



# **New Creation Preschool**

221 MUSE STREET NEWTON KS 67114 • 316-217-5650 • [newcreationpreschool@gmail.com](mailto:newcreationpreschool@gmail.com)  
[www.newcreationpreschool.com](http://www.newcreationpreschool.com) • facebook: New Creation Preschool • instagram: newcreationpreschool

## **2022-2023 FAMILY HANDBOOK**

*updated August 2022*

### **Table of Contents:**

ABOUT	2
CALENDAR/SCHEDULE	3
ADMISSION PROCEDURES	4
ANTI BIAS ANTI RACISM	6
COVID-19 RESPONSE	11
CURRICULUM	15
DISCIPLINE APPROACH	18
HEALTH AND SAFETY	19
STAFF AND VOLUNTEERS	22
WHAT TO BRING TO PRESCHOOL	24

# ABOUT

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**PHILOSOPHY:** New Creation Preschool's philosophy is that early childhood is a time for exploration and discovery. Experiences in these early years foster competence in young children in all areas of their lives. Our purpose is to provide an atmosphere for young children where they can grow while preparing them for Kindergarten. We not only respect children, we demonstrate our respect every time we interact with them. Respecting a child means treating even the youngest as a unique human being, not as an object. Our goal is an authentic child, one who feels secure, autonomous, and competent.

We view children as individuals and do not separate by category in conversation or practice. We believe that for children to develop a sense of belonging they must see themselves, their families and their communities represented throughout our school in books, posters, artwork, family sets, dolls, cooking utensils and environmental print in their languages.

**HISTORY:** New Creation Preschool is a non-profit outreach of [New Creation Fellowship Church](#), a lively Mennonite congregation of 50-70 who gather for worship, fellowship meals, congregational discernment, small groups and Sunday school. At New Creation we seek to celebrate our differences as gifts and blessings - our differences in color, gender, sexual orientation, and the many other ways we are categorized by the world. You are welcome in this place as we journey together, discerning how to follow Jesus more faithfully. The preschool was founded and created by a group of people, including Kristin Neufeld Epp (current director/teacher), from New Creation Fellowship Church in 1994. In the first summer, New Creation Preschool operated as an all day childcare program known as New Creation Early Childhood Program. Starting in Fall 1995, we transitioned to a half day preschool program. We moved to Asbury Park Retirement Community in 2002 after fire destroyed our classroom at New Creation Fellowship Church. We were enriched by added intergenerational experiences with elders before moving back "home" to New Creation Fellowship Church 2009.

**WHO WE ARE NOW:** New Creation Preschool is licensed by the State of Kansas as a Preschool to care for up to 15 children 2.5 years of age and not yet enrolled in kindergarten. The choice was made to limit class size to 13 children 3-6 years of age for the 2022-2023 school year. Children attend one, two or three sessions per week. This program operates under regulations required by the Kansas Department of Health and Environment. Each class is guided by Ms. Kristin (lead teacher and director) and at least one additional teacher (Ms Brenda Mays for 2022-2023). Paid and volunteer teachers are welcomed into our classroom after training, health assessments and background checks required by the State of Kansas. New Creation Preschool Serving Unit (a group of church and community members) meets to support and care for the needs of the preschool. Matters pertaining to New Creation Preschool are processed with staff members and brought to Preschool Serving Unit meetings.

**LINE OF AUTHORITY:** according to K.A.R. 28-4-426 (a): *There shall be a written delegation of administrative authority designating the person in charge in the facility for all hours of operation.* It is the current practice of New Creation Preschool that the director/lead teacher, Kristin Neufeld Epp, is onsite during all hours of operation and is the primary person in charge of the facility. There will always be a minimum of one assistant teacher on site to assist in the care of children and facility.

Other facility contact persons (phone numbers posted onsite):

George Krievins, New Creation Fellowship Church Administrative Team

Brenda Mays, NCP assistant teacher and NCFC office assistant

Kelven Mays, NCP volunteer and NCFC maintenance


# CALENDAR/SCHEDULE



## New Creation Preschool 2022-2023

DROP OFF 9:45-10:00 • PICK UP 12:10-12:15

September 2022					October 2022					November 2022							
			1	2	D	3	4	5	6	7	G		1	2	3	4	
	5	6	7*	8*	9*		10	11	12	13	14	H	7	8	9	10	11
A	12	13	14	15	16	E	17	18	19	20	21	I	14	15	16	17	18
B	19	20	21	22	23	F	24	25	26	27	28		21	22	23	24	25
C	26	27	28	29	30	G	31					J	28	29	30		

December 2022					January 2023					February 2023							
J				1	2	L			5	6	O		1	2	3		
K	5	6	7	8	9	L	9	10	11	12	13	P	6	7	8	9	10
	12	13	14	15	16	M	16	17	18	19	20	Q	13	14	15	16	17
	19	20	21	22	23	N	23	24	25	26	27	Q	20	21	22	23	24
	26	27	28	29	30	O	30	31				R	27	28			

March 2023					April 2023					May 2023							
R			1	2	3	V	3	4	5	6	7	Y	1	2	3	4	5
S	6	7	8	9	10	V	10	11	12	13	14	Z	8	9	10	11	12
	13	14	15	16	17	W	17	18	19	20	21		15	16	17	18	19
T	20	21	22	23	24	X	24	25	26	27	28		22	23	24	25	26
U	27	28	29	30	31								29	30			

\* = SEP 7-9 OPEN HOUSES (no regular preschool)

# ADMISSION PROCEDURES

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**ADMISSION POLICY:** According to K.A.R. 28-4-426 (b) our Admission Policy is as follows:

(1) Children are eligible for admission into New Creation Preschool as spaces come available according to our license. Families are encouraged to sign up on our [Waiting List](#) on our website after which point Ms Kristin will contact them with any openings.

Once a child is enrolled and before attending, all forms required by KDHE and New Creation Preschool must be submitted and reviewed by the director:

- Enrollment Agreement
- Financial Agreement
- Medical Record\* (including a list of people permitted to drop off/pick up)
- History of Immunizations\*
- Child Health Assessment\*
- Emergency Medical Release\*
- Internet/Media Release
- Allergy Response Form (if applicable) \*KDHE required

(2) Each of our admission policies are non-discriminatory in regard to race, color, religion, national origin, ancestry, handicap or sex, in accordance with K.S.A. 44-1009 and our NCFC welcoming statement.

(3) parent/guardian/guardians are given our Family Handbook which informs them on the following: the schedule available including drop off/pick up procedures, tuition options based on income/financial need, philosophy and methodology, discipline policy and safety procedures, daily routine and curriculum.

(4) parent/guardian/guardians are informed that while New Creation Preschool is an outreach of New Creation Fellowship Church, a member of Mennonite Church USA, no specific theology or doctrine is taught or encouraged.

**CHILDREN'S RECORDS:** Each child has a file containing a Registration Form completed by staff, the aforementioned enrollment forms and any [Critical Incident Reports](#) (see p 21). A record of attendance is kept for each child. Children's records are available to parent/guardian/guardians and are destroyed once a child is no longer enrolled.

