

Welcome to Trinity Episcopal School

Parent Handbook



Trinity Episcopal School
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Fort Worth, TX 76109

Trinity Episcopal School offers an academic preschool program for children 18 months to 5 years old. Our preschool operates on an academic year that runs from around Labor Day to early May. School days are from 9am to noon for children 18 months to 4 years and 9-2pm for our 5 year olds.

817-926-0750 office

TESDirector@fortworthtrinity.org
school@fortworthtrinity.org
www.trinityschoolfw.org

Classes are small and taught by experienced teachers in a nurturing Christian environment. Our Curriculum structure and design encourages independence and development of intellectual skills, as well as good social and emotional skills. Students learn through center-based activities designed around age appropriate themes.

**Trinity Episcopal School
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This handbook is designed to inform parents and caregivers about the policies and procedures of Trinity Episcopal School. A common base of knowledge will enable parents and teachers to work together and create a positive school experience for all children.

STATEMENT OF PURPOSE

Trinity Episcopal School, established in 1952, is a wholly owned subsidiary of Trinity Episcopal Church, a recognized 501(c) 3 charitable organization in the Episcopal Diocese of Texas. Trinity Episcopal School is licensed by the Texas Department of Family and Protective Services and complies with all standards put forth by that Department. Trinity School is also a member of the National, Southwestern, and local Associations of Episcopal Schools.

Trinity Episcopal School admits children of any race, color, national or ethnic origin to all the rights, privileges and activities available at the school. Trinity Episcopal School is committed to helping each child realize his or her full potential. The program is designed to enrich each child's life with joyful, meaningful, and purposeful experiences. Teacher concern for individual needs enables each child to feel confident and positive about themselves and others around them, and allows exploration of the wonders of the world with excitement and delight. As a Christian school, we are dedicated to structuring a loving environment in which each child has the responsibility, freedom and encouragement to become what God created him or her to be.

Trinity Episcopal School's objectives are to help each child:

- develop autonomy as a learner
- experience comfortable and productive peer relations
- learn those basic skills and concepts necessary for intellectual development
- mature in awareness and organization of his or her environment
- grow into their individual learning style
- recognize the joy in learning

Trinity Episcopal School operates from late August or Early September (typically the day after Labor Day) to early May. The school is open from 9am-2pm Monday through Friday, except for special days as noted on the school calendar.

Melissa Pannell is the director of Trinity Episcopal School. Mrs. Pannell holds both a Bachelor degree and a Master's Degree in Community Health Education. Additionally, she holds a national certification as a Master's level Certified Health Education Specialist (MCHES). Other related areas include being a certified CPR instructor through the American Heart Association, a certified car seat technician through the National Safe Kids Coalition, and a nationally certified Godly Play teacher through The Center for the Theology of Childhood and The Godly Play College of Training. She can be reached at the school (817-926-0750) or by email at TESDirector@fortworthtrinity.org.

OUR MISSION

To assist in the development of a child's natural curiosity, foster exploration and discovery, encourage independence and social skills through play, to prepare every child for the next academic stage of learning; and above all to create a lifelong love of learning in a nurturing Christian environment, while working under the direction and guidance of Trinity Episcopal Church.

ARRIVAL AND DISMISSAL FROM SCHOOL

Parking and Door Entrances and Exits

Please do not park in the church or school driveways or in spaces marked as handicapped without the proper tags as you may be ticketed or towed. **Please do not stop or park on the curb in front of the school.** The curb is a fire lane. Additionally, stopping and/or parking on the curb blocks the drive for others trying to enter the parking lot. **This includes the side street Boyd.** Boyd is a neighborhood street with a lot of traffic. When multiple cars are parked on the side street it becomes difficult for traffic to see small children in between cars. It is not safe for our young children to cross. Please continue on into the church parking lot and park in a regular parking space before you walk your child into school. **REMEMBER - Please drive carefully - the parking lot is a school zone!**

Drop Off / Pick Up Procedures:

All traffic must enter the parking lot from the west side of the school. **The church drive will be a one-way street.** You may enter the driveway from either Bellaire or Boyd. Once in the parking lot, please park and walk your child(ren) into their classroom (See below). When leaving, you will need to continue through the gate on the East side of the parking lot. You will then exit to Stadium Dr.

Morning Drop Off

Faith House The House on the corner with green door

Parents of our toddlers, 2's and three day 3's should park in the church parking lot and enter through the front door of Faith House. This is the safest option so children are not trying to cross Boyd, which is a public street. Also, the front door is always "manned" by a school employee to help make sure children enter safely. The other advantage to the front door is that parents don't miss any announcements or messages from the office. Thank you for your cooperation.

Trinity House The House next to the Church with blue door

- Five Day Threes in Mrs. Pena's class should use the door on the East side of the building (just past the gate).
- Fours in Mrs. Cleveland's class should enter through the door just to the right side of the front porch.
- Fours in Mrs. Stones' class should walk through the playground and use the back door.

Grace House The Bridge Students will be located in the new building that sits between Faith and Trinity Houses and they will enter the classroom from the West side of the building.

A Successful Transition at Drop-Off

School doors are opened at 9:00am and closed and secured at 9:10am every day. Persons arriving after 9:10am should come to the office to drop your child off. Please bring your child to school on time, as late arrivals are disruptive to the class and cause anxiety for the child.

All children and adults should enter the school through the appropriate outer door and students should be released to the teacher at the classroom door.

We ask parents and caregivers to say goodbye **at the classroom door** and allow your child to enter the classroom by him or herself. Children who carry in and put away their own personal belongings and then take responsibility for what they should do next are making an important step in maturity and that relates directly to increased self-confidence for the child. If your child is having trouble separating from you or a "lovey" item, please talk to the teacher and we will help your child be successful in separating. The best thing a parent can do (although it is sometimes hard) is to hand the child off and leave the building. If your child is inconsolable in such a way that is unhealthy, we

will contact you and work on a phasing in process. Otherwise – don't worry – we can handle crying and have done so many times.

The morning is not the best time to try to have a private conversation with the teacher. If you need to communicate with the teacher beyond a quick thought, please stop in or call the office and we will pass the message on to the teacher, or you may send her a message through the parent portal. If you would like for the teacher to call you back, she will do so at the earliest possible opportunity. Please keep in mind teachers should not be texting or taking calls while caring for children.

Dismissal

Faith House

The school doors open a few minutes before noon. Parents should park and walk in to the building to pick up their child promptly at the classroom door. As with arrival, please allow your child to gather, manage and carry his or her belongings. Our goal for your child is greater independence and the “mommy dump” is a bad habit that will be more difficult to break as the child grows older.

Trinity House

Teachers will dismiss their classes by walking the children to the front lawn of Trinity House. You may pick up your child there. Please make sure you have made contact with your child's teacher (a high five, a wave, etc.), so both parties are aware of the exchange. If you're running late, your child will be sent to Faith House (noon) or the office (2pm) to wait for pick-up. Late fees will apply.

Grace House

The Bridge Class will dismiss at 2pm by walking the children to the front lawn of Trinity House. You may pick up your child there. Please make sure you have made contact with your child's teacher (a high five, a wave, etc.), so both parties are aware of the exchange. If you are running late, your child will be sent to the school office to wait for pick-up. Late fees will apply.

Stay & Play

Stay & Play will be located in Faith House. The doors will open a few minutes before 2pm. If you are running late, your child will be sent to the office to wait for pick-up. Late fees will apply.

Enrichments

Enrichment locations will vary as will dismissal times. Classes being held in Faith House will dismiss in the same manner as Stay & Play. Enrichments held in Trinity House will be dismissed on the front lawn. If you are running late, your child will be sent to the school office to wait for pick-up. Late fees will apply.

Late Pick-ups: At 5 minutes after dismissal time (whether regular school, Stay & Play or Enrichments), a parent is considered late. A flat fee of \$25 will be assessed. After two late pick-ups, the late fee will increase by \$25 for each subsequent late pick up. Please understand we are a school, not a daycare center. When you are late our staff is late to pick up their children.

Changes in Pick-Up Location or Authorized persons:

Any variation or change in pick-up locations will be communicated either by the teacher or via an email from the school office.

Consistency of who is picking up is important to children. Please notify the school when someone other than the parent or regular caregiver will be picking up your child, so that we can help

your child prepare to leave. If someone other than the authorized persons on the enrollment forms is picking up your child, you must call the school or send a note.

BACKPACKS and LUNCHBOXES

Each child will need to bring a backpack and lunch box every day. The **midsize** backpack works best and is easier for them to carry. It is big enough to hold a folder, artwork, and lunch box, without being too big for them to carry. Children who carry in and put away their own personal belongings and then take responsibility for what they should do next are making an important step in maturity and that relates directly to increased self-confidence for the child. Please remember that siblings will each benefit from having their own backpack for school. It helps them with autonomy and allows them to grow individually.

