

**Flaming Sword International Ministries, Inc. DBA
Flaming Sword Daycare – Early Learning Center**



"From cradles to crayons...where bright futures begin"

**Parent Handbook
Child Care Center
Operational Policies**

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Flaming Sword International Ministries, Inc. DBA
Flaming Sword Daycare – Early Learning Center

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GENERAL INFORMATION ABOUT OUR CHILDCARE AND PRESCHOOL

General Information

Flaming Sword Childcare - Early Learning Center is a private, non-profit Christian organization sponsored by Flaming Sword International Ministries, Inc. The purpose of the Childcare is to provide a safe, nurturing and loving Christian environment where each child's growth is enriched.

We understand that your child comes to us with unique experiences, interests and learning styles. Our goal is to truly know your child and use this knowledge to guide, support and motivate him or her. We believe that great care and teaching requires continual professional development, personal reflection and collaboration. We value parent involvement at every level and encourage you to partner with us to give your child the most caring, joyous and powerful experiences possible.

Our Childcare/preschool is designed to meet the developmental and academic needs of each child. We try to provide experiences that enrich, enhance and challenge each child. Within the Childcare/preschool's daily schedule, each child has opportunities to create, explore the environment, and learn personal interaction skills.

We respect parents/guardians as the primary role models and providers of care and nurturing. We believe that teachers and administrators are partners with parents/guardians in a child's care and education.

Mission of the Childcare/Preschool

The mission of Flaming Sword Childcare & Early Learning Center is to provide quality early childhood care and education that will encourage and nurture the children, teach them how to respect others, and grow academically, spiritually, socially and emotionally in a positive way.

Inclusion Philosophy

We welcome children of all abilities, with the commitment to provide quality care and education to each child. We believe every child is a unique individual with varying needs, and we welcome the diversity that brings to us. All children and families deserve to be full members of their communities, to have the opportunity for development and learning, and to experience a sense of belonging.

We support inclusion by providing access to our world-class curriculum programs, embracing inclusive participation in our programs, and offering support to our families and educators through training and consultation by our staff and outside consultants.

Because of Flaming Sword's inclusion philosophy and programs, we welcome all children including those diagnosed with mild to moderate neurological learning challenges or developmental delays, including autism, PDD, ADD, ADHD, dyslexia, and many other challenges.

Inclusion is not just a strategy for helping certain children overcome challenges; inclusion is a way of life at Flaming Sword.

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Staff Information

A criminal background check is completed on all employees and prospective employees. Every three (3) years, the criminal background checks are completed again. These checks include the national sex offender registry, criminal background checks, fingerprints, etc.

Staff is trained in Early Childhood Education, Credentials I and II, and others are actively attending classes. Within six (6) months of being hired, new staff members must begin these training classes as mandated by the State of North Carolina in order to work with our children. All staff members are trained in CPR and First Aid with refresher classes provided on a continual basis. Several of the staff members have Associate's or Bachelor's Degrees in Early Childhood Education or in another field with a major in Early Childhood Education.

A representative from the State of North Carolina comes in to observe teachers and office staff, monitor the hours of training and make sure that all necessary credentials are met. Each teacher and office staff must complete a certain number of training hours annually.

Admission Policies

Flaming Sword Childcare - Early Learning Center, does not discriminate in its admission or operating policies on the basis of race, disabilities, national or ethnic origin. Children will be admitted to Childcare/preschool as space is available. Once a class is filled, applicants will be put on a wait list until such time as additional class space is available.

The Childcare/preschool reserves the right to refuse admission to anyone who would not benefit from the care and educational programs offered or because a parent is not in full agreement with our policies.

Birthday Parties and Special Occasions

Childcare/preschoolers love their birthdays! We would love to celebrate their birthdays with them. Please bring a simple birthday treat. All foods must come from a store, restaurant, or bakery. This is a state rule! When you are attending your child's birthday celebration, please try not to handle the food that will be given to the children.

Clothing

Each child should have two (2) sets of clothing (weather and size appropriate) to be left in their cubbie in case of an accident. Please label your child's clothes with their name, including hats, gloves, mittens, etc. Acceptable clothing for Childcare/preschool will be their normal clothing wear. Please make sure they wear tennis shoes with Velcro, not sandals or flip-flops. Make sure they have clean socks on daily, and that their clothes are clean. Soiled clothing or linen will be placed in a plastic bag and sent home daily.