**SCHOLARSHIP/TUITION:** There is a standard tuition level of \$56/month per number of sessions a child attends in a week (ex: 2 days a week = \$112/month). As a non-profit outreach of New Creation Fellowship Church, we offer financial assistance in the form of free and reduced tuition levels. We take into account not only income but all other financial realities that could affect a family's ease in paying tuition (medical bills, debt, etc). There is no additional paperwork or obligation for families who receive financial assistance, your tuition amount is simply adjusted. After a tuition level is determined, a Financial Agreement is made. This is used to keep track of all payments received. Tuition is broken into 9 equal monthly payments for September-May. Checks, money orders, cash, should be deposited into the TUITION BOX located in the classroom. Online payment options (ACH, Venmo and PayPal) are available and encouraged as well. Parent/guardian are sent notification when a tuition payment is overdue. In the event that 2 tuition payments are missed, parent/guardian is contacted by a New Creation Preschool Serving Unit member to set up a Payment Plan/apply for further financial assistance.

**PARKING:** New Creation Preschool meets in the lower level of New Creation Fellowship Church. New Creation Preschool has an entrance on the north side of the building (turn in the drive to get to it). Parking is available in the parking lot off of Pine Street next to the playground, on Muse Street in front of the church or in the area at the end of the alley north of the church. Parking along the drive is prohibited in order to keep the lane free for driving in and out.

**DROP OFF/PICK UP:** Preschool drop off is between 9:45-10 and pick up is between 12-12:15. If families arrive before 9:45, they should plan to wait outside/on the playground. Teachers use the few minutes before class for planning together. parent/guardian/guardians are welcome at New Creation Preschool at any time unannounced and should not be alarmed if the door is locked. A doorbell/intercom is available during class time hours at the preschool door.

**“POTTY TRAINING”/BATHROOM PLAN:** As a preschool that welcomes children in any stage of their “toilet learning” journey, we are aware that some preschoolers will require more bathroom help than others. Staff will encourage children to do as much for themselves as possible. parent/guardian/guardians are asked to communicate their preschooler’s bathroom needs with preschool staff including what terms are used for the toilet, urine and feces as well as how the child usually uses the bathroom (sitting, standing, forwards, backwards, help with wiping, etc). Staff usually use “potty, bathroom, pee, peepee, poop, etc”; staff will use your choice of words with your child. Staff will use the general term of “bottom” and more scientific terms of “penis, testicles, vagina, vulva, etc” as is appropriate and natural in conversation.

Parent/guardian are notified whenever help is given during bathroom time (wiping, clothing, changing, etc).

If a child becomes agitated at using the bathroom alone or with staff near, parent/guardian is notified. When a child has an accident, soiled clothes are bagged up and sent home. According to state regulations, we are not able to wash or rinse soiled clothes. There is no shaming or disappointment expressed in cases of accidents, as we recognize the normalcy of them. The bathroom door will remain open when any staff is assisting a child in the bathroom.

Preschoolers use the bathroom connected to our classroom. With the door open, the toilet and sink are visible from the classroom. Preschoolers are allowed to keep the door open or closed when they are alone. Staff will not enter the bathroom unless a child has requested help and the staff helper will alert another staff member when entering the bathroom to help a child.

Most preschoolers are still early in their toilet learning so please consider dressing your child in loose clothing that they are able to manage easily and independently (ex. pants or shorts with all-elastic waists). Consider avoiding overalls, jeans with snaps and zippers, shirts with snaps between the legs, belts, tie waistbands, tights, and tight-fitting clothing that they can’t manage on their own.

**CLOTHING:** Given our year-round outdoor learning, it is essential that children have weather appropriate clothing. Children are encouraged to monitor their own clothing if they get too warm or too cold (shoes and jackets, etc) within reason. There are many services we can access to help provide clothing should you need that. Outerwear suggestions for the year:

- light jacket/sweatshirt/sweater
- rain jacket
- water friendly shoes/boots
- winter boots
- winter coat
- hats/mittens/scarves
- extra outfit to change into
- sun hat/ball cap/sunglasses

# ANTI BIAS ANTI RACISM

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New Creation Preschool recognizes that biases are inherent in our world. These can include biases for or against racial/ethnic backgrounds, culture, language, gender expression, sexual orientation, family structure, cognitive or physical ability, economic class, and religion. We recognize that every person at New Creation Preschool experiences privilege and oppression differently. We are committed to preparing our environment to provide an inclusive space for every member of our community and to take a proactive approach to eliminating biases and/or racism. We work to integrate an anti bias/anti racist approach at all levels and to uplift individuals to be proud of their uniqueness while honoring other individual's differences.

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In response to the murder of George Floyd, we simply say Black Lives Matter. As an outreach of New Creation Fellowship Church, a member of Mennonite Church USA, we share this from our executive director, Glen Guyton, from June 2020:

*It does not happen often, but I am at a loss for words as cities across the United States burn, and as I have endured several weeks of seeing black bodies sacrificed in the name of order and discipline. I am torn between being an enraged black man and being a leader in a predominantly white institution, united by theology and, for many, a common ancestry.*

*The most recent names that have shredded my heart are George Floyd, Breonna Taylor and Ahmaud Arbery. I watched in horror as a woman named Amy Cooper, walking her unleashed dog, attempted to weaponize the police against Christian Cooper, who simply wanted to peacefully watch birds in Central Park. Christian Cooper, like me, is an African American man. The language used on that call means that any black male, me or my son could have fit the description, giving the responding officers a license to kill with the qualified immunity that withholds justice. If I am honest, the Amy's of the world scare me more than the white supremacist that I can easily identify and avoid.*

*It has taken me some time to draft this letter because I have been torn by my anger, my fear, my Christian faith and my Anabaptist commitment to peace. Systems of racial power would like nothing better than for leaders like me to lay my blackness and pain aside; they are part of what shapes my identity. But as a leader, I am called to push down my fear and sadness. I need to call upon the people of Mennonite Church USA (MC USA).*

***We need to engage in more costly peacemaking, rooted in radical discipleship, which seeks to dismantle systems of oppression. The violence and unrest that is happening now is not an accident; it is what the system is designed to do, and it jeopardizes all of us, not just people of color. Stand with the marginalized in your communities. If you have the power of privilege, use it as a shield to protect people of color who don't have it. Use your voice and your power to prompt action from local government officials. Create spaces for reconciliation, healing and hope.***

*I am determined not to allow the past and present circumstances of systemic oppression to make me feel powerless. For many in the white community, including our Mennonite family, my skin color is a barrier. It is a consideration that I can't easily set aside. But for many of you in MC USA, your race is not a barrier but rather an advantage you can use to dismantle racial injustice in the name of our Lord Jesus Christ. We need your voice. We need to #BringthePeace.*

**ON DIVERSITY AND INDIVIDUALS IN OUR CLASSROOM:** We view children as individuals and do not separate by category in conversation or practice. We believe that for children to develop a sense of belonging they must see themselves, their families and their communities represented throughout our school in books, posters, artwork, family sets, dolls, cooking utensils and environmental print in their languages.

Representation will not just be reflective of classroom populations, it are equal. If there are three children of color and 12 white children in the class, having a few books representing people of color isn't adequate. Our equipment and books are intentionally chosen to better represent differences in skin color, hair type, body size, physical and cognitive disabilities, gender expression, etc.