BIRTHDAYS

Birthdays are very special and we want recognize each child on the day closest to their birthday. Parents are welcome to bring **special plates, napkins, and COOKIES for an after lunch treat on that day (11:45am), and everyone will sing "Happy Birthday"**. Please, **NO cupcakes, cake, candy, candles or favors**, as these are messy and usually cause disruption in the classroom. If your child's birthday falls in the summer months, we will celebrate their "half birthday" at your request, or have a special "Un-Birthday Party Day" set aside in May for all summer birthdays. If parents would like to hand out party invitations at school for an out of school event, they must invite all the girls, all the boys, or all the children in the class. Thank you for your cooperation.

BOOK ORDERS

Trinity Episcopal School participates in a book order program offered by Scholastic Books, one of the largest publishers of children's books in the U.S. An Email is sent each month with links and ordering information. For your convenience, orders are placed online at www.scholastic.com using the school code LKKYM. Once the order is placed, books arrive at the school where they are distributed to the children in a plastic sack with a copy of the online order form.

Book orders are helpful to the school because every book a parent purchases earns the school "points" toward free books for the school library. Book orders are helpful to families because they pay a discounted price for the same books available in retail book stores, and there is no sales tax or shipping costs.

BULLYING POLICY

Trinity Episcopal School believes that all children have the right to play and learn in a supportive, caring and safe environment. If behavioral expectations are consistent and reasonable boundaries are out in place by caring and supportive practitioners, it can minimize the occurrence of bullying. It is important, therefore, that the Preschool has a clear and written policy to promote this belief.

Bullying affects everyone, not just the bullies and the victims. No one person or group, whether staff or child, should have to accept this type of behavior. Only when all issues of bullying are addressed, will a child best be able to benefit from the opportunities available at school.

Although bullying in the strongest context of the word does not generally occur at Trinity Episcopal School, it is recognized by practitioners that preschool children are developing their personalities and friendships, as well as exploring boundaries and appropriate behavior which can result in conflict and

clashes of personality. Often times a child will feel “picked on” or that another child is “mean” if the child has not gotten their way in a game or social situation. This is developmentally appropriate and NOT considered bullying. An example might be the child wanting to play “Superman” and the other children refusing. This is not because they are being mean, but most likely they are activity engaged in another form of play. The appropriate response is to teach the language to have the child ask to play what the others are engaged in.

Practitioners minimize occurrence by being observant and recognize that some children prefer the company of others and some do not. Fully understanding each child and observing them helps with the restorative approach Trinity Episcopal School uses. If any level of bullying is suspected, observed, or reported, the matter will be taken seriously, dealt with promptly and all parties will be supported appropriately and fairly.

This will involve working towards a shared understanding of the causes of the behavior. Trinity Episcopal School understands that all behavior is a form of communication and should be recognized as such. Matters will be documented as necessary and reported to the classroom teacher, Director, or/and parents if deemed necessary.

WHAT IS BULLYING?

Bullying can occur through several types of anti-social behavior. It can be –

- PHYSICAL – A child can be physically punched, kicked, hit, spat at, etc.
- VERBAL – Verbal abuse can take the form of name calling.
- EMOTIONAL- A child can be bullied simply by excluded from discussions/activities or play, with those they believe to be their friends.

AS A PARENT:

- a) Look for unusual behavior in your child. For example. They may suddenly not wish to attend school or they may regularly say that they feel ill.
- b) Always take an active role in your child’s education. Inquire how their day has gone and who they have spent their time with.
- c) If your child encounters any problems at school, inform the classroom teacher or Director immediately. Your complaint will be taken seriously and appropriate action will follow as soon as possible.
- d) It is important that you advise your child not to fight back. It can make matters worse! Tell them to ask for help and to tell any adult as soon as possible so the incident can be dealt with effectively.
- e) Try to ensure that your child maintains a positive image of themselves.

AS A SCHOOL:

- a) Provide an enabling and proactive environment in order to minimize opportunities for bullying.
- b) Use any opportunity to discuss the appropriate way to behave towards each other -- circle time, topics, persona dolls, when doing outside, snack time, etc.
- c) Deal quickly, firmly and fairly with any complaints, involving parents where necessary in a **positive and calm manner**.
- d) The staff will continue to have a firm but fair approach to behavior management. The rules should be few, simple, and easy to understand.
- e) Do not use teaching materials or equipment which gives negative views of any groups because of their ethnic origin, gender, etc.
- f) Encourage children to discuss how they get on with other people to form positive attitude towards other people, exploring what friendship is.
- g) Encourage children to treat everyone with respect.
- h) We will treat bullying as a serious offense and take every possible action to eradicate it from our school. Follow the ethos of BE KIND, CARE, and SHARE.

- i) Have substantial training to continue personal development within behavior management both on an individual and group basis.

ACTION TO BE TAKEN WHEN BULLYING IS SUSPECTED:

We will support children by following the **six steps of conflict resolution** as follows:

- Approach calmly, stopping any harmful actions.
- Acknowledge all children's feelings.
- Gather information from all parties.
- Restate the problem.
- Ask for ideas and solutions and choose one together.
- Be prepared to give follow up support.

We will speak openly with parents in order to formulate a mutual agreement regarding action to move the situation forwards in a way which meets individual needs.

CHAPEL/EPISCOPAL IDENTITY

Our Episcopal identity helps us to foster a dedication to providing a loving environment in which each child has the responsibility, freedom and encouragement to become the person God created them to be. In The Episcopal Church we believe in daily worship, an inclusive community and religious education that supports a balance of faith and reason. To learn more about the principle qualities of Episcopal Schools, visit the [National Association of Episcopal Schools website](#).

To support our unique way of being Episcopal, the four and five year olds attend chapel each Friday at 9:30 am. Chapel is held in the chapel of Trinity Episcopal Church (enter through the double wooden doors farthest to the East) and led by a priest or representative from the Church. The format is informal with the children singing songs, saying fun and creative prayers, and hearing a Bible story. Parents are always welcome to attend. Younger Students will have a daily short bible story and Chapel Music time built into their day. All students pray before meals, engage in age appropriate activities that center around bible based teachings (for example, Moral statements such as "Jesus would want us to be kind to our friends", the Nativity story, Advent and Lent activities, etc).

CHILD ABUSE PREVENTION

To help in the prevention and identification of child abuse, All Trinity Episcopal School staff will take annual training on preventing and responding to the abuse and neglect of children. Trinity works with a variety of community organizations as well as the Safe Guarding Gods Children program through the Episcopal Diocese of Texas to heighten awareness including warning signs that a child may be a victim of abuse and/or neglect. All staff at Trinity Episcopal School are mandated reporters of suspected abuse or neglect. Parents who may be aware of abuse are encouraged to contact the abuse hotline by phone at 1-800-252-5400 or online at www.txabusehotline.org.

There are four major types of child maltreatment: physical abuse, neglect, sexual abuse, and emotional abuse.

Physical Abuse

Physical Abuse is physical injury that results in substantial harm to the child, or the genuine threat of substantial harm from physical injury to the child. The physical injury (ranging from minor bruises to severe fractures or death) can result from punching, beating, shaking, kicking, biting, throwing, stabbing, hitting, burning, choking, or otherwise harming a child. Such injury is considered abuse regardless of whether the caretaker intended to hurt the child.

Suspect Physical Abuse When You See:

- Frequent injuries such as bruises, cuts, black eyes, or burns without adequate explanations
- Frequent complaints of pain without obvious injury
- Burns or bruises in unusual patterns that may indicate the use of an instrument or human bite; cigarette burns on any part of the body
- Lack of reaction to pain
- Aggressive, disruptive, and destructive behavior
- Passive, withdrawn, and emotionless behavior
- Fear of going home or seeing parents
- Injuries that appear after a child has not been seen for several days
- Unreasonable clothing that may hide injuries to arms or legs

Neglect

Neglect is failure to provide for a child's basic needs necessary to sustain the life or health of the child, excluding failure caused primarily by financial inability unless relief services have been offered and refused.

Suspect Neglect When You See:

- Obvious malnourishment
- Lack of personal cleanliness
- Torn or dirty clothing
- Stealing or begging for food
- Child unattended for long periods of time
- Need for glasses, dental care, or other medical attention
- Frequent tardiness or absence from school

Sexual Abuse

Sexual Abuse includes fondling a child's genitals, penetration, incest, rape, sodomy, indecent exposure, and exploitation through prostitution or producing pornographic materials.

Suspect Sexual Abuse When You See:

- Physical signs of sexually transmitted diseases
- Evidence of injury to the genital area
- Pregnancy in a young girl
- Difficulty in sitting or walking
- Extreme fear of being alone with adults of a certain sex
- Sexual comments, behaviors or play
- Knowledge of sexual relations beyond what is expected for a child's age
- Sexual victimization of other children

Emotional Abuse

Emotional Abuse is mental or emotional injury that results in an observable and material impairment in a child's growth, development, or psychological functioning. It includes extreme forms of punishment such as confining a child in a dark closet, habitual scapegoating, belittling, and rejecting treatment for a child.