Curriculum

We believe children should have fun! After all, even experts agree that Childcare/preschool age children learn mostly through play. These carefree years are so short, and soon the children will be exposed to a much more structured form of learning. How then do we encourage a child's love of learning? By making learning fun! Each month a theme is presented. These themes are all based on things which interest children. During the month, many activities take place which help promote basic skills (letter and number recognition, color and shape recognition, large motor skills, small motor skills, etc.) and as

many of these activities as possible center around the month's theme. Many of the curriculum materials we have, seem more like toys to the children, yet while the children are playing with them, they are learning important

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concepts. These materials are just like the ones found in the larger Childcares/preschools -- the same quality, and made by the same major companies.

We incorporate preschool curriculum into our daily activities for fun and to prepare the older children (3 and 4 year olds) for school. Each month we concentrate on a different theme. Many of our activities revolve around this theme (stories, crafts, music, games, puzzles, etc.). As part of this curriculum we have a daily "circle time" for the older children. The younger children are free to sit in, just observe, or free play. During circle time we discuss something relating to our unit, talk about the days of the week (put numbers on a calendar) and the weather for the day. Children, ages four and up will have a "Show and Tell" day each week. Field trips play an important part in our preschool curriculum, as they allow children to experience the world first-hand. Field trips may begin at the age of four (4), but you will be notified in advance whenever this occurs. Many times we bring the "field trip" to us.

Daily Schedule

The daily schedule and weekly activities plan are posted in each room (including infants and toddlers) so that you are current on what your child is doing and learning.

Days Closed

We are not open on New Year's Day, Martin Luther King Day, Presidents' Day, Good Friday for Easter, Memorial Day Monday, July 4th Holiday, Labor Day, Thanksgiving Day and the Friday following Thanksgiving Day, Christmas Eve Day, and Christmas Day. If the holiday falls on a weekend, the Childcare will be closed either the Friday before the Saturday holiday, or the Monday after a Sunday holiday. Please make arrangements for your child for these days. There will not be any staff available on those days as the center will be completely closed.

Discipline and Behavior Management Policy

Praise and positive reinforcement are effective methods of the behavior management of children. When children receive positive reinforcement, and understanding interactions from adults and others, they develop good self-concepts, problem solving abilities, and self-discipline. Based on this belief of how children learn and develop values, we have adopted the Positive Behavior Management Plan, developed and taught by our consulting child psychologist. Please see attached Behavior Management Plan placed at the end of this handbook. This facility practices the following discipline and behavior management policy.

WE DO:

1. Praise, reward, and encourage the children.
2. Reason with and set limits for the children.
3. Model appropriate behavior for the children.
4. Modify the classroom environment to attempt to prevent problems before they occur.
5. Listen to the children.
6. Provide alternatives for inappropriate behavior to the children.
7. Provide the children with natural and logical consequences of their behaviors.
8. Treat the children as people and respect their needs, desires, and feelings.
9. Ignore minor misbehaviors.
10. Explain things to children on their levels.
11. Use short supervised periods of time-out (described below).
12. Stay consistent in our behavior management program.

WE DO NOT:

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1. Shake, bite, pinch, push, pull, or slap the children.
2. Make fun of, yell at, threaten, make sarcastic remarks about, use profanity, or otherwise verbally abuse the children.
3. Shame or punish the children when bathroom accidents occur.
4. Deny food or rest as punishment.
5. Relate discipline to eating, resting, or sleeping.
6. Leave the children alone, unattended, or without supervision.
7. Place the children in locked rooms, closets, or boxes as punishment.
8. Allow discipline of children by children.
9. Criticize, make fun of, or otherwise belittle children's parents, families, or ethnic groups.
10. Administer corporal punishment for any child in the Childcare program.

We try to stress two main patterns of behavior: respect for other people, and respect for property. As a result we don't allow children to hit or shove other children or verbally abuse them. We also stress that they treat material possessions (ours or theirs) with respect. There is a difference between playing hard, and using a toy for a purpose for which it was not intended. For example, books are for looking at, not tearing pages out of, and toy brooms are for sweeping, not for bashing the kitchen set.

Occasionally children do not behave in respectful ways. We first remind them of the proper behavior and redirect their attention to another area. If the behavior is repeated, a "time out" chair is used. The amount of time a child sits in "time out" varies according to his age. Most experts agree that one minute per year of age is the most effective length of time.