Young children think in simple terms and tend to think in stereotypes. Thus, one of our tasks in supporting diversity is to continually challenge young children's simple thinking about gender, race, disabilities, ethnicity, culture, families, religion, income, language, etc. While we believe there is value in children feeling comfortable and around people who are like them, we must provide opportunities for investigating and exploring differences, newness and what is unfamiliar. One way we encourage this behavior is by modeling joy and enthusiasm in discovery, exploration and uncertainty.

From Francis Wardle: "Supporting diversity in early childhood programs is a two-pronged process: helping children to feel good about themselves, their families and their communities while also exposing children to differences, things that are unfamiliar and experiences beyond their immediate lives. In doing so we must make sure these experiences are real and concrete and that they continually challenge young children's stereotypical thinking. We must insist on tolerance and respect toward all who are different. Finally, this process must be continuous and ongoing, not simply addressed on convenient occasions and implemented as an add-on to the curriculum."

## **ON ACCOMMODATIONS AND MODIFICATIONS TO OUR CLASSROOM:**

We take into consideration not only the needs of our current students/staff and families, but the *potential* needs of someone entering our space. Here are the elements we review:

### **For Children with Intellectual Disabilities**

#### **Can the program provide toys and materials that may fall outside the typical age/developmental range of the children enrolled?**

Explore lending libraries or other sources to borrow or purchase materials appropriate for children who are at an earlier developmental level.

#### **Does the daily schedule allow for flexibility to accommodate varied attention levels?**

#### **Do teachers give children cues before transitions occur and describe the steps to follow for activities and routines?**

Smooth and predictable transitions help children learn what to do and experience success.

#### **Do teachers individualize teaching and use opportunities for repetition for children who may need more time or experiences to learn?**

#### **Do teachers have enough materials and activity centers to keep up with children with different attention spans?**

Provide many options for activities for children to engage in. Track children's use of centers to prioritize space for high-interest activities. Consider creating a toy lending library or request gently used items from families. Encourage suggestions from parents about children's preferred activities.

## For Children with Hearing and/or Vision Impairments

### **Is lighting evenly distributed throughout the classrooms?**

If the lighting casts bright or harsh glares or leaves some areas too dim, use mirrors to redistribute the light. Add lamps that provide softer light or window shades. Reposition furniture and shiny surfaces to eliminate the glare.

### **Does the room ever seem too noisy or is it difficult to hear what children and adults are saying, even when sitting side by side?**

If the noise levels in the room are too loud, install sound-absorbing tiles or panels or cover more surfaces with draperies and carpets. Use room dividers to separate quiet areas from noisier areas of the classroom.

### **Can adults with and without corrected vision read labels from across the room?**

Make labels using large block letters and consistent forms of print, with dark letters on light backgrounds (preferably black on white).

### **Are classroom areas clutter free, with clear pathways between them, even when children are playing with materials on the floor?**

When toys and materials are clearly organized, all children can learn where they are displayed and stored and reach them on their own. Children can learn to keep items in bins and off the floor and return chairs to their original places at cleanup time.

### **Does the learning environment address all sensory modalities—visual, auditory, kinesthetic?**

Provide interesting tactile, music, and movement toys and activities in the daily curriculum.

## For Children with Sensory Integration Concerns

### **Does the room have a quiet area with soothing materials and activities for children who become overstimulated or fatigued?**

Create a special quiet place furnished with a small lamp. Or dim lighting through the use of partitions, curtains, or another creative structure.

### **Does the program offer indoor gross motor activities daily?**

Use the large group area, hallways, or an empty room for daily movement activities using riding toys, mats or other cushioning materials, soft balls, hoops, and other equipment.

### **Does the daily schedule provide a predictable mix of active and quiet activities?**

### **Do teachers provide a wide range of appealing and interesting sensory materials, such as sand and water play, and frequently expand/change those materials if necessary?**

### **Can children choose whether and how to use materials?**

A child with sensory integration concerns may refuse to touch paint, playdough, or other squishy materials. Respect a child's preferences by being ready with alternative resources or activities.

### **Can children choose which foods to eat and how much to eat?**

## Special Considerations for Outdoor Spaces

Often, programs serving children with disabilities find it particularly challenging to provide accessible outdoor equipment to meet the unique needs of different children. Such equipment can be quite costly. Outdoor play offers children unique opportunities to develop language, play, and motor skills (Flynn & Kieff 2002). Review the following basic features that allow all children to interact with each other and enjoy the same areas.

### **Can children playing in different areas of the playscape maintain eye contact and interact with each other?**

To increase communication between children in different areas, add intermediary, raised playing areas accessible to all children or mirrors, speaking funnels, pulleys, and other interactive features.

### **Does the program provide a variety of outdoor play activities (for example, painting, planting a garden, playing with puppets)?**

Outdoor play should provide multisensory learning activities for all children, but these opportunities are especially critical for children with special needs (Flynn & Kieff 2002). Additionally, planning a classroom activity to take outside each day can increase outdoor options. Almost any activity that children can do indoors can also take place outdoors.

### **Are all areas of outdoor play accessible to all children?**

Children using mobility equipment should be able to play and learn in all areas of the playground. If there are barriers, such as large steps or landscaping borders, that prohibit access, remove them if possible or create alternate pathways. Ultimately, the goal for children is to interact with the environment with as much independence as possible.

### **Are outdoor surfaces even enough so all children can move safely?**

If not, raise mulch and grassy areas to the same heights as the paved areas. Additionally, steps should be level and in good repair.

### **Do wheeled toys allow for a variety of motor skill development?**

Offer wagons, trikes (including trikes with backseats for riders) and riding toys with and without pedals.

## For Children with Physical Disabilities

### **Could a child who uses mobility equipment, such as a wheelchair or walker, enter the building?**

As children become older, all should be able to enter the building independently. If the program needs to install a ramp, it does not have to be connected to the primary entrance but must meet certain safety and logistical requirements. Child care program providers may be eligible for state-funded grants to make these accommodations. To seek advice from local ADA (Americans with Disabilities Act) consultants, go to [www.adata.org](http://www.adata.org).

### **Are all areas of the classroom accessible to all children?**

For example, if the room has a play loft or stage, can all of the children reach it?

### **Are there railings on all stairways?**

Children will find it easier to navigate steps if there is a railing to hold on to. Railings should be at a level that a child can reach and hold comfortably.

### **Are there hand railings next to toilets?**

### **Are there step stools in front of sinks?**

### **Do step stools and climbing toys have nonslip bottoms?**

All items that children might climb on should have sticky bottoms that prevent sliding.

### **Are all areas in classrooms, hallways, and outdoors large enough so a child who uses mobility equipment can turn around?**

Most mobility equipment requires a four- to five-foot turning radius. Could furniture and/or equipment be moved to provide sufficient space?

### **Are flooring surfaces smooth, with few changes in surface levels?**

A child who is unstable or who has a visual impairment might trip if there are abrupt changes in the levels of the floor (for example, from a tiled area to a rug.) Carpets with low pile are best.

### **If the floor is uncarpeted, is your subfloor resilient?**

Resilient floors, such as wood or linoleum, have some spring when children or adults jump on them, and the resilient material can help absorb some of the shock from falls.

### **Do classrooms have permanent and movable pieces of furniture?**

Permanent pieces of furniture give children a steady place to lean on or to use for pulling themselves up to a standing position.

### **Are tables and chairs stable?**

Tables and chairs should not slide if a child needs to lean on them. To test stability, wiggle the furniture. If it moves or wobbles, then it is not stable.