Suspect Emotional Abuse When You See:

- Over compliance
- Low self-esteem
- Severe depression, anxiety, or aggression
- Difficulty making friends or doing things with other children
- Lagging in physical, emotional, and intellectual development
- Caregiver who belittles the child, withholds love, and seems unconcerned about the child's problems

CLOTHING

At the beginning of the school year each parent is asked to send an extra set of clothes – shirt, pants, socks and undergarments in a large Ziploc bag, clearly labeled with the child's name and class. Clothes should be updated two to three times a year to allow for the change of seasons. These clothes are kept at the school for emergencies.

Children are encouraged to wear **play clothes and tennis shoes** to school each day. Our daily activities include active and messy play, and the children should feel comfortable enough to enjoy themselves without worrying about their clothes. All children, and especially those that are in the process of potty training, are asked **not** to wear pants with buttons and/or belts as they are difficult to undo at crucial times, but rather wear shorts or pants with elastic waistbands. Your child's name should be placed in all clothing to help ensure the proper return of all possessions. For safety reasons children may **not** wear **sandals, cowboy boots or clogs to school at any time**. They may look cute but are not safe on the playground. I know your child's safety is as important to you as it is to us. Please help us keep them safe by sending children in the correct footwear.

We **discourage** the wearing of watches, jewelry or other "accessories" simply because things get lost or broken and are a huge distraction for the children.

COMMUNICATION

Teachers communicate with parents in many ways. Two and three year old teachers post schedules in the room and send home a daily note detailing the books read and centers visited that day. Four year old teachers post daily information outside their doors. The five year old teacher sends home a monthly calendar, and the children have a daily folder.

Trinity Talk, our monthly newsletter, is filled with information about recent and upcoming events, school news, and parenting information. Many notes will be sent home from the teacher and the office throughout the year, keeping parents up-to-date on school news. We like to use email, our website (www.trinityschoolfw.org), Facebook, and the Child Pilot Parent Portal to communicate as well. Please make sure we have your current contact information by creating a login through the parent portal using the invite sent to you. Please let us know if you need another invite sent to you.

During school hours the teachers are not free to talk with the parents, please understand that the children currently in the classroom must come first. All of the teachers are happy to talk with parents after class is dismissed, on the phone or at a scheduled conference. If you need to communicate with a teacher, please send a message to them through your parent portal or by contacting the school office.

If a child has an ongoing illness or condition that requires special treatment such as asthma, a severe food allergy, or if the child is receiving medication on a daily basis, the parent of the child must request **a meeting with the Teacher, school nurse, and School Director** prior to the first week of school to set up a Student Health Management Plan.

CONFERENCES

Parent- Teacher conferences are scheduled in October and February. The goal of the October conference is to establish a common understanding of the child's needs in the first half of the year. The February conference is designed to check the child's progress against the fall goals and to set goals for the second half of the year. Parents are encouraged to schedule conferences as desired during the rest

of the school year. Either the parent or the teacher may request an additional conference any time there is a special concern.

CURRICULUM

The school curriculum is based on developmentally appropriate topics, skills, and expectations for the education of young children. Teachers plan activities that allow the child to learn and grow without undue pressure or stress. Our curriculum includes lessons in language, math, science, social studies, art, large and small motor skills, music, drama, dance and the Bible. All materials used are tested for safety, non-toxic and washable. Children are involved in large group, small group and individual experiences. At this age imagination, reasoning, and social skills are valuable tools for success in kindergarten and beyond. Maria Montessori said that “play is a child's work”, and we structure each child's play to enhance the overall learning experience. Do not be concerned if you do not see "work" coming home every day as many days of learning do not result in a product to be taken home. For all of us -the learning is in the process, not the product.

General Curriculum Guidelines

The **two year old year** is a year spent with much time devoted to developing the confidence to be away from home and to trust another adult with our needs and concerns. Although many children are engaging in “side by side” play at this age, they are also learning about sharing, taking turns, and working cooperatively. Two year olds start the year with everything being “me or mine”, and progress to a sense of themselves and awareness of others around them by the end of the year. Two year olds also begin exploring their world in an organized manner. Topics like the seasons, holidays, butterflies, nursery rhymes, and the Texas rodeo, bring familiar objects and subjects into new focus from many different perspectives. Listening, talking, and observing augment touching to replace “tasting” as the most prominent sensory experience of the two year old child.

The children learn school skills like lining up, hand washing, and the most difficult, waiting our turn. They also color, paint, and exercise other fine and large motor skills. Two year olds have a “recess” time every day either on the playground where there are tricycles, a climbing piece and imaginative play areas, or indoors in the multi-purpose room. Physical Education class uses songs and games to work on motor skills like hopping, jumping, ball throwing and catching as well as rhythmic movement. In the classroom two year olds are exposed to the printed word, counting in one to one correspondence and naming that process with numbers. Two year olds are constantly encouraged to “use their words” and to try to recognize their feelings of happiness, anger, or sadness.

The **three year old** year builds on the skills learned in the two year old class. Because three year olds are more confident of being “left” in the classroom, they can focus their energies on learning new things. Three year olds are also learning self-control and how self-control can extend to better peer relations. Patience or waiting is a necessary school skill that moves right along with taking turns. Three year olds begin to understand that we cannot do everything all at the same time, and that by using proper social and language skills we can navigate the complex world of peers and adults. At the same time, threes are being taught to identify and correctly act upon their emotions. The three year old daily schedule is more rigorous than that of the two year olds, with small groups of 3's in learning and play centers for longer periods of time.

Three year olds also enjoy learning to work independently, without interruption from other children or adults. Threes are beginning to be critical of their own work, and we encourage them to create their own scale of expectations. They begin with everything being “super” or “terrible”, then are shown that effort can improve outcome. Three year olds work very hard on scissor skills, number and letter recognition, and beginning writing skills. While a two year old recognizes that he can make a mark, the three year old child begins to understand that their “marks” on paper can have meaning,

sometimes only to them, but eventually to others as well. Counting and patterning, matching, sorting, and pairing are skills that are practiced daily. Manipulative activity becomes more important as muscle tone improves in the hands for better control of the pencil and scissors.

The **four year old year** is one that contrasts sharply with earlier stages. Four year olds are very conscious of “boys vs. girls” and begin to feel the criticism or favoritism of their peers. This is a crucial time for developing additional social skills needed in Kindergarten. Four year olds learn that their own behaviors impact the way others see them and react to them, and they begin to mimic others in the classroom or in the media.

Four year olds know that the “marks” on paper and in books have sounds and meaning, and they seek out information about letters, the sounds that they make and the patterns of letters that make words. While these skills are developmental and should not be pushed, children are encouraged and surrounded by print – labels and signs that encourage communication. Four year olds love opposites, finding things that are alike or different, and searching for hidden pictures. They also understand the concept of rhyming, and once they become proficient, they go overboard, rhyming all the time!

The four year old child is also asserting his or her independence from Mom and Dad, refusing or negotiating about situations or issues that you thought resolved a long time ago. They may change their eating, sleeping, or dressing habits, and things that were favorites are now no longer desired. This is a positive step even if it is sometimes painful for Mom and Dad. The positive is in the increased self-confidence they feel at making their own choices and being willing to accept the consequences of their decisions, merely because it is their decision! This is the perfect time to let children make mistakes. Preschool is a completely safe environment to learn about what is acceptable and what is not in our culture. Children who want to try a different hair style or dress in non-matching clothes are exploring their social realm. It is much easier to let a four year old experience some disappointment when their friends don’t accept their clothing style than it is for a 14 year old to learn the same lesson! The key to making this a learning experience is how you as a parent see it and talk to them about it. If you allow your child to make decisions, ask them to predict what will happen if they make a choice, and are disappointed or mistaken. What will they do the next time? How will they know if they are successful? Once the decision is made, watch for the result and consequence and then ask, “How did you feel about that?” What will you do next time? Try not to be the “all-knowing, I told you so” adult. Let them express what happened in their own words – it is 100 times more powerful if it comes from them.

Four year olds want to do everything for themselves – dressing, fixing food, setting up their environment. A great outlet for this is further responsibilities at home – small jobs. Children who are four can set the table, help with cooking, grocery shopping, (look for this label or picture or letter of the alphabet) and they can help with the trash and recycling. For the four year old, if phrased appropriately, these are not “chores” to be disdained but opportunities to do things that older children and adults can do, and making it part of their daily routine helps them assert themselves as full members of the family – not babies who have to be continually cared for by others.