Time-Out is the removal of a child for a short period of time from a situation in which the child is misbehaving and has not responded to other discipline techniques. The time-out chair is located away from classroom activity, but within the teacher's sight. During Time-Out, the child has a chance to think about the misbehavior which led to his/her removal from the group. After a brief interval, the teacher discusses the incident and appropriate behavior with the child. When the child returns to the group, the incident is over and the child is treated with the same affection and respect shown the other children.

If a child still has not calmed down or is really belligerent at this point we will separate that child from the other children with a quiet activity (book, puzzle, etc.). We skip the "reminder" and go straight to "time out" if the offense involves hitting or otherwise physically abusing another child.

If a child continues to abuse a certain toy, the privilege of playing with that toy may be taken away from that child for a period of several minutes up to the rest of the day. If the entire group of children is engaged in this, the toy will be considered "closed" for the day. If a child continues to behave inappropriately, we will talk to you about it.

Should negative behavior continue and become a problem affecting other children in a serious way after we have tried all other alternatives for behavior management and after speaking with you, your child will be removed from the childcare.

Children are never punished for lapses in toilet training or for accidents (spilled milk, for example). In the case of the latter, we will have the child help us clean up, if possible, not for punishment, but to help teach responsibility.

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Hopefully these two types of behaviors are ones you want your child to adopt too, so they will be reinforced at home. If that is the case, we shouldn't have any major problems!

Discipline/Behavior Management Plan and Policy

Provided by Ron L. Gibson MA CAS, Behavioral Psychologist Level II

1. What do we NOT want? (List of undesirable or nonproductive behaviors in your room OR the child of interest)



2. What DO we want? (This is a better place to start...but sometimes we are responding and we talk about “replacement behaviors”)

3. We need to make a list of desirables into “classes” of behaviors. For several reasons, I am suggesting the following for your setting:

EXAMPLE:

<p>GOOD EYES</p> 	<p>Eyes on teacher Eyes on your own paper Eyes on board</p> <p>And More....</p>
 <p>GOOD HANDS</p>	<p>Raise your hand to ask a question Keep your hands to yourself Hands should be busy with work</p> <p>And More.....</p>
 <p>GOOD FEET</p>	<p>We walk indoors We stand/walk in a straight line We have quiet feet when indoors We run outside</p> <p>.....And More.....</p>
 <p>GOOD VOICES</p>	<p>We use an inside voice when indoors We are allowed to use outside voice only outside We are quiet when the teacher is teaching We say nice things to our friends</p>

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And More....
<p style="text-align: center;">GOOD EARS</p> <div style="text-align: center;">  <p>THANK YOU FOR LISTENING</p> </div>	<p>We listen to the teacher when they are talking</p> <p>.....And More....</p>
<div style="text-align: center;">  <p>GOOD FRIENDS</p> </div>	<p>We are always nice to our friends We help our friends when they need it</p> <p>.....And More...</p>

With the token economy we want to make sure that we are in agreement that we reward behavior. This insures that we are not punishing or treating anyone differently, and in fact we will reward anyone’s positive behavior. The tokens (The Secondary Reinforcers to be exact) can be whatever the teacher likes to use. When choosing what to use, teachers will be creative. All parents will fill out a reinforcement survey. These surveys give the teachers an idea of what your child likes, what it is they really want to earn. In the beginning when we first introduce the “Good Behavior Chart” teachers will be quick to provide children with a reward for their good behavior. Anything and everything they do that is a good behavior needs to be rewarded right away. Teachers will make sure they are rewarding the children, they will say their name and talk about their actions aloud so all the children can hear and hopefully this will encourage other children to comply with positive behavior rules.

The following is a list of good behaviors that teachers will recognize and reward:

“Everyone put your things away” “Let’s go to the carpet” “Clean up the toys”

If the children listen and comply with the directions, the teacher will say – **“Good job (and call them out by name), you had quiet feet walking to your seat, please choose a gift from the treasure box. You had good hands when you sat down, and you get to choose from the treasure box.”**

If everyone listened to you and did exactly what you told them to do except one child, you DO NOT reward that child. The teacher will say, **“Good job (call students out by name), you did awesome, come to the treasure box. Johnny, you did not listen so we will try harder next time.”** No matter how much the child fusses or whines, the teacher CANNOT give in. The teacher must stand her ground in order for the token economy to work.

The teacher must never take away rewards. Once that child has earned a reward, negative behavior will not influence whether or not they keep those rewards. It will only allow or not allow them to earn more throughout the day.