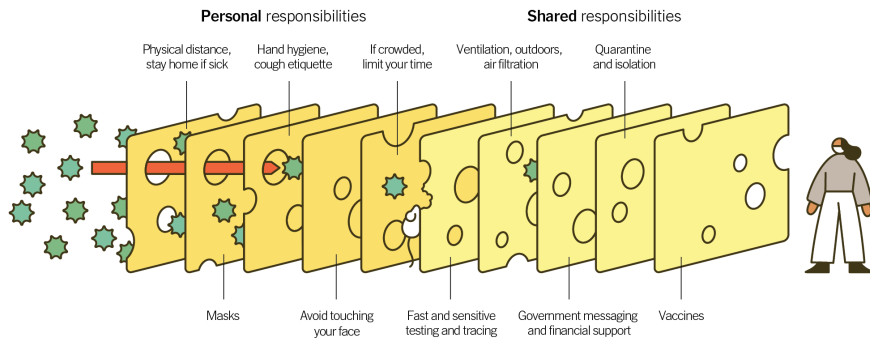
### **Do classrooms include a variety of seating options?**

Minimally, options should include soft cushions, low and high chairs, chairs with stable sides, and seating for adults and children to share comfortably for extended one-on-one interactions at eye level. Additionally, small and large bolsters and pillows may be arranged to give children more stability and motor control and to ensure their comfort levels as they grow.

# COVID-19 RESPONSE

## Multiple Layers Improve Success

The Swiss Cheese Respiratory Pandemic Defense recognizes that no single intervention is perfect at preventing the spread of the coronavirus. Each intervention (layer) has holes.



Source: Adapted from Ian M. Mackay (virologydownunder.com) and James T. Reason. Illustration by Rose Wong

*We are watching local numbers (cases, hospital, deaths) and rates of community spread and vaccination. Our plans will adapt as these numbers change. As a private non-profit preschool, we may require mandates more extreme than local, state and federal entities. While we are committed to enforcing as many mitigation practices as possible, they can not eliminate the risk of Covid-19 transmission during onsite programming.*

**AT HOME OPTION:** There are almost 100 videos on our YouTube channel available for viewing at families' convenience. Take home materials are provided for families when a child misses preschool. If entire classes need to move online due to quarantine, there are Zoom meetings with staff during regular scheduled preschool hours.

**VENTILATION:** Thanks to our beautiful outdoor pavilion with child size benches/tables, we are able to move much of our learning outdoors. Windows line the classroom and can be opened on both sides to ensure cross ventilation. Even with open windows, the HVAC heat and cooling system are used to maintain a comfortable temperature and increase air circulation.

**FAMILY SUPPORT:** Masks, hand sanitizer, disposable water bottles, labeling materials, vaccination and testing information are available at the preschool entrance. Transportation to/from vaccination and testing sites are available.

**MASKS:** We've had great ease and success in wearing masks. We will regularly seek input from families in terms of comfort levels in easing mask practices when Covid numbers are low.

**PHYSICAL DISTANCING:** Furniture/equipment is arranged and activities are planned to encourage natural physical distancing. Snacks are eaten at designated "snack spots" and distributed by teaching staff. We have movable plexiglass dividers for extra precaution.

**HAND HYGIENE:** In addition to our indoor bathroom, we have an outdoor hand washing station available at all times. Hand washing is monitored in situations of bathroom use, snack time, secretions (nose blowing, etc) and surfaces sanitized between children's use.

**COVID-19 SYMPTOMS:** symptoms may appear 2-14 days after exposure to the virus. Anyone can have mild to severe symptoms. People with these symptoms may have COVID-19 and are encouraged to mask up and get tested. Our community is fortunate to have free and quick testing available as well as vaccination for all ages. New Creation Preschool can arrange transportation if needed.

- Cough
- Fever or chills
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

## COVID-19 RESPONSE • QUARANTINE - 3 SCENARIOS

We are following the latest CDC guidance. All teachers have been fully vaccinated for Covid-19. The local health department are contacted if someone who is infected with Covid-19 has been in the facility. While maintaining confidentiality, families are notified of any possible Covid-19 exposure. We have free at home tests and take home supplies available for pick up/delivery.

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### SCENARIO #1: Exposed to COVID-19 and up to date on Covid-19 vaccinations.

- NOTIFY KRISTIN OF DATE OF EXPOSURE - [newcreationpreschool@gmail.com](mailto:newcreationpreschool@gmail.com)
- MAY ATTEND PRESCHOOL WITH NEGATIVE TEST RESULT
  - MUST MASK THROUGH DAY 10 EXCEPT WHEN EATING/DRINKING
- WATCH FOR SYMPTOMS - STAY HOME IF ANY SYMPTOMS PRESENT
- TEST AGAIN ON DAY 5 AND 10 - STAY HOME IF POSITIVE

During this time, supplies can be picked up or delivered from preschool. Kristin will provide links to online instruction.

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#### IF YOU Were exposed to COVID-19 and are up to date on COVID-19 vaccinations

##### No quarantine

You do not need to stay home **unless** you develop symptoms.

##### Get tested

Even if you don't develop symptoms, get tested at least 5 days after you last had close contact with someone with COVID-19.

##### Watch for symptoms

Watch for symptoms until 10 days after you last had close contact with someone with COVID-19.

##### If you develop symptoms

Isolate immediately and get tested. Continue to stay home until you know the results. Wear a well-fitting mask around others.

##### Take precautions until day 10

##### Wear a well-fitting mask

Wear a well-fitting mask for 10 full days any time you are around others inside your home or in public. Do not go to places where you are unable to wear a well-fitting mask.

##### Take precautions if traveling

Avoid being around people who are more likely to get very sick from COVID-19.

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## COVID-19 RESPONSE • QUARANTINE - 3 SCENARIOS cont'd

We are following the latest CDC guidance. All teachers have been fully vaccinated for Covid-19. The local health department are contacted if someone who is infected with Covid-19 has been in the facility. While maintaining confidentiality, families are notified of any possible Covid-19 exposure. We have free at home tests and take home supplies available for pick up/delivery.

### SCENARIO #2: Exposed to COVID-19 and not up to date on Covid-19 vaccinations.

- NOTIFY KRISTIN OF DATE OF EXPOSURE - newcreationpreschool@gmail.com
- STAY HOME FROM PRESCHOOL FOR AT LEAST 5 DAYS
- TEST ON DAY 5
- MAY RETURN TO PRESCHOOL ON DAY 6 WITH NEGATIVE TEST RESULT AND NO SYMPTOMS
  - MUST MASK THROUGH DAY 10 EXCEPT WHEN EATING/DRINKING
- TEST ON DAY 10 - STAY HOME IF POSITIVE

During this time, supplies can be picked up or delivered from preschool. Kristin will provide links to online instruction.

IF YOU  
Were  
exposed to  
COVID-19 and  
are NOT up to  
date on  
COVID-19  
vaccinations

Quarantine for at least 5 days

Stay home  
Stay home and  
quarantine for at least 5 full days.

Wear a well-fitting mask if you must be around others in your home.

Do not travel.

Get tested

Even if you don't develop symptoms, get tested at least 5 days after you last had close contact with someone with COVID-19.