Five year olds are a delight because they feel so much more confident about their peer relations and their decision making, and so the mind is open to incredible opportunities for intellectual development. To watch a child decide he or she is ready to read is a wonderful benefit of parenting. Not every child will accept this at five, but most of the key developmental phases are accumulating, and if not this year, it is coming soon. Once a child determines they can “read”, they will attempt to read anything – boxes, signs, newspapers, books – you name it. Of course often they are not “reading” in an adult sense of the word, but they are memorizing the combinations of symbols and sounds they see everywhere. This is an important milestone, and it cannot be pushed. A child who is pushed to read before he is ready will be heard to say “I don’t want to read” or “it is too hard” and it is too hard if their development has not caught up with their environment. Teachers and parents alike want reading to be a wonderful thing, not something associated with pain or dread.

On the other side of reading is writing – not just interpreting someone else’s words but actually communicating with our own words. The ability to label things with our own name and discern others’ names is fascinating and fun. You will often find the first words children want to read and write over and over again are their own names and those of their friends and families. Be patient and give them lots of paper!

Math concepts also take a large leap this year as children find the usefulness of counting and sorting in particular. Children often find great pleasure in calendars, lists, and directions at this age, insisting that actions are completed in the correct order. A home calendar with special days marked in colors or with stickers helps children “count down” to events and gives them a sense of control over their environment. They often want to check over and over – how many days until the special day? Let them count, and then mark it off! Let them help make checklists and grocery lists and mark off completed items, counting how many more are left. Franklin Covey and the Day Timer manufacturers know you start learning these skills very early, and that it is human nature to want to have a sense of our accomplishments and goals.

The five year old year is also about increased responsibility for our actions, our words, our work and our belongings. Letting your child take care of his or her “things” is very important. This is the perfect age to let them forget something and learn the consequences. If you rescue your child every time, you will still be doing it in middle school and college when it is much more disastrous. Missing a meal or not getting to do something because we have the wrong clothes or shoes is hard to accept at first, but these are lessons that will last a life time.

DISCIPLINE

The word discipline comes from the same root word as disciple and it means “to teach”. Discipline has nothing to do with punishment. The three underlying tenets of discipline are 1) discipline is individualized and consistent for each child; 2) discipline is appropriate to the child's level of understanding and 3) discipline is directed toward teaching the child acceptable behavior and self-control. All teachers give positive verbal feedback to children to encourage acceptable behavior. This reinforces a child's good feeling about his/her behavior and serves as an example to the other children to act in such a way as to receive this praise.

When teachers ask a child to stop and think about his/her unpleasant behavior, they do so at the child’s eye level, in a calm and quiet voice, enabling that child to work on self-control. At all levels children are taught to accept responsibility for their behavior and to think about their choices, and the consequences of those choices. The most powerful learning experiences are those in which the child predicts a negative consequence and does the behavior anyway. It is crucial to let the consequence happen – again it seems painful now – but better experienced in preschool than in middle or high school. Remember, it is not the teacher or parent’s job to make a child happy; rather it is our job to teach them to find their own way, experiencing joy, disappointment and contentment along the way.

Children usually view adults “getting their own way” all the time, and we often need to explain to children that we are bound by the same conventions of law, culture and responsibility in our world as they are in theirs. It is not okay in the adult world to hurt others or make selfish choices – there are definite consequences for adults who do these things, and these lessons need to be learned early. Children who are exposed to choices and consequences from the beginning will mature in their decision making more rapidly than those who are “protected” from negative experiences throughout childhood. It is also true that there are different protocols for adults than for children – TV shows, certain beverages, bed times etc. Remember, you are the parent and he/she is the child. Sometimes rules are followed just because –“I said so.”

At school, when a child does not cooperate in a group situation, the child is reminded of the expected behavior (“this is what we do in circle time”) and asked or told what the alternate choices are – if any, and then given the opportunity to comply. Verbal reminders of the expected behavior are given several times as well as an explanation of why the inappropriate behavior is unacceptable.

When poor behavior (or frustration or anger) is persistent, the child may be removed from the group (although still within view of the teacher and the group) for a short period of reflection. This is not a punishment, but rather a time when the child may calm down, remember what behavior the teacher is asking for, and decide for him or herself when he/she is ready to rejoin the group with appropriate behavior. This may take on a different name (i.e.. feeling flower, thinking chair, etc.) in different age groups of children. If behavior problems persist, the child may be removed from the class for a visit with the Director, and the parent will be informed at the end of the day. A parent may be asked to a conference with the teacher and/or the director to discuss what may be helpful in teaching the child to behave in an acceptable way. This follows the discipline and guidance policy as set forth in Texas Department of Family and Protective Services minimum standard 746.501, 746.2803, and 746.2805. **See attachment for signature page.**

EARLY CARE

Early care is offered **Monday thru Thursday** from 8am to 9am or from 8:30am to 9am. Prices are published annually along with prices for Stay & Play, Mother's Day Out, and other Special Classes. Children who arrive any time between 8 and 8:30 will be charged for an hour, children who arrive any time between 8:30 and 9am will be charged for a half hour. Early care is charged on a drop in or punch card basis. On Friday in place of Early Care, We offer Yoga from 8-9am. Any student is welcomed to drop in for yoga. Yoga punch cards are separate from Early Care and attendance is in 1 hour blocks.

EMERGENCY PROCEDURES

All emergency procedures and safety policies are in compliance with the Texas Department of Family and Protective Services (TDFPS) requirements. These policies and others are located in the school office and are available to parents for review at all times. The staff is continually trained in safety rules, procedures and the avoidance of hazards and commonly occurring accidents. All of the staff members have current first aid and CPR certificates. The TDFPS, the Fort Worth Public Health Department and the Fort Worth Fire Department inspect the school a minimum of once a year. Reports from each of these agencies are posted in the Office at all times.

All school Fire Drills are conducted on or close to the 15th of each month. In case of a fire alarm children file out of the building and meet at the trees in the front yard of their respective buildings. In case of a bad weather children will move to the hallways of the school where there are no external windows. Faith House and Trinity Church also have basements which can be utilized in case of tornado. In case of relocation for any emergency, children will be evacuated to the Church Parish Hall. Parents will be notified of an emergency situation at the school by telephone as soon as the situation allows; and can pick up their child after a face-to-face release of the child from his or her teacher. If a parent cannot be reached the school will attempt to contact the names listed under the emergency contact section of the enrollment form. It is the responsibility of the parent to keep the school up to date on changes in names, addresses or telephone numbers.

If an individual child is sick or injured, the school will try to first contact the parent or emergency contact. If it is the decision of the school employee that the child needs emergency care and time does not allow for the prior approval of the parent, the employee will dial 9-1-1 to receive instructions from emergency personnel. **EVERY EFFORT WILL BE MADE TO CONTACT A PARENT OR OTHER DESIGNATED PERSON BEFORE ANY EMERGENCY TREATMENT IS GIVEN.**

If a child has an ongoing illness or condition that requires special treatment such as asthma, a severe food allergy, or if the child is receiving medication on a daily basis, the parent of the child should request a meeting with the Teacher and School Director in the first week of school to set up a Student Health Management Plan.

ENROLLMENT PROCEDURES

Children who are already attending Trinity and their siblings have first priority in return registration for Summer Fun and the next school year. After returning family spots are filled, staff children, alumni siblings, and children of church members are given priority. Approximately one week after returning enrollment, registration for the Summer Fun and the next school year is open to the public. Registration or “reserving your child’s spot” is only complete when the **non-refundable** registration and supply fees are paid. Families with past due accounts will not be allowed to reenroll until tuition for the current year is caught up.

Class assignments are based on age, gender, and teacher recommendation. Classes are continually updated due to teacher hiring and new enrollment over the summer, and final class placement in August is at the discretion of the director. **There are NO requests in class placements.**

Each year, upon enrolling in Trinity Episcopal School, all parents will have access to the enrollment materials, including but not limited to, the Enrollment Form, Medical Action Plans, Parent Handbook and Acceptance of Parent Handbook via the parent portal powered by Child Pilot. The enrollment forms contain information regarding a child's medical status, parent and emergency contact information, signatures for approval of participation in activities as well as emergency care authorization. A copy of the parent handbook is available on ChildPilot and a statement acknowledging acceptance of the policies and procedures stated within is required. These forms are kept on file at the school and available to all relevant school personnel for the duration of the child's care. Each of these policies are mandated through the Department of Family and Protective Services and meet standards 746.501, 746.605, 746.607, 746.611, 746.613, 746.615, 746.623, 746.625, 746.627, and 746.629

FIELD TRIPS

Due to safety issues, the school does **not** take field trips away from the school campus. Instead we arrange for special visitors to our campus, such as a fireman, policeman, doctor or dentist, farm or “jungle” animals.

FUNDRAISING

One easy way to help the school is by designating your “club card” at Tom Thumb to the school. This way, points you earn by shopping are converted into cash, then sent to the school when our points accumulate sufficiently. Go to the Customer Service Desk at your grocery store and put in our number, #7389! Tom Thumb will allow you to have more than one number and the points are split between your designated charities.