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When using the token economy for behavior management there needs to be something that a child can earn at least once a day. Looking back at their reinforcement surveys, teachers can find things that are small so children can choose from the treasure box at the end of each day. Young children need immediate reinforcement and small term goals of positive behavior.

Keeping the treasure chest in the classroom helps to keep the children motivated for follow the rules and demonstrate positive behavior. The class's "Good behavior chart" and the prizes they can earn, need to be eye level for the children. They need to be reminded everyday what is that is expected out of them and what their reward can be for having good behavior. They need to be able to see that their good behavior is paying off.

Remember, this is designed to help the teacher gain and keep control of the children and classroom. When teachers stick to everything they will have a smooth running classroom.

Emergency Procedures

In the event of a fire, we will evacuate the building(s) immediately and gather across the street. This will be practiced monthly so the children will be familiar with what to do. Monthly fire drills are also required by state law. We also practice tornado drills, shelter-in-place, and lock down procedures so that teachers, children, and parents will be familiar with procedures.

Quarterly shelter-in-place and lock-down practices will be held. Students will go to designated safe place and parents will be notified when this occurs. Please do not come to get your children during any emergency procedures. We will NOT come to the door and let you in the building. Our primary concern is the safety of the children. Under secured, separate cover all parents will receive the directions and safety locations for the children if we must evacuate the entire premises and go to our safe place in the neighborhood, in the city, or outside of the city. You will be given written codes, respectively, and you will know what we are doing and where we are these type of emergencies present themselves. If we must evacuate the entire premises, you will be sent a secured email message from Gradelink.com to your cell phone advising you of such, with the code given of where we are located so you may pick-up your child. FS Childcare has an emergency to go bag, containing all of your child's records, medications, diapers, formula, water and foods. We maintain enough for three (3) days for each child in the event of a catastrophic emergency. Please pray that we never have to use this.

In the event of an emergency where we require you to pick up your child, you will have one hour from the time you are called to do so. If after one hour they are still with us, we will move to contact the next person on your emergency contact sheet.

All teachers have cell phones, equipped with the email/emergency phone numbers of all parents for the students in their classroom. Parents are not to call or get in the way of first responders, but we don't want parents to hear about the emergency on the news first, but from the school if at all possible.

The code to advise parents of an emergency on campus and the children are sheltering in place is **FSCA911**

EVACUATING IN AREA: CODE FSCA911F

Food Lion, 3037 Legion Rd., Fayetteville, NC. This location serves as the reception center for this evacuation and parents/guardians may pick up their student here.

EVACUATING OUT OF AREA: CODE FSCA911WI

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Waste Industries Transfer Station located at 583 Winslow Street, Fayetteville, NC.

This location serves as the reception center for this evacuation and parents/guardians may pick up their student here.

Enrollment Requirements

When you enroll your child there will be some necessary paperwork to be filled out. We will make all this paperwork available to you and help you with any questions. All paperwork should be completed promptly and returned to us. We will also give you a copy of this handbook. After you have had a chance to read through these materials we will meet with you to discuss any questions or concerns you may have. The following items must be completed and turned in before the first day of attendance:

- Registration Fee
- Application Packet
- Immunization Form
- Discipline Statement
- Transportation Form
- Emergency Authorization Form
- Birth Certificate
- Physical Examination (not more than 30 days old)
- Medical Release
- Financial Contract
- Sickness Policy
- Infant/Toddler Safe Sleep Policy
- Nutrition Opt-Out Form
- Non-Smoking Policy
- Consent to be Photographed
- Bloodborne Pathogens Policy
- Prevention of Shaken Baby Syndrome and Abusive Head Trauma

You must have your child's shot record in hand so that a copy may be made. When your child receives a new immunization please give us the form you received from the doctor's office and allow us to copy the new immunization on the child's records.

Before you leave your child the first day, it is wise to make a visit with the child during the regular Childcare/preschool hours. Mornings are best, since the children sleep in the afternoons. This way your child gets to see what happens in Childcare/preschool and gives him/her a chance to meet us and the other children. This visit is a good time to bring any items you wish to leave here (e.g., extra clothing, etc.).

If you or your child is uneasy about Childcare/preschool, at least two visits are recommended: the first visit should be during our off hours when your child will not be overwhelmed by the other children and the noise and will have all the toys available to him/her. During this time we will be able to give your child undivided attention. The second visit should be during regular Childcare/preschool hours. We can also give you some ideas on what you can do to make the transition as easy as possible for you and for your child.