After quarantine

Watch for symptoms  
Watch for symptoms until 10 days after you last had close contact with someone with COVID-19.

Avoid travel

It is best to avoid travel until a full 10 days after you last had close contact with someone with COVID-19.

If you develop symptoms

Isolate immediately and get tested. Continue to stay home until you know the results. Wear a well-fitting mask around others.

Take precautions until day 10

Wear a well-fitting mask

Wear a well-fitting mask for 10 full days any time you are around others inside your home or in public. Do not go to places where you are unable to wear a well-fitting mask.

If you must travel during days 6-10, take precautions.

Avoid being around people who are more likely to get very sick from COVID-19.

## COVID-19 RESPONSE • QUARANTINE - 3 SCENARIOS cont'd

We are following the latest CDC guidance. All teachers have been fully vaccinated for Covid-19. The local health department are contacted if someone who is infected with Covid-19 has been in the facility. While maintaining confidentiality, families are notified of any possible Covid-19 exposure. We have free at home tests and take home supplies available for pick up/delivery.

### SCENARIO #3: Tested positive for COVID-19 (regardless of Covid-19 vaccination status).

- NOTIFY KRISTIN OF DATE OF POSITIVE TEST RESULT - newcreationpreschool@gmail.com
- STAY HOME FOR AT LEAST 5 DAYS
- IF THERE WERE NO SYMPTOMS, CAN RETURN TO PRESCHOOL ON DAY 6
  - MUST MASK THROUGH DAY 10 UNLESS EATING/DRINKING
- IF THERE WERE SYMPTOMS, CAN RETURN TO PRESCHOOL ON DAY 6 IF FEVER-FREE FOR AT LEAST 24 HOURS (without any medication)
  - MUST MASK THROUGH DAY 10 UNLESS EATING/DRINKING

During this time, supplies can be picked up or delivered from preschool. Kristin will provide links to online instruction.

#### IF YOU Tested positive for COVID-19 or have symptoms, regardless of vaccination status

##### Stay home for at least 5 days

Stay home for 5 days and isolate from others in your home.

Wear a well-fitting mask if you must be around others in your home.

Do not travel.

##### Ending isolation if you had symptoms

End isolation after 5 full days if you are fever-free for 24 hours (without the use of fever-reducing medication) and your symptoms are improving.

##### Ending isolation if you did NOT have symptoms

End isolation after at least 5 full days after your positive test.

##### If you got very sick from COVID-19 or have a weakened immune system

You should isolate for at least 10 days. Consult your doctor before ending isolation.

##### Take precautions until day 10

##### Wear a well-fitting mask

Wear a well-fitting mask for 10 full days any time you are around others inside your home or in public. Do not go to places where you are unable to wear a mask.

##### Do not travel

Do not travel until a full 10 days after your symptoms started or the date your positive test was taken if you had no symptoms.

Avoid being around people who are more likely to get very sick from COVID-19.

# CURRICULUM

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**PROGRAM PLAN:** Per K.A.R. 28-4-427 (c), *there shall be a written program plan which includes daily learning experiences appropriate to the developmental level of the children. Experiences shall be designed to develop: Self-esteem/positive self-image, social interaction skills, self-expression/communication skills, creative expression, large/small muscle skills and intellectual growth. The program schedule shall be planned to provide a balance of active, quiet, individual and group activities.* New Creation Preschool's program works to enhance a child's feelings of being competent and cared for. Our play-based curriculum has influences from the Montessori, Reggio-Emilia and Waldorf methods. There is a fine balance between following a schedule and independent times.

**CURRICULUM ELEMENTS:** All children are guided through Letter of the Week projects, Journal prompts and Social Emotional Learning activities each week. There is a Book of the Week and accompanying song or poem as well as additional materials and activities offered.

Each child has a School Box of materials (crayons, glue, scissors, journals, snacks, playdough, etc) that we take with us outside. It is labeled with their name/photo and can be transferred between home and preschool at any point due to quarantine or other extended absences.

## THEMES FOR 2022-2023:

A is for Ant (peer pressure)  
B is for Basketball (inclusion/accommodation)  
C is for Cloud (relaxation)  
D is for Dot (individualism)  
E is for Eyes (uniqueness)  
F is for Fish (real vs make-believe)  
G is for Germ ("good" vs "bad" germs)  
H is for Hand (helpfulness)  
I is for Inch (garden/food sources)  
J is for Journal (self soothing methods)  
K is for Key (kindness)  
Christmas Week (giving and receiving)  
L is for Light (ideas)  
M is for Martin (non-violent resistance)  
N is for Number (comparison/judgment)  
O is for Oval (welcoming others)  
P is for Pickle (preferences)  
Q is for Quarter (leadership)  
R is for Rainbow (critical thinking)  
S is for Shamrock (season awareness)  
T is for Tornado (safety plans)  
U is for Up (opposites)  
V is for Violet (intense feelings)  
W is for Web (fear response)  
X is for Xray (compassion)  
Y is for Yarn (connection)  
Z is for Zig Zag (changing one's mind/consent)

**DAILY ELEMENTS AND ROUTINE:** While the order may change, here are the things we do each day:

**Work Time:** this is the time of day when preschoolers play and hone the skill of making choices! Teachers are available to guide activities and offer suggestions as needed. Indoors and out, some activities are always available while others change with the themes.

**Circle Time:** this is the time of day when we sit together and engage in conversation. Our Social Emotional Learning topic is introduced here with books, songs, drawings and more. We practice many of the school skills that are found in a traditional Kindergarten classroom: calendar talk, alphabet sounds/recognition, name reading, color recognition, patterning, etc. This is also the time of day when we sing songs, play instruments, recite poems and act out fingerplays and rhymes.

**Project/Journal Time:** this is the time of day when we create something. We ask that children come in clothes that they can get messy in believing it is important for there to be freedom to participate fully. We use lots of paint and lots of glue during the year! Our 2022-2023 curriculum includes an Alphabet Project, Guided Journal Time and extra art projects each week as well as the PROJECT SHELF that children can create from every day they come.

**Story Time:** this is the time of day when the teacher is reading to the children. Through our stories we are able to introduce new concepts while having children experience the security of being read to. Our books are chosen based on the theme of the day and are connected to the other activities of the day.

**Book Time:** this is the time of day when we gather together to read books independently with quiet music in the background. Children have access to battery operated candles and practice the skill of taking “picture walks” through books. Children also experience teachers reading alongside them during this restful time.

**Snack Time:** We use this time to relax, visit and try new foods in a safe way (at preschool you are allowed to smell, lick, taste and even spit out things you don't like). We make connections to the themes of the week ("...These cheerios are like the wheels from our book! We're eating rabbit food -carrots and lettuce! The crackers are the same shape as our book! Everything is the Color of the Month! Everything starts with the Letter of the Week!...").

**Big Body Time:** this is the time of day children are invited to use their large muscles. In addition to the natural opportunities, each day there are special “Big Body” activities planned. Specifically designed for preschool aged children, examples include a variety of swings, balancing beams, wiggle boards, ride-on devices, yoga poses, etc.

**Clean Up Time:** this is the time of day we help put things away in the classroom and playground. We play music and remind preschoolers that we aren't cleaning up just what we played with, but whatever our classroom and playground needs!