Requirements Regarding Gang-Free Zones **For Child Care Centers**

As a result of House Bill 2086 that passed during the 81st Legislature, Regular Session, Chapter 42 of the Human Resource Code includes section 42.064, effective September 1, 2009. This new statute requires that information about gang-free zones be distributed to parents and guardians of children in care at licensed child care centers. The following is a tip sheet to assist in complying with the new law. This information may be posted at your child care operation or copies may be provided to parents.

What is a gang-free zone?

A gang-free zone is a designated area around a specific location where prohibited gang related activity is subject to increased penalty under Texas law. The specific locations include day care centers. The gang-free zone is within 1000 feet of your child care center. For more information about what constitutes a gang-free zone, please consult sections 71.028 and 71.029 of the Texas Penal Code.

How do parents know where the gang-free zone ends?

The area that falls within a gang-free zone can vary depending on the type of location. The local municipal or county engineer may produce and update maps for the purposes of prosecution. Parents may contact their local municipality or court house for information about obtaining a copy of a map if they choose to do so.

What is the purpose of gang-free zones?

Similar to the motivation behind establishing drug-free zones, the purpose of gang-free zones is to deter certain types of criminal activity in areas where children gather by enforcing tougher penalties.

What does this mean for my day care center?

A child care center must inform parents or guardians of children attending the center about the new gang-free zone designation. This means parents or guardians need to be informed that certain gang-related criminal activity or engaging in organized criminal activity within 1000 feet of your center is a violation of this law and is therefore subject to increased penalty under state law.

When do I have to comply with the new requirements?

The law is already in effect, so providers should begin sharing information regarding gang-free zones immediately. Licensing staff will offer technical assistance to facilitate compliance until rules are proposed and adopted, which is estimated to occur in March 2010. In the meantime, providers should update their operational policies and procedures to include providing the information mandated by this law to the parents or guardians of the children in care.

For further information please contact your licensing representative or your local licensing office.

Child Care Licensing/jr
DFPS
8/31/2009

HEALTH

If a child has an ongoing illness or condition that requires special treatment such as asthma, a severe food allergy, or if the child is receiving medication on a daily basis, parents must complete a Student Health Management Plan information sheet, and a meeting with the Teacher and School Director in the first week of school is required.

Each child is required by state regulations to have in their file a health statement, which includes a record of immunizations and the signature of the child's medical provider. The school enrollment form serves this purpose. **This form must be turned in on or before the first day of school, or the child cannot participate in the program until the requirements are met.** If you have a problem or exception to the requirements, please speak to the school director. Every child should have had a physical examination within the last 12 months before entrance into school. A physician or public health nurse may do this physical. Immunizations must be up to date in accordance with state guidelines unless procedures for exemption from state regulations are executed. Trinity only accepts vaccination exemptions for medical reasons and not reasons of conscience objection as per TDFPS minimum standards 746.613, 746.615, 746.623, and 746.3609-746.3611. The State of Texas does not have a vaccination requirement for staff, but as a school, staff are encouraged to get an annual flu shot and other immunizations as directed by their physician.

Children who are four years old before September 1st must receive a hearing and vision exam. This can be performed by your child's medical provider during the regular well child visit. Proof of the hearing and vision screening must be on file with the school.

In accordance with Subchapter O of the Texas Department of Family and Protective Services Minimum standards, any child, who arrives at school noticeably ill, with a rash, or with a fever of 99.9 or higher, will not be admitted for that day. Children must be free of fever and fever reducing medication for at least 24 hours prior to their return to school. Should a child become ill during the day, the parent will be notified immediately. The child is taken to the office and remains there until the parent arrives to take him/her home. If your child has a non-contagious rash, in order for him/her to return to school, we must have a doctor's written approval. In the event a child contacts a communicable disease and exposes the other children, notice of such exposure will be sent home in the form an email. The ill child will not be allowed to return to school until the period of contagion has passed. Contagious illnesses that parents will be notified for include Flu, Covid, Strep, Hand Foot & Mouth, Fifth Disease, and Pink Eye.

Children who require treatment for minor cuts or bruises will be treated with water, mild soap, Band-Aids and or ice. We do not apply any anti-bacterial or anti-itch creams without situational verbal confirmation from the parent. No prescribed or over the counter medication is dispensed at school. Products such as sunscreen and bug spray are considered medications due to the potential of allergic reaction and may not be applied by school personnel without a prescription on file from the child's medical provider.

This policy is in compliance with minimum standard 346.3801-746.3815.

INCLUSION POLICY

At Trinity Episcopal School we believe all children are valued. We make it a priority to get to know every child as an individual. We are willing to make reasonable accommodations to our environment to promote each child's growth in all areas of development.

ACCESS

- Children of all abilities are accepted into the program as long as the staff is able to meet the needs of the student as well as meet the needs of the other students in the class in a successful manner.
- Upon enrollment the Director will inform the parents of students with additional support needs to the tools in place at Trinity that can accommodate their child's needs.
- The Director will contact outside agencies if she feels additional support (information, techniques, training opportunities) is needed.

INCLUSIVE ENVIRONMENT

- We arrange our school, both indoors and outdoors, so that children can move freely and make choices based on their abilities, interests, and needs.
- Our classrooms are structured so that all children can reach and use the materials.
- Teachers and aides closely monitor children so we understand their needs, and plan activities so that all children can be successful.
- Ramps lead up to classroom doors and all doorways to meet the standards of the Americans with Disabilities Act.
- The bathrooms also meet the standards of the Americans with Disabilities Act.

PARTICIPATION

- The goals for children with additional social needs are carried out during free play experiences in a natural environment with their peers.
- Opportunities are provided for children to play together so they develop relationships with others and a sense of belonging.
- Experiences and routines are adapted so that all children can participate actively and meaningfully.

INDIVIDUAL LEARNING

- We, the teachers, observe children's play to identify the abilities and needs of each child so each child develops to their fullest potential.
- We support the uniqueness of each child and build on each child's strengths.
- We limit the number of large group activities throughout the day so all children can actively participate in the experiences provided.
- We offer sensory toys for children to use and we shorten the length of the activity when children show signs of disinterest.
- A private space is accessible for children to use when they feel they need time alone.

SUPPORT

- **Family Centered**
 - Teachers communicate with parents as needed about curriculum and celebrations and/or concerns that arise.
 - A monthly newsletter is sent by email to all parents.
 - During the initial visit to the school, the Director informs the parents of best practices we can use to help support the child.

- We hold two conferences a year to discuss each child's progress and more often, if needed.
- We allow parents to first discuss the successes of their child and value their input regarding their child.
- **Staff**
 - Staff are required complete a minimum of 24 hours of professional development yearly. Some of these hours focus on inclusion.
 - Staff readily consults with early intervention professionals, if needed.
 - Medical procedures required for a child (ex Epi Pen use) are taught by the school's registered nurse, director, or parent(s) of the child.

LUNCH

Due to childhood nut allergies that are potentially fatal, **WE ARE A NUT FREE SCHOOL.** **This means NO Peanut Butter or Tree Nuts.** The reason for this is that the oils from nuts are easily transferred to the table or other surfaces, and then to the skin of a child who is allergic. If you are sending Sun Butter, please label it each and every time, so that all staff will know that it is a safe alternative to peanut butter.

Please make every effort to have your child eat a healthy breakfast before attending school. We do not eat until the end of the day and the children get hungry! All students should bring a non-perishable lunch that is easy to open and consume, along with a disposable napkin, every day. **Please send only water for drinking.** Drinking water is always available for the children, and after PE, playground time, and at lunch the children are offered small cups of water. Parents are encouraged to send a "Sippy" cup or non-spill water bottle, labeled with the child's name, with lunch. According to Health Department codes, "choke foods" such as grapes, hot dogs and carrots should be cut into bite size pieces. The school is not licensed to heat, cut, or serve food for children. **Please do not send candy in lunches, and gum and soda are expressly forbidden at school.** Some prepackaged lunches contain these items, but please warn your child that the items will be removed from the lunch, and the items will be sent home for consumption later in the day. If a child does not eat a portion of his or her lunch the teacher will try to send the uneaten portion home so that parents are aware of their child's diet. If a child continually experiences frustration with certain lunch items or containers, the parents will be contacted by the teacher. Grace is sung before the children eat their lunch to the tune of "Frere Jacques" and the words are:

God our Father, God our Father,
Once again, Once again,
We are very thankful, we are very thankful
Amen, Amen

Parents are encouraged to sing this with their children before family meals at home as well.

PARENT CONCERNS, QUESTIONS, OR COMPLAINTS

Parents who have a concern about any aspect of their child's development or classroom should first contact the child's classroom teacher. If the parent does not feel that the teacher has satisfied that concern, or if the parent would like further information or clarification, the parent may contact the School Director, Melissa Pannell, at the school 817-926-0750 or by email at TESDirector@fortworthtrinity.org. If after meeting with the school director, the parent is still not satisfied, the parent may contact the Rector of the Church at 817-926-4631. The Rector will make a determination if the issue is a personnel issue that should be handled between himself, the Director, and the employee; or if the issue is a policy issue, in which case the matter will be taken to the School

Board with a recommendation from the Rector and the School Director. All issues will be kept confidential.