Financial Policies

The application/registration and resource/facility fee for the child's supplies are due when you first begin using Childcare and then annually thereafter, (due August 1st each year). FS provides three payment plans – weekly, bi-weekly and monthly for your convenience.

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All weekly and bi-weekly payments are due by 5:00 PM on the Friday before the next week or second week of childcare. If tuition is not paid by Friday at 5:00 PM, a late fee of \$25 will be added and the entire bill must be paid by 5:00 PM on Monday. Monthly payments are due no later than the first of each month by 5:00 PM. If tuition is not paid when due, a late fee has been attached and the bill is still unpaid, your child may be refused for care. Administration will advise you in the event this happens.

Summer Months Financial Responsibilities

If you take your child out during the summer months because of your job and you are off, you must still pay ½ of your regular fees to reserve your child's place. If not, then your child's place will be released to a child on the waiting list. At this point you must reapply to gain entrance into the Childcare under a new contract of Flaming Sword and if space is available.

How to Pay

Flaming Sword does electronic billing and payment. We invoice all families electronically for your convenience. We will email you an invoice on Wednesday for the upcoming week. You may pay directly from the invoice as an electronic payment. You may also pay by cash or check payable to "Flaming Sword" at the administrative office. ***Please do not pay at any classroom or house, or give your payment to anyone other than administration.*** If a check is returned, we will notify you and will ask for payment in cash plus \$25.00 to cover the service charge by the bank. After the second returned check, we will accept cash only.

Hours of Operation

We are in operation from 6:00 a.m. to 6:00 p.m. ***All children must be picked up by 6:00 p.m.*** If children are not picked up by 6:00 p.m., we will charge a late fee of \$25.00 for every fifteen minutes or any part thereof, for each child, to cover overtime for the staff. If this occurs more than two times within a 3-month period, your child will be removed from the Childcare/preschool.

N.C. Division of Child Development recommends that a child not be in a Childcare/preschool setting for more than 9.5 hours per day. Therefore, no child will be allowed to be left in the Childcare/preschool for more than 9.5 hours per day unless arrangements have been made with administration. ***Sometimes the jobs we do require us to work 9-10-11 hours. If this is your case, then please provide us a copy of your scheduled hours or a letter from your supervisor, and we will accommodate your needs. If no arrangement has been made, due to work hours, and if this rule is violated more than 2x within three (3) months, your child will be removed from our programs.***

Illness

We ask that you have a back-up person you can call if we have an emergency or if your child is sick. If we have an emergency, we will let you know as quickly as possible so that you can make other arrangements for your child. We cannot care for a child who is feverish according to state childcare and health department regulations. If your child had thrown up or had diarrhea within the last 24 hours please keep him/her home. If your child has a green discharge from his/her nose, he/she must be on an antibiotic for 24 hours before he/she can attend. If your child is not feeling well, do not give him/her Tylenol to mask his/her symptoms. If your child throws up the night before and seems fine the next day, he/she is more than likely still contagious to the others. You must wait 24 hours. All the children use the same toilet and washroom and they often touch the same toys. They are often very affectionate with each other and it is very difficult to keep a sick child from infecting everyone else.

Illnesses are defined as:

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- Fever
- Conjunctivitis (pink eye) or "cold in the eye"
- Flu
- Unusual rash
- Severe cough
- Rapid breathing or labored breathing
- Severe cold
- Vomiting
- Yellowish skin or eyes
- Diarrhea
- Head lice
- Other contagious illnesses not mentioned
- Illness of any sort which results in child being too ill to participate in daily activities

We cannot accept any child for care if any of the above symptoms are present or have been present within the last 24 hours. If the child shows any of the symptoms while in care, we will remove him/her from the group and notify you or authorized adult to pick up the child immediately. Parents have one hour from time of notification to pick up the child. **If the child is still with us after one hour, we will contact the next person on your emergency contact sheet.** The child may return after a temperature has returned to normal for 24 hours; 24 hours after the child is no longer vomiting; or 24-48 hours (depending on the illness) after the first dose of an antibiotic. If a child receives an antibiotic for an ear infection that child may return to Childcare immediately if he/she has been free of other symptoms mentioned for at least 24 hours and has a doctor's return to school note. ***Whenever a child goes to the doctor, FS must have a doctor's note stating when the child may return to Childcare.*** The child is welcome when he/she has only a mild cold or allergies with no fever, and is able to participate in the day's activities.

