your child. If you need to speak with your child's teacher, please schedule a meeting before or after school hours.

## **CONFERENCES**

We are always willing to share our observations of your child with you. Most

communication occurs through informal conversations, phone calls, or emails.

### **Formal Conference Schedule**

- Pre-K and T-K students: Two conferences per year (early fall and January)
- Three-year-old students: One conference in early May

If you would like to meet with your child's teacher at any time, please arrange to meet before or after school hours.

## **GRIEVANCES**

We want you to be completely satisfied with our program, and open communication is essential.

### **Resolution Process**

- **First Step:** Share thoughts and concerns directly with your child's teacher as issues arise. Every effort should be made to resolve issues at this level.
- **Second Step:** Contact the preschool director if you and the teacher cannot reach a satisfactory solution.
- **Final Step:** If you remain unsatisfied after speaking with the director, present your complaint in written form to the preschool board.

## **SOCIAL MEDIA AND CONFIDENTIALITY**

### **Social Media Policy**

Posting negative comments about any aspect of Cornelius Early Scholars on social media platforms is strictly prohibited. Violations of this policy may result in your child's removal from the program when identified by CES staff, board members, or other observers who report such posts to the school.

### **Confidentiality Guidelines**

Please contact your child's teacher or the director before discussing your child's individual progress with other families. These matters are confidential and should only be shared with appropriate parties involved in your child's care. This approach ensures you receive accurate information to help you make

informed decisions regarding your child's academic, social, emotional, physical, mental, and spiritual development.

## **GRADUATION**

### **Celebration of Achievement**

Graduation for our 4-year-old students serves as a wonderful finale to their rich and fulfilling preschool experience. This special ceremony celebrates the privilege of successfully completing preschool and preparing for "Big School."

### **Event Details**

#### **Attendance**

This intimate ceremony is limited to parents and relatives of our graduating students. It is not a school-wide event, allowing us to focus exclusively on honoring our graduates and their families.

#### **Venue & Program**

- Ceremony: Held in the Sanctuary with a formal graduation program
- Reception: Beautiful celebration in the Fellowship Hall following the ceremony

#### **Costs and Materials**

All festivities are provided free of charge to graduating students and their families, except for the cap, gown, and tassel, which are ordered in early May.

#### **Graduate Gifts**

Each graduate receives special gifts from preschool

- Official preschool diploma
- Children's Bible

#### **Our Commitment**

We roll out the red carpet for our graduating students, ensuring a memorable and stunning graduation ceremony that families will treasure for years to come.

#### **Thank You**

Thank you for choosing Cornelius Early Scholars! You made the right choice for

your child's educational journey, planting a love for learning that will last a lifetime. *"Start children off on the way they should go, and when they are old, they will not turn from it."* - Proverbs 22:6

# Go CES Cubs!