If a parent has immediate concerns about the health and safety of their child, they should remove the child from the school and call the Director as well as the Church Rector, then notify the Texas Department of Family and Protective Services locally at 817- 321-8000 or statewide at www.tdprs.state.tx.us/Child Care or the Texas Child Abuse Hotline at 1-800-252-5400. Parents may also contact the Fort Worth Health Department 817-871-7200 or www.fortworthgov.org/health/.

For more information about our licensing or to see a copy of licensing standards or certifications, please call or stop by the school office.

PARENTS IN THE CLASSROOM

Parents need to say "goodbye" to their child at the classroom door. Through years of experience, we feel this is the best way to handle this sometimes-difficult situation. If your child cries or is upset longer than ten – fifteen minutes after arriving, you will be notified. After you and your child's teacher feel the child is ready, parents are welcome and encouraged to visit the classroom. We try to have only one parent visiting per day, as our classrooms are small and too many adults are disruptive to the structure of the school day.

Trinity Episcopal School has many special events and holidays for which parent (and grandparent) attendance or involvement is encouraged. Notification of these events is sent via the school calendar, Trinity Talk newsletter, email and notes going home with the children. Examples are Halloween, Thanksgiving Feast, Christmas, Valentines and Easter celebrations, and End of Year Celebrations.

PARENT INVOLVEMENT

Each class room teacher will have the opportunity to designate a Room Parent. Please notify your child's teacher if you are interested in this position. Room Parents are responsible for contacting other parents to bring supplies for parties and special events. These guidelines follow the discipline and guidance policy as set forth in Texas Department of Family and Protective Services minimum standard 746.501.

Room Parent Guidelines:

Room Parents are designated to assist teachers with the organization of a school established celebration or event, abiding by school guidelines for treats, toys, and activities. Room Parents should not organize additional events or collect funds outside of the school guidelines. Room Parents are asked to make phone calls to remind parents when they have signed up to bring something or to help with a school event. **Classroom Teachers typically have firm guidelines about the way they want an event handled and what they want brought into their classroom.** Please listen and abide by the teacher's decision as they have the welfare of all of the children in mind, and are privy to information that the parent is not.

The reason we ask the Room Parents not to simply "do it all" is that many families enjoy the feeling of participation in these events, even if the parent cannot be there on the event day. Parents who let their child help pick out the plates or napkins or cookies for an event will see the pride in that child when the child brings that item to school and confides – "I picked out the plates!" Parents who are not comfortable volunteering to help with events should feel comfortable saying so to the Room Parent or staff. Every family situation is different and we are not here to put undue pressure on one family to perform at a level beyond their means.

PARTIES

Teachers, will be organizing multiple parties during the year. We have classroom parties at Halloween, Christmas, Valentine's, Easter, and at the End of Year. After all parents have had an opportunity to volunteer we will open up spots for parents who want to volunteer more than once.

Sugar Cookies, juice and special napkins or plates are the treats designated for most celebrations. The reason behind this is that cake and cupcakes, with their large amount of frosting and moist textures are difficult for small children to eat and usually result in a mess on school carpets and floors. Parents should avoid foods that require a fork or spoon as many children have difficulty with these items and we want all children to feel comfortable in participating in celebrations. Some children are lactose intolerant or have restrictions on sugar, nut products, and protein products in their diets, so please check with a teacher before bringing any other items. Juice is only permitted at school on these special occasions and should be brought in pouches or boxes that are easy for the children to manage. Sport water bottles with non-spill tops are also a good idea, but open cups for sugary or colored juice are usually spilled. We also ask that parents not bring toys or candy as a class time "treat" as many children have dietary restrictions. If candy or other treats are brought, they will be sent home with the child so that the parent can decide what the child may have.

Celebrations are kept small at school for many reasons. We do not want to load children down with sugar or with toys or candy in a goody bag. Children need to anticipate an event for the simple joy of celebrating with friends – not because they take home a prize or have a craft. We usually find that any "extra" is left abandoned literally minutes after the event – sometimes even before leaving the classroom, but the experience of being with others will last a life time. Keeping it simple will also hopefully keep you from hearing "but where is my present or treat or candy?" etc. every time there is a special day as they grow older. The children at our school are blessed with so much – we want to teach them to appreciate people and experiences, not just things.

Parties at Trinity are fun days where parents are welcome to join us and are often invited to help with the fun. Please check our calendar closely to determine if there will be afterschool activities following school parties. The 9-2 PreK and Bridge classes will dismisses at noon following every holiday party, except Valentines Day.

PETS

Trinity Episcopal School occasionally keeps live animals at the school to enhance the learning experiences of our students. Pets are kept in accordance with state and local health department standards. A copy of these standards may be reviewed in the office. As a general rule, **children observe but do not handle our pets**. In some situations pets that are being held by a teacher are offered to a child to touch or pet. There is no pressure for a child to touch a pet and children are instructed in the proper way to touch a pet. Children in the Bridge class may be given the opportunity to hold small class pets such as a guinea pig or hamster. **IF YOU WOULD PREFER THAT YOUR CHILD NOT BE ALLOWED TO TOUCH OUR PETS, PLEASE INFORM THE TEACHER IN WRITING.** Pets may include, but are not limited to: domestic rabbits, finches or other caged birds, baby chicks or ducklings hatched in Science class, freshwater aquarium fish, frogs or household lizards (children are not allowed to touch fish, frogs, or reptiles), insects such as ladybugs, crickets, household spiders, or grasshoppers, (children do not handle insects except ladybugs and praying mantis) and hermit crabs.

PICTURES

Throughout the year we will take a variety of pictures of the children engaged in various activities that range from classroom work, fun on the playground, special classes and enrichments, parties and special events. We will post many of these pictures on the schools Facebook page so that you may download them. We never post children's names or identify them in anyway and we do not allow faces of children to be tagged by parents or friends. Additionally, these pictures might be used on the schools website and/or other school publications. We require all children to have a photo release on file. If you wish for pictures of your child to not be posted, please indicate that on the schools media release section of the enrollment forms. Children who do not have a signed photo release will not be allowed in any photographs including class pictures.

SCHOOL BOARD

Trinity Episcopal School is a wholly owned subsidiary of Trinity Episcopal Church, Fort Worth, and as such the ultimate governance of the school is in the hands of the Director, School Board, Church Rector, and the Church Vestry (the governing board of the church) under the leadership of the Senior Warden. The director is hired by and reports directly to the School Board.

The job of the school board is to review policy, assist and approve the annual budget, evaluate the School Director, and forecast the future needs and improvement of the school, and communicate these decisions to the Vestry and the School Family. The school board does not hire or fire school personnel or set individual salaries, but may make recommendations to the School Director who oversees all personnel functions.

SECURITY AND RELEASE OF CHILDREN

Our doors are locked from 9:10 to 11:55. If you come to visit, please come to the office in Grace House first and let an office employee identify you and take you to your child's classroom. Your child will not be released to anyone other than a parent unless the person's name is on our enrollment form or we have a direct communication from a parent. Please advise grandparents, aunts and uncles and neighbors that we may ask to see a driver's license before a child is released at the door. This is not meant to offend anyone, but to protect the children. This policy meets the guideline of standard 746.4103 from the Texas Department of Family and Protective Services.

SHOW AND TELL

Some classes at Trinity participate in Show and Tell. It is up to each individual teacher how she wants to handle this activity in their classroom. Show and Tell is a fun way for children to bring a part of their family life into the classroom. Please, no weapons or toys with sharp ends or multiple small pieces etc. The children are invited to stand in front of the class and tell about their item, which is a great way to encourage public speaking skills. The children are asked if they would like to pass the item around or just show it to everyone. If an item is especially valuable or fragile, the parent should bring the item and take it home directly. Please check with the teacher before siblings or pets are brought as subjects for Show and Tell.

SPECIAL CLASSES

Trinity Episcopal School offers a variety of after school programs. Information is available in the school office.

STAY & PLAY

Stay & Play is a 2 hour (12 - 2pm) play time offered to Trinity Episcopal School students. *Stay & Play* is held five days a week, except during parent conferences. *Stay & Play* is supervised by Trinity staff, and the format is a relaxed play environment (both indoors and out).

YOU MUST SIGN YOUR CHILD UP FOR STAY & PLAY. Sign-ups are posted on Monday morning for the coming two weeks. Parents may also call the school office to sign their child up for *Stay & Play*. Space is limited to the first 20 children who sign up.

Punch cards will be kept at the school and "punched" each time it is used. Payments may be made with cash, check, or through the parent portal. When filling out sign-up sheets, please list your child's full name.

Children should be picked up no later than 2:00 P.M. Failure to do so will result in a charge of \$25. Please be mindful that our staff have children that must be picked up from school also. Your tardiness makes them late as well.