Indoor Play

Indoor play constitutes the majority of our play time (when the entire year is averaged). We provide a variety of age-appropriate toys for your child to play with. Since the ages of the children we watch vary, all the toys we have are safe for even the youngest. Please do not allow your child to bring any toys from home, except if they have something special that is a comfort to them for their nap/rest time. The toys we keep indoors are rotated from time to time to prevent boredom, to supplement a unit of study, etc.

Infant Feedings

A written feeding schedule is required for all children under fifteen months of age. The schedules will be posted for quick reference by the caregiver. Changes in feeding schedules must be submitted in writing immediately.

Bottles of formula, milk, juice and water must be prepared at home and each bottle must be labeled with the child's name and current date. All baby foods must be ready to feed. If jars have been opened the date of the opening must be listed on the front of the food item. ***Flaming Sword does not provide formula and food items; this is parental responsibility.***

Parents must also provide diapers and wipes for their infants. These will be placed in your child's cubby. We will advise you when they are getting low and need to be replenished.

Injuries

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Minor cuts and abrasions suffered while at the center will receive proper first aid -- specifically, they will be washed with soap and warm water and properly bandaged. The injury and treatment will be logged and we will provide you with a copy of the incident report.

We are also required to log any injuries we observe on your child which have occurred outside of our care. Therefore, if your child presents with bruises or other marks on their body, we must take a picture and document this.

If a medical emergency arises, we will try to contact a parent first, unless doing so endangers the child's life. In that case we will take necessary steps, putting the child first (calling hospital, doctor, poison control, etc.). If need be, we will take your child to the nearest hospital or the doctor first, then try to call you when we arrive. If a parent is unable to be reached, we will keep trying until he or she is available.

Meals and Snacks

Parents will be expected to provide their child's breakfast and/or lunch and additional morning and afternoon snack. Meals should consist of a meat, bread product, vegetable, fruit, and milk. However, whatever your child will eat, please provide and we will prepare it for them. We keep each child's breakfast/lunch in the refrigerator until their eating time. If you bring breakfast for your child, you must be here no later than 8:00 a.m. for your child to be fed. Each snack should include food and drink.

FS will provide water throughout the day for the children. Please make sure your child has a cup which we can use for their water.

We never force a child to finish what is on his/her lunch, but we do encourage each child to try one or two bites of everything. Sometimes they are surprised by what they like! Occasionally, a child may only want to eat chips or fruit, etc. When this occurs on a regular basis we may give that child just the main dish you provide and vegetable on his/her plate to start, adding the other elements when a few bites of the main dish and vegetable have been tried.

Please label all food containers (with a piece of tape) with the child's name and the current date (month and date should be sufficient), then place all food containers in an insulated lunch bag. Please label the lunch bag with the child's name only.

If you wish to provide snacks at your child's birthday or another time, that's great! We must know at least one day in advance. Please be advised that any foods brought in by a parent for others, must come from a bakery, etc. They cannot be homemade due to allergies of the children.

If you want to bring in enough food or drink for your child for a week at a time, please put their name on the items and we will put them in the cabinet or refrigerator as needed.

Medication

If your child is on medication and it needs to be administered while he/she is at Childcare/preschool, the medicine must be in the original container and have the label with the child's name, doctor's name, name of medication, dosage, and when to be taken. We will also have a form for you to sign giving us permission to give the medication to your child. Medication will be administered at the time or with the meal you specify and a written record kept. ***We will only administer oral or topical medications.***

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We **will not** administer cough syrup, decongestant, acetaminophen, or ibuprofen to any child under the age of two years old unless you have a doctor's note to such effect. We will administer creams for diaper rash, teething gels, sunscreens, and insect repellents with a signed consent form on file. ***Please put their name and date on any over the counter topical items.***

Morning Procedures

Children are to be escorted to their classroom by a parent/guardian upon arrival at the school. Sign your child in on the designated class clip board or computer. ***Per state health regulations, all parents, children, staff, visitors, volunteers, etc. entering a child care facility, must wash their hands with soap and water before proceeding further into the center.*** While this may be inconvenient, it is to help stop the spread of germs in other areas of the center.