**OUTDOOR PROGRAM:** We have a large outdoor area known in the community as the New Creation Memorial Park. We spend time outside in most kinds of weather believing that a connection to nature is essential to a whole early childhood experience! It is enclosed by a fence with play structures, climbing logs, benches, water play, a permanent open air pavilion (installed summer 2021) and many trees. The ground cover under play structures is KDHE approved pea gravel (rather than sand or plastic) and the majority of our space is grass. The playground and shelter are fully accessible via sidewalk. We maintain compliance with all regulations according to K.A.R. 28-4-437 including:

- Staff is equipped with a megaphone, cell phones and a first aid kit while outdoors
- We shelter indoors during extreme temperatures or lightning/storms in the area
- The fence gates are monitored at all times by teaching staff
- Children are accompanied to the indoor bathroom as needed by Ms Kristin or Ms Brenda

**INDOOR LEARNING AREAS:** Our classroom is carefully arranged with areas/centers clearly defined, each housing a variety of materials. Tables and chairs are available in each area. We have a large carpeted area for “Circle Time” designated as a space for the whole class to gather. Our areas/centers include:

**Cubbies:** each child has an open “locker” style cubby for personal items that can also serve as their own “quiet space” if they are ever looking to retreat to their own space. Name recognition of self and peers is naturally encouraged due to labels and photos of each child.

**Block Center:** our block area houses a full set of wooden unit blocks, toy vehicles, plastic animals and a dollhouse with furniture and people in low open shelving.

**Puzzle Corner:** this is a math/manipulative area that offers a variety of materials including puzzles, small blocks, Legos, games, tiles, geoboards, attribute blocks, and other hands-on materials that foster children’s thinking and problem-solving skills and support the development of the big ideas of math that are appropriate for young children

**Book Corner:** we have a book display shelf that contains a variety of books arranged by areas of interest and difficulty level. Books are rotated at least monthly according to children’s interest/curriculum themes. Children have access to battery operated candles and practice the skill of taking “picture walks” through books.

**Project Shelf:** this is a writing/drawing/creating area that provides different types of paper, writing/drawing materials (crayons, markers, pencils), stamps, stencils, alphabet charts as well as glue, scissors, stamps, paint and brushes.

**Nature Corner:** this is a science area that includes magnifying glasses, scales, books and other items from the natural world (such as plants, rocks, shells, leaves, bones, etc.).

**Family Corner:** this is a dramatic play area that is used most often to play “house.” There is a fully equipped play kitchen, table and chairs, dolls, dress up clothes, books, office supplies and stuffed animals.

**Loft:** we set up this area to re-live and reflect the ideas and understandings of the particular curriculum focus of the class by turning it into a store, post office, train station, doctor’s office, etc.

**Sensory Play:** we have a table designated as a play dough table where assorted materials and tools (rolling pins, play dough scissors, cutters, etc) are available. We incorporate other sensory experiences in our Tub Tables (water, sand, rice, etc.) and tools (cups, tongs, funnels, etc).

**Tiny Things:** we have a table that holds hundreds of tiny things for each Color of the Month. Children use their fine motor muscles in manipulating them and sorting them, gaining strength and dexterity.

**Swing:** we have a 2000+ pound weight bearing indoor adaptor for a variety of swings that help meet the physical/sensory needs of many children.

# DISCIPLINE APPROACH

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Our classroom management style is a fundamental pillar of our program. Children at New Creation Preschool are helped to not hurt themselves, others or things while we act from the belief that all behavior is either an act of love or a call for love. Incorporating a deep respect and appreciation of the young child we trust the child's ability to learn to problem solve and embrace their ability for self-discovery. Our discipline approach is influenced by Conscious Discipline® and the Magda Gerber's Educaring® Approach.

**THE BASIS OF OUR APPROACH:** Respect is the basis of our philosophy. We respect children and demonstrate our respect every time we interact with them. Respecting a child means treating even the youngest as a unique human being, not as an object.

**AN AUTHENTIC CHILD:** An authentic child is one who feels secure, autonomous, and competent. We work to help a child to feel secure, appreciated and that "somebody is deeply, truly interested in me."

**TRUST IN THE CHILD'S COMPETENCE:** We have basic trust in the child to be an initiator and an explorer eager to learn what they are ready for. We provide the child with only enough help necessary to allow the child to enjoy mastery of their own actions.

**SENSITIVE OBSERVATION:** Our method, guided by respect for the child's competence, is observation. We observe carefully to understand the child's communications and their needs. The more we observe, the more we understand and appreciate the enormous amount and speed of learning that happens during the first few years of life.

**CONSISTENCY:** We establish clearly defined limits and communicate our expectations to develop discipline. When a child is outside of the limits, we meet them with immediate goals of safety for all children and an understanding of why/how. Instead of using "Time Out" in our program, children may be redirected to new activities if their behavior isn't deemed safe for people and things around them.

**CAREGIVING TIMES:** During care activities (bathroom, snack time, shoes/jackets/etc.), we encourage all children to become active participants rather than passive recipients of the activities. We create opportunities for interaction, cooperation, intimacy and mutual enjoyment by being wholeheartedly with the child during the time we spend together anyway.

**THE ENVIRONMENT:** Our role is to create an environment in which the child can best do all the things that the child would do naturally. The more predictable an environment is, the easier it is for them to learn. We give the children plenty of time for uninterrupted play. Instead of trying to teach new skills, we offer opportunities for them to learn those skills through play.

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**PROHIBITED PUNISHMENT FOR ALL LICENSED DAY CARE HOMES, CENTERS AND PRESCHOOLS:** According to K.A.R. 28-4-427 (d) (2), punishment which is humiliating, frightening or physically harmful to the child shall be prohibited. Prohibited methods of punishment include: corporal punishment such as spanking with the hand or any implement, slapping, swatting, pulling hair, yanking the arm, or any similar activity; verbal abuse, threats, or derogatory remarks about the child or the child's family; binding or tying to restrict movement, or enclosing in a confined space such as a closet, locked room, box, or similar cubicle; withholding or forcing foods; and placing substances which sting or burn on the child's mouth or tongue or other parts of the body.

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# HEALTH AND SAFETY

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New Creation Preschool has 2 exits approved by the Kansas State Fire Marshal; one of them includes a hallway that also serves as our “Shelter Hallway” for severe weather or lock down situations. All of the windows in our preschool are equipped with quick-release screens also suitable for evacuation. Staff are equipped with cell phones and a land line. Local emergency personnel are aware of our preschool’s location and hours.

All preschool activities take place in the designated classroom space. The sanctuary, pastor’s office, storage rooms, closets, nursery/Ms Kristin’s office and Sunday school room are not used by preschool other than storage, storm shelter and access to exits. The closet doors adjacent to New Creation Preschool’s classroom are locked and off limits. The basement Sunday School room remains unlocked due to fire code and our needed access to the Shelter Hallway and exit. The nursery/office remains unlocked due to it being a secondary storm shelter. Both the Sunday School room and nursery have window doors providing us with visual access at all times. A gate is in place at the base of the stairs as an extra cue for children to stay in the classroom. All windows are free from adornment and all areas are available for parent/guardian/surveyors to view at any time.

**ALLERGIC REACTION:** If a mild reaction is suspected, parent/guardian is called immediately and Benadryl may be administered per parent/guardian approval. If more than one mild symptom or one severe symptom is observed: epinephrine is administered immediately, then 911 called, then parent/guardian contacted. Every child with a known allergy has an Action Plan located on file in the kitchen.