TOYS AND PERSONAL ITEMS

NO personal toys, books, blankets, baby bottles, pacifiers, stuffed animals, etc. should be brought to school. If your child is in desperate need of a "lovey" that they bring to school, the teacher will work with the child to separate from it and put it in a "treasure box" in the classroom until school is dismissed. Please do not let your child pack toys or "loveys" in their lunch boxes as they disrupt the lunchtime routine, which is the last activity of the day before going home. This is for both hygiene reasons and issues with other children getting hold of an item. Additionally, children at this age need to learn to self-soothe. It will help them with transitions as a whole. If your child is having a problem separating from you or his/her lovey or toy, please discuss your concerns with the teacher.

TUITION

Tuition at Trinity is determined on an academic year basis. Tuition may be paid in 2 installments (due by August 1st and December 1st), or in 9 installments due the first school day of each month beginning August and ending in April. **Tuition does not change from month to month, no matter the number of "school days" in the month.** Tuition may be paid by cash or check turned in to the office, set up as a bank draft, or paid through the Child Pilot Parent Portal. **Please do not give payments to a teacher or leave it in a backpack as it may become misplaced during the school day.** Tuition that is not received within ten days of the due date is subject to a \$25.00 late fee each week it is past due. If tuition becomes 30 days past due, a letter will be sent requesting tuition and late fees. Tuition that is 60 days past due will result in the child being removed from school until tuition and late fees are current. Tuition that is 90 days past due will be turned over for collection. Withdraw from school due to failure to pay tuition does not void the amount due. Please remember that tuition is assessed for the full academic year. Trinity requires 30 days' notice in writing to withdraw a student and stop tuition accrual. Trinity cannot prorate a partial month's tuition. Children asked to leave the school for any reason will receive a refund of prepaid tuition after the conclusion of the current month minus a withdraw fee equal to a one month's tuition installment. Registration and Supply Fees are not refundable.

Trinity receives no financial support from churches or other institutions and, unlike many Christian schools, operates solely on tuition and fees. Because Trinity is not subsidized by any other funding source, we must rely on our tuition to pay our teachers, purchase materials, and pay for the day to day operations of the school. **Families wishing to apply for financial aid must be currently enrolled and must submit a financial aid application by the annual deadline. We also provide a**

discount for Trinity Episcopal Church Members in good standing as verified by the Church financial administrator. Please notify the office if you are a church member so that we may verify and process your discount. Trinity Episcopal School admits children of any race, color, national or ethnic origin to all the rights, privileges and activities available at the school. Financial Aid is not a scholarship it is a need based grant awarded solely on the financial needs of the family as verified through a third party service.

WEATHER

It is our goal that children have outside playtime (or even just a walk) every day, so please send a jacket, sweater or coat when weather requires it. We will use our best judgment as to whether or not conditions are suitable for outside play with a general rule that if the temperature (including wind chill) stays above 32° F we will go outside. We have the indoor playroom and the parish hall in the church available to us on rainy days so please send your child with a raincoat when needed.

If Fort Worth Independent District Schools (FWISD) is closed because of bad weather, Trinity will be closed. If F.W.I.S.D. opens late, Trinity will be CLOSED. Notice of school closings are given on most radio and TV stations. Fox 4 will carry information regarding a Trinity closure, if watching the other news channels, please look for information on FWISD closing status. Closures will also be posted on Facebook and a notice will be sent out via ChildPilot. Please remember that we have teachers that drive in from surrounding communities such as Weatherford, Granbury, Aledo, Benbrook, Saginaw, HEB, and Arlington. Sometimes a decision will be made to close the school if the weather prohibits a number of these staff from getting to the school. We must have enough staff to keep your children safe. Trinity does **NOT** make up bad weather days.

Biting Policy

Our Biting-Policy

Although it is not uncommon for very young children to bite, it is a behavior that is taken very seriously, and is strongly discouraged. Whenever a child is bitten, the teacher's first task is to comfort the child. Next, the wound will be washed with anti-bacterial soap. If the bite has broken the skin, the parents will be contacted immediately. However, if the bite is superficial, and the child has returned to play, then both sets of parents will be advised of the incident at dismissal.

When a child under the age of 2 bites, it is generally for one of the following reasons:

- Out of curiosity – “what will happen if I.....ouch!”
- Out of affection – starts with a hug, ends withouch!
- Out of ownership – trying to get something from another child.....ouch!
- Teething – these are textural biters, looking for comfort.....ouch!

In the instance of these youngest children, the teachers will try to determine which type of biting scenario has taken place. Then, they will closely monitor the situation, hoping to intercept the next “need to nip” – accompanied by a stern “NO”. If the biting becomes a chronic problem, then it may be necessary for the child to withdraw from the program for the remainder of the month, in an attempt to break the biting cycle.

If this occurs, the parents will still be responsible for tuition to hold the spot in the class, while they work on the problem at home. When the child returns at the beginning of the month, if the biting is still an issue, the child will be withdrawn from the program for the remainder of the year.

When children are older than 24 months, biting is less common. Language is beginning to become the tool of choice, with “No!” and “Mine!” being used most frequently. These verbal warnings alert the teachers that it may be time to intervene, and redirect the playmates involved in another direction. When an older child bites, the preschool’s policy is:

- **1st offense** – The child who bites will be quickly removed from the situation, while one teacher comforts the child who has been bitten, and attends to cleaning the bite. This might include guiding the child to a quiet place in the room like the reading center or other similar area where the child can take time to settle down. The teacher will speak with the offending child about what has happened. The child is reminded that teeth are for eating food & smiling, not for biting. Both sets of parents will be told of the incident.
- **2nd offense** – The child’s parents will be asked to keep their child at home for the same number of days that the child attends preschool each week, and focus on helping the child understand that biting is unacceptable.
- **3rd offense** – The School Director will determine whether the next step will be further time at home, or removal from the program for the remainder of the school year.

Discipline and Guidance Policy for Trinity Episcopal School

Name of Operation

- ◆ Discipline must be:
 - (1) Individualized and consistent for each child;
 - (2) Appropriate to the child's level of understanding; and
 - (3) Directed toward teaching the child acceptable behavior and self-control.

- ◆ A caregiver may only use positive methods of discipline and guidance that encourage self-esteem, self-control, and self-direction, which include at least the following:
 - (1) Using praise and encouragement of good behavior instead of focusing only upon unacceptable behavior;
 - (2) Reminding a child of behavior expectations daily by using clear, positive statements;
 - (3) Redirecting behavior using positive statements; and
 - (4) Using brief supervised separation or time out from the group, when appropriate for the child's age and development, which is limited to no more than one minute per year of the child's age.

- ◆ There must be no harsh, cruel, or unusual treatment of any child. The following types of discipline and guidance are prohibited:
 - (1) Corporal punishment or threats of corporal punishment;
 - (2) Punishment associated with food, naps, or toilet training;
 - (3) Pinching, shaking, or biting a child;
 - (4) Hitting a child with a hand or instrument;
 - (5) Putting anything in or on a child's mouth;
 - (6) Humiliating, ridiculing, rejecting, or yelling at a child;
 - (7) Subjecting a child to harsh, abusive, or profane language;
 - (8) Placing a child in a locked or dark room, bathroom, or closet with the door closed; and
 - (9) Requiring a child to remain silent or inactive for inappropriately long periods of time for the child's age.

Texas Administrative Code, Title 40, Chapters 746 and 747, Subchapters L, Discipline and Guidance

My signature verifies I have read and received a copy of this discipline and guidance policy.

Signature

Date

Check one please:

parent

employee/caregiver

household member of child-care home

Covid-19 and Similar Health Related Pandemic Protocols

During the spring of 2020 our community was hit with the Covid-19 Pandemic. As a result, the following protocols have been put in place and will override any other policies and/or protocols for the duration of the pandemic or health emergency. These protocols are subject to change and/or adaptation as directed by local, state, and federal authorities and as deemed necessary by the school director. **At the conclusion of the current health crisis, these protocols will become dormant until the need arises to implement them, at which time they are subject to change based on the current need.**

Daily health screening and temperature checks for all staff and students

- Several health check and hand washing stations will be set up outside the school.
- Designated entry areas for each classroom have been established.
- Hand washing and/or sanitizing for all students will occur before entering the building.

Increased cleaning and disinfecting with CDC approved methods & cleaners

- We will have daily use of an electrostatic antibacterial sprayer which is shown to be most effective in sanitizing every surface prior to the school day. <https://victorycomplete.com/#applications>
- Frequent cleaning of all surfaces several times daily and with each rotation of activities.
- Daily cleaning crew will clean the entire school at the end of the day.
- An ample supply of disinfecting wipes, hand sanitizer and cleaning products will be kept on hand from a contracted entity to ensure continuous supply.

Strict sanitation and hand washing routines throughout the school

- Hand washing/ sanitization will be done immediately on arrival, before and after each activity, and as always before and after eating, after using the bathroom, and after going outside.
- Sinks and toilets will be used by one child at a time.
- Class bathroom visits will be scheduled frequently to ensure extra hand washing and will be limited to one class of children at a time.
- Hand sanitizer stations installed throughout the school.

More ventilation and cleaner air

- More time will be spent outside in both free play and structured learning activities.

- PE will be outside weather permitting.
- Medical Grade Medify AirRx Air Purifiers are being installed in every classroom

Increased spacing, small groups, limited mixing between classes, and other information

- TES maintains small class sizes as our norm, and this will help reduce the risk to our children and staff.
- Special classes such as science, music, Spanish, and PE will take place in individual classrooms or outside and may not be offered during pandemic times. The offering of special classes is subject to staff availability, the schools ability to provide a safe version of the special class based on current restrictions, and other issues that may arise.
- Early Care is temporarily suspended to prevent the mixture of children from multiple classes. Early Care will return when we are given permission from the State Licensing entity.
- Stay & Play and Enrichments will temporarily take on a new format so that children will remain with their classroom teacher for their entire day to reduce contact with others. More information on schedules and costs for aftercare will be provided.
- Students will enter and exit from the classroom emergency exit doors to remove shared use of the common areas and hallways.
- Social distancing and hygiene will be taught in the first week and encouraged as much as possible.
- Separate classroom materials will be maintained for each child as appropriate.
- We will not be able to allow your child to bring any items from home other than lunch, a spill proof cup of water, and clothing. Sadly that means no show and tell and no comfort items. We occasionally have families ask to bring car seats for caregivers to use at pick up. Those items are temporarily not allowed in our buildings. We will allow you to leave them outside the school if needed.

Masks and face shields

- All teachers, staff members, and adults on campus will wear a mask while in common areas or floating between classrooms.
- Classroom teachers who are in their bubble or pod with exposure to only their class of children are not mandated to wear a mask so that they can interact with children in a developmentally appropriate way. They will wear a mask if outside their classroom bubble.
- Masks are not required for students and may not be developmentally appropriate for young children.
- Some teachers may opt to use a face shield when a mask is not appropriate.

Limited access to school building by adults

- Non-staff adults will only be permitted inside the building on an as-needed basis with a health screening and temperature check.

- Non-staff entry is limited to emergency personnel and licensing and/or inspection representatives.
- Parents will only be allowed in the administrative office and must be masked.
- Due to the restrictions of parents not being allowed in the building, you will not have an opportunity to speak directly with the classroom teacher at drop off. Please email us at school@fortworthtrinity.org or call the office at 817-926-0750 if you need to relay important daily information such as a change in the person picking up your child.
- All events, meetings, and conferences through the pandemic or health crisis will be virtual, or limited to one family at a time with social distancing, masks for adults, and cleaning and disinfecting between visits. There will not be childcare available during conference times to limit exposure and conferences are encouraged to be conducted virtually or by phone as possible.
- Our TES back to school Meet the Teacher event will be held in small groups outdoors. All Adults in attendance will be required to wear a face mask.

Lunch Guidelines

- Students must bring a healthy **NUTFREE** lunch and a spill proof cup of **plain water** every day.
- The State is being extra strict on the handling of food, so students must be able to open all lunch boxes and containers independently. Please practice with your child in advance and only send containers they can open. Suggestions are to use easy open zip top bags for items such as cut up veggies or fruit and sandwiches/wraps/etc. wrapped in wax paper or foil. We have a little more flexibility to assist children under 3, but not much.
- Remember we are NUTFREE. Absolutely no peanut butter, no Nutella, no Chick Fil A nuggets (they are cooked in peanut oil), or other nut products. Sunflower Butter that is clearly labeled is ok. Sunflower butter must be labeled every time you send it per state guidelines.
- **We are temporarily not allowed any shared food items of any kind. Sadly, this means no birthday cookies/treats.**

School calendar and emergency shutdowns

- In the event of a closure, on-line learning will be used to maintain connection with students, knowing that young children learn best with a hands-on, play based curriculum. We will provide as much hands on guidance as possible supplemented with virtual tools such as zoom, Facebook and YouTube live and recorded video. Trinity will not “shut down” but will transition to a virtual model if mandated. As a reminder our tuition is for the academic year, not by the hour, day, week, or month.
- We are asking all families who intend to travel with their child during the Covid 19 pandemic to be mindful and considerate of our school and self-quarantine your child for the recommended two weeks prior to returning to school. It will take a village to keep us all healthy.

Suspected or Lab-Confirmed Covid-19 Protocols

Children, teachers, and staff will be sent home with suspected Covid symptoms that include:

- A fever greater than or equal to 100 degrees and/or
- Any of the following unusual symptoms: loss of taste or smell, cough, difficulty breathing, shortness of breath, headache, chills, sore throat, shaking/excessive shivering, muscle aches and pains, and diarrhea

If diagnosed with Covid-19, the person may come back to school when **ALL** three of the following conditions have been met per CDC requirements:

1. Three days or 72 hours have passed since full recovery with no fever reducing medication
2. No longer experiencing any Covid 19 related symptoms
3. 10 days have passed since symptoms first appeared and a negative Covid test and/or clearance from their physician

If the person has symptoms, but does not get evaluated by a medical professional or tested for Covid-19, they may not return to school until completing the three-step process listed above.

Parents must:

- Report close contact with any individual who has lab-confirmed Covid-19 and have the child stay home for the 14 day incubation period
- Ensure that they don't send children to school with Covid-19 symptoms listed above
- Notify the school of any illness with Covid like symptoms including the Flu

Other Seasonal Illnesses and Related Health Protocols

To address other health issues with similar symptoms such as colds and the flu, the individual wanting to return to school before completing the stay at home period, must do ONE of the following:

- Get a medical professional's note that clears them to return based on an alternative diagnosis and/or
- Receive two negative Covid-19 tests at least 24 hours apart

If a child has symptoms at school, they will be separated and moved to an isolation area

- Child's temperature will be taken immediately
- The child will be isolated away from other children to await pick-up by a parent or caregiver
- Any school area used by that child will be cleaned as quickly as possible

Parents will be notified when:

- Someone in close contact (from your child's class or a floating staff member) at school develops symptoms

- There is a lab-confirmed case of Covid-19 or the Flu anywhere in the school

Non-Pandemic Related Health Protocols

We understand that there are many childhood illness in addition to Covid -19 that has plagued us the last several years. The following are year round protocols for all situations and illnesses that may affect a child. This is information from our Parent Handbook:

In accordance with Subchapter O of the Texas Department of Family and Protective Services Minimum standards, any child, who arrives at school noticeably ill, with a rash, or with a fever of 99.9 or higher, will not be admitted for that day. Children must be free of fever and fever reducing medication for at least 24 hours prior to their return to school. Should a child become ill during the day, the parent will be notified immediately. The child is taken to the office and remains there until the parent arrives to take him/her home. If your child has a non -contagious rash, in order for him/her to return to school, we must have a doctor's written approval. In the event a child contacts a communicable disease and exposes the other children, notice of such exposure will be sent home in the form an email. The ill child will not be allowed to return to school until the period of contagion has passed. Contagious illnesses that parents will be notified for include Flu, Covid, Strep, Hand Foot & Mouth, Fifth Disease, and Pink Eye.

Children who require treatment for minor cuts or bruises will be treated with water, mild soap, Band-Aids and or ice. We do not apply any anti-bacterial or anti-itch creams without situational verbal confirmation from the parent. No prescribed or over the counter medication is dispensed at school. Products such as sunscreen and bug spray are considered medications due to the potential of allergic reaction and may not be applied by school personnel without a prescription on file from the child's medical provider.

This policy is in compliance with minimum standard 346.3801-746.3815.

Acknowledgement of Health Related Protocols

As a parent I acknowledge that attending school carries some risk of exposure to a variety of health related communicable illnesses including but not limited to colds, flu, pink eye, Hand Foot and Mouth, Fifth Disease, stomach bugs, and even Covid-19. I understand that Trinity Episcopal School has put protocols based on CDC and state of Texas guidelines in place and will do as much as possible to reduce the occurrence of these health conditions, but I as a parent must do my part as well. I will keep my child home if they are not feeling well, have been exposed to **any communicable illnesses** especially the flu, Covid-19, Strep or are otherwise at risk of exposing other children and staff to an illness. I will follow all of the health protocols established whether Covid 19 related or any other communicable illness including but not limited to:

- Keeping my child home for a minimum of 24 hours after vomiting
- Keeping my child home for a minimum of 24 hours after having a fever of 99.9 or higher without fever reducing medication
- Observing self-isolation after travel where my child could have been exposed to a communicable illness

I will communicate any health concerns to Trinity Episcopal School administrative staff. I further acknowledge that by taking on the risk of attending school I voluntarily agree to accept sole responsibility for any illness or injury to my child(ren), myself, and/or family members.

Parent Name: _____ Date: _____

Parent Signature: _____