**COVID-19:** Please see our COVID-19 RESPONSE section on p 11-14.

**EVACUATION:** In the case of an emergency that requires evacuation of the building, staff takes children’s records and assists children through the nearest available exit. Our “Meeting Place” is along the fence of our playground (nearest intersection is SE 3rd and Pine Street). Should we need to evacuate the property within walking distance, we would gather on the main floor of the office building at 215 S Pine Street. Should emergency dictate evacuation beyond walking distance, children would be transported by staff/emergency personnel to Newton Medical Center, 600 Medical Center Dr. In all cases, staff ensure that all children are accounted for and families are notified.

**EXPOSURE:** The local health department and local surveyor are contacted if someone who is infected with any communicable disease (chicken pox, COVID-19, streptococcal pharyngitis, rubella, pertussis, mumps, measles, hepatitis A) has been in the facility and will help determine a course of action. While maintaining the confidentiality of any ill child or staff member, families are notified of any possible disease exposure.

**FIRST AID/CPR/AED:** The lead staff (Ms Kristin and Ms Brenda for 2022-2023) of all classes are fully certified in First Aid, Adult and Pediatric CPR and AED. A First Aid kit and CPR shields are on site and taken with us when we go outdoors. Families are notified when any First Aid action is taken and in the case that a critical incident jeopardizes the safety of any child in care. In the case of injury, first aid is started, 911 is called with any severe bleeding or loss of consciousness and parent/guardian are notified. Any action taken by preschool staff are recorded on the child’s Registration Form and families are given written notification.

**INTRUDERS/“LOCK DOWN”:** Should someone enter New Creation Preschool and staff deems it necessary, children are escorted by preschool staff into the SHELTER HALLWAY (our primary safety exit which is locked from the outside) and call 911 while at least other staff remain engaged as appropriate with the intruder. In the event we are outdoors and deem it necessary to “lock down,” one staff member calls 911 while other staff gather children in one of three places: the playhouse, the pavilion, or escorted indoors. Parents/guardians are notified.

**LOSS OF SERVICES:** If New Creation Preschool loses the use of heat, water or electricity at any time during the day, we will evaluate to see whether care can be provided without undue loss of quality. If safe, quality care cannot be provided under the circumstances, we will notify each family and will remain closed until safe, quality care can be provided.

**MEDICATION/TOPICAL PRODUCT:** Other than pre-approved emergency use of Benadryl, medication of any kind is not administered during preschool hours. Sunscreen and bug spray must be applied by families prior to preschool arrival.

**MISSING CHILD:** No child is ever left alone and staff do regular checks to make sure all children are accounted for at all times. If a child is unaccounted for, staff quickly checks all areas of the building and property. If the child cannot be found, 911 is called immediately and then the child's parent/guardian are notified.

**OUTDOOR SAFETY:** We maintain compliance with all regulations according to K.A.R. 28-4-437 including staff equipped with megaphone, cell phones and a first aid kit while outdoors, sheltering indoors during extreme temperatures or lightning/storms in the area and fence gates monitored at all times by teaching staff.

**RELEASE:** In order to keep your child safe, staff only release a child to persons listed on the enrollment form. If anyone other than the people listed on the enrollment form is to pick up a child, we need to be notified in person, in writing or by a phone call.

**SEVERE WEATHER:** In the event of extreme temperatures or lightning, we shelter indoors. In the event of a tornado or severe thunderstorm, staff assist the children to the SHELTER HALLWAY while listening for the 'all clear' signal. As always, families are welcome to come to us.

**ILLNESS:** Staff will take temperatures when they deem necessary wearing gloves in addition to a mask. A fresh pair of gloves for each individual are worn and the thermometer is thoroughly cleaned in between each check. Families are contacted with any symptoms of concern.

**Children should not attend preschool when:**

- 1) The illness prevents the child from participating comfortably in facility activities;
- 2) The illness results in a greater care need than the child care staff can provide without compromising the health and safety of the other children; or
- 3) The child has any of the following conditions and poses a risk of spread of harmful diseases to others:
  - An acute change in behavior including lethargy/lack of responsiveness, irritability, persistent crying, difficulty breathing, uncontrolled coughing, noticeable rash, or other signs or symptoms of illness.
  - Fever (temperature 99 degrees or higher)
  - Uncontrolled diarrhea
  - Vomiting
  - Abdominal pain that continues for more than two hours or intermittent pain associated with fever
  - Purulent conjunctivitis ("pink eye") until 24 hours after treatment has been initiated
  - Untreated scabies, head lice, or other infestation
  - Untreated Tuberculosis, until a health care provider states that the child can attend
  - Known contagious diseases while still in the communicable stage (Covid-19, chicken pox, strep, rubella, pertussis, mumps, measles, hepatitis A)

**VEHICULAR SAFETY:** Preschoolers are instructed by staff to stay close to a teacher until dismissed to their parent/guardian. With the parking lots being busy and crowded, we work to make sure that preschoolers do not run out to their ride without staff's permission. We know this is a hard rule for young children to follow, so parent/guardian can help communicate this plan ahead of time. Most importantly, please drive mindfully and stay alert for children.

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**\*Critical Incident Reports:** *K.A.R. 28-4-133. Reporting critical incidents. This regulation shall apply to all day care homes, group day care homes, preschools, and child care centers. (a) Reports to parent/guardian and legal guardians. In addition to meeting the reporting requirements in K.A.R. 28-4-127, each primary care provider and each program director shall ensure that each of the following critical incidents is immediately reported to the parent or legal guardian of any child affected by the critical incident: (1) Fire damage or other damage to the facility, or any damage to the property that affects the structure of the facility or the safety of the children in care; (2) a vehicle collision involving any child in care; (3) a missing child; (4) an injury to a child that requires treatment by a health care professional; (5) the death of any of the following: (A) A child; (B) a provider in a day care home or group day care home; (C) an employee in a preschool or child care center; or (D) a volunteer in a day care home, group day care home, preschool, or child care center; and (6) any other occurrence that jeopardizes the safety of any child in care.*

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# STAFF AND VOLUNTEERS

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If you ask a preschooler of New Creation Preschool what the teacher's job is, they are likely to say, "to help keep us safe!" We take this call seriously. All New Creation Preschool staff are employees of New Creation Fellowship Church and complete training, health assessments and background checks required by the State of Kansas. Individuals who have been convicted of physical abuse, sexual abuse or neglect may not work at or be present in the building. parent/guardian/guardians, Bethel College and Newton High School observers/interns will only be on site in conjunction with at least two current New Creation Preschool teachers after signing Code of Conduct and undergoing background checks.

**2022-2023 TEACHER FRIENDS:** According to KDHE, the minimum adult/child ratio is 1:12. We are enrolling no more than 13 children per class with Ms Kristin and Ms Brenda as teachers of all classes. Volunteers listed below have undergone training and background checks and been with New Creation Preschool for years.

Name	KDHE Affiliate Role	Schedule
Kristin Neufeld Epp	Program Director/Teaching Staff (lead teacher)	Monday-Friday 9:45-12:15
Brenda Mays	Teaching Staff (assistant teacher)	Monday-Friday 9:45-12:15
Matt Koontz	Volunteer Supervised	Tuesdays, 9:45-12:15
Kelven Mays	Volunteer Supervised	Wednesdays and Fridays, 9:45-12:15
Bonnie Neufeld	Volunteer Supervised	Thursdays, 9:45-12:15
Mona Krievins	Volunteer Supervised	Wednesdays, 9:45-12:15
Norm Lichti	Volunteer Supervised	Mondays, 9:45-12:15
Vicki Lichti	Volunteer Supervised	Mondays, 9:45-12:15
Micah Epp	Volunteer Supervised	Tuesdays and Thursdays, 9:45-12:15
Jenn Esau	Volunteer Supervised	Thursdays and Fridays, 9:45-12:15
Nancy Claassen	Volunteer Supervised	on call
Cathy Guyer	Volunteer Supervised	on call

**SUBSTITUTE PLAN:** According to state guidelines, at least 2 substitutes must be on file and meet training/First Aid/CPR guidelines. However, we have decided that if Kristin is unable to attend preschool, preschool are canceled and rescheduled (it has only happened a few times in the last 25 years!). In the event that Ms Brenda or volunteers are unable to attend, they will cover for each other.

**TRAINING:** All volunteers and staff who are not included in adult/child ratio receive training on the following topics (any adult who is included in adult/child ratio will *also* complete Foundations for Safe and Healthy Early Care Facilities Module via KCCTO in addition):

**Health and Safety Training including and not limited to:**

- Recognizing the signs of child abuse or neglect
- Prevention of shaken baby syndrome and abusive head trauma
- Reporting of suspected child abuse or neglect
- Basic child development, including supervision of children
- Prevention and control of infectious diseases, including immunizations
- Prevention of and response to emergencies due to food and allergic reactions\*
- Building and premises safety
- Emergency preparedness and response planning for emergencies
- Handling and storage of hazardous materials and the appropriate disposal of bio-contaminants

**New Creation Preschool Policies and Practices including and not limited to:**

- Review of Family Handbook
- Licensing regulations
- Schedule of daily activities
- Confidentiality and professionalism
- Basic first aid/CPR procedures
- Curriculum overview
- Accommodations and modifications\*
- Snack procedures\*
- Bathroom procedures\*
- Discipline plan/behavior management techniques
- Drop off/pick up procedures
- Family involvement opportunities
- Covid-19 response

**Early Education Philosophies and how they are represented at New Creation Preschool**

- Play-based
- Montessori
- Waldorf
- Reggio Emilia
- Cognitive Based

\*will include plans for individual children as applicable

# WHAT TO BRING TO PRESCHOOL

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**MASKS:** Depending on the level of community spread, face masks may be required for all people 3 and older regardless of vaccination/immunity status.

**BACKPACK:** A backpack or bag of some sort can be a helpful tool in transporting items back and forth between home and preschool but is not required. If you bring one, please label it with your child's name.

**WATER BOTTLE:** Due to ongoing pandemic precautions and moving a lot of our learning outdoors, we like to have each child use their own water bottle (they seem to enjoy this connection to home/independence as well!). If your child brings one, these are sent home at the end of each session. If your child does not come with their own, they are given a disposable water bottle to use.

**EASY SHOES and CLOTHES:** Consider sending your child in outfits and shoes that can easily be taken on and off. We allow children to go barefoot as they like and lace/buckle free shoes fosters independence. Bathroom work can be facilitated by clothing they can navigate quickly and successfully.

**EXTRA CLOTHES:** It is not unusual for otherwise bathroom independent children to have accidents in a new place (along with other spills, messes, etc). We have a stash of extra clothes or you can send a change of clothing with your child. If you bring extra clothes, plan to leave them in your child's backpack and we'll access them as we need to. A note are sent home anytime we've assisted in changing clothes.

**WIPES/DIAPERS/PULL UPS:** Please let us know about any bathroom supplies your child uses. If you choose, you can send them along from home or preschool can provide supplies. We will send a note home anytime we've assisted in bathroom work.

**SPECIAL TOY/LOVEY:** Yes, your child can bring a special toy/lovey/blanket/etc and there will not be an expectation for them to share it (please label these items). Our experience is that a tangible item can make the transition from home to preschool more enjoyable. These are in place of Show and Tell for the first weeks (Show and Tell information to come in September).

**SAFE SNACKS IF YOUR CHILD HAS FOOD ALLERGIES:** If your child has food allergies, please provide a non-perishable safe snack that we can keep on hand for them. Safe snacks are labeled with your child's name and served only to them. You will need to have a completed Allergy Form on site as well.

**SUNSCREEN/BUG SPRAY:** Apply sunscreen and bug spray as you see necessary. We do not have authority to apply or reapply during preschool.

**FORMS:** The state of Kansas requires each child to have on file a Medical Record, Immunization Record, Health Assessment and Emergency Release Form. All of these are available on our website or from Kristin.

**QUESTIONS and OPEN HEARTS:** Some of the most important work we do at New Creation Preschool is supporting families in this time of transition. You are welcome to stay as long as you like. If you would like assistance in separating from your child (it's quite common), let me know. We are comfortable caring for children in distress and will stay in close communication with you. There is no question too small, silly or unnecessary. Ask anything, anytime! We are here to be a safe space for all feelings!

# 2022-2023 School Supplies

*Disclaimer: One of our most important beliefs is that you don't need to do anything extra to be a full participant in this program. All supplies and needs are covered...your job is to just show up! Sometimes folks are able to donate supplies or their time and we welcome that.*

**ALL SCHOOL SUPPLIES:** Here is a list of things we collectively use a lot of during the school year:

- disposable kid size masks (we change out masks often in this age group)
- individually packaged snacks (crackers, pretzels, goldfish, fruit snacks, applesauce, etc)
- mini water bottles (the 6-8 oz size)
- Kleenex
- white Elmers glue bottles (smaller sizes are best for little hands)
- Elmers glue sticks
- black Sharpies (fine tip, regular, thick)
- washable tempera/poster paint (all containers are fine)
- hand sanitizer wipes
- baby wipes
- Clorox wipes (other brands are welcome)
- play dough (any colors-any size container-store bought or homemade)
- stickers (any!)
- dry erase markers (any color/size/brand)

**SCHOOL BOX SUPPLIES:** Something new from 2021-2022 that we will continue this year is each child having their own School Box (like a big “pencil box”) of supplies. We take them with us when we go outside and use them as “desks” for snack and project time. You are welcome to bring any of these items as you like and we will provide refills and anything missing. If you bring more than one of these, we will keep extras back for refilling School Boxes/use indoors.

- Elmer's glue sticks
- blunt tip Fiskars scissors (this brand is superior in how they cut)
- small package of crayons (either 8 or 16)
- small package of washable markers (usually 8 or 10)
- watercolor paint set (Prang or Crayola-8 colors)
- travel size Kleenex
- container of play dough (individual size or smaller)
- band aids

**FAMILY PHOTOS:** Please consider sending family photos with your child. These will primarily be kept in their School Boxes and used to foster the home-school connection. How many pictures you provide will vary based on your family structure: some children have multiple homes/caregivers and as one of our favorite books is entitled, we know that a family is a family is a family.

**AMAZON WISH LIST:** You are welcome to visit to see specific items we're in need or want of:

(scan code)