If you have medications to be given to your child, please see the teacher and fill out the necessary form. Place your child's lunch bag in the refrigerator or give it to the teacher and she will place it in the refrigerator until breakfast/lunch time. Help your child get settled by helping them put away their belongings, and then saying good-bye. Take time to reassure your child you will be back at the end of the day. Please do not linger or allow your child to cling to you, as this will make it more difficult on your child to settle down for the day.

Naps

All children under the age of five are required by state law to have a rest time (and we haven't met one yet who doesn't need it!). We will provide a safe, quiet place for your child to rest. Children will sleep in their main classrooms on portable cots. Please have their favorite blanket for them to leave here for nap time. Make sure their name is on the blanket and we will send it home each Friday to be cleaned.

Children who wake up before the rest time is finished, will be guided in finding a quiet time activity to engage in that will not disturb any sleeping children.

Babies in the nursery, will be placed in portable cribs for their naps. Please note that children under the age of 12 months may NOT have anything in the crib with them, and this includes blankets or a stuffed toy. This is per state regulation.

If at any time your child is not sleeping at night, or doesn't seem ready to go to bed and you feel it is because he sleeps too long here, don't hesitate to mention it to us and we can try waking him/her up a little earlier than he/she is used to getting up.

Non-Discrimination Policy

The Childcare admits children of any race, color, national origin, or ethnicity to all of the rights, privileges, programs and activities made available to the Childcare/preschool. We retain the right to deny enrollment if all our places for a particular child's age group are filled or if a parent is not in complete agreement with our policies. ***All admissions are tentative pending final approval by the Director of the Childcare and the Chief Executive Officer. You will be notified once a decision is made for admission.***

Outdoor Play

Please dress your child appropriately for the current weather, and in play clothes (with shoes that adequately protect the feet and are not slick-soled -- tennis shoes are a good choice). When the weather cooperates, we will spend time outdoors, ranging from a walk when it is fairly cool to more time spent outside as the weather

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warms up. According to state law, infants (6 weeks – 12 mos.) are to have a minimum of 30 minutes outside time daily and older children are to have a minimum of one (1) hour outside time daily except for inclement weather. State regulations indicate that temperatures of 30 – 80 degrees are acceptable for children to be outside. We also monitor the humidity levels for real feel climates. Children love the outdoors!

Parental Involvement

There will be times and ways you can get involved in your child's Childcare/preschool. You are welcomed and encouraged to participate in any or all of these. Some examples of ways to be involved include:

- Lending objects for units of study
- Coming and talking about your job when asked
- Helping your child at home with the concepts we are studying here
- Helping your child prepare for "Show and Tell"
- Helping to provide treats or other items for our parties
- Participating in "National School Lunch Week" (come and eat with your child)
- Grandparents' Breakfast
- Fall Festival
- Veterans' Day Celebration
- Sensitive Santa
- Easter Egg Hunt
- Field Day and so much more...

Releasing Your Child

Our normal procedure is to release the child only to his or her parents or someone else the parents designate. If someone other than the parent is to pick the child up, please notify us ahead of time.

The emergency contact list you are required to complete designates who may pick the child up if there is an emergency and you cannot contact us. Please make sure those listed are persons with whom you would allow your child to leave if that person showed up at our door and said, "I need to take Johnny with me." Those on the list should also be people we could call in the event something happened and you did not show up to pick up your child.

Please inform your emergency contacts that if we do not know them and the child is too young to recognize them ("Hi, Grandma!"), that we will ask for identification. We do not mean to offend them. This is simply a measure taken for the child's protection.

Religious Practices

As the Childcare is an outreach ministry of a religious organization, a Bible story will be told during circle time each day. The children will hear and learn Christian songs. We also enforce to the children that we love them and God loves them, too. We also usually have parties at Christmas and Easter celebrating the birth and life of Jesus Christ.

Separation Anxiety

Separation anxiety is a normal occurrence in the life of a child. Please try to keep your good-byes as short as possible. Reassure your child that you will be back and we will do the same thing if your child seems anxious.

Shaken Baby Syndrome and Abusive Head Trauma

Flaming Sword International Ministries, Inc. DBA Flaming Sword Daycare – Early Learning Center

Belief Statement

We, Flaming Sword Daycare-Early Learning Center, believe that preventing, recognizing, responding to, and reporting shaken baby syndrome and abusive head trauma (SBS/AHT) is an important function of keeping children safe, protecting their healthy development, providing quality child care, and educating families.

Background

SBS/AHT is the name given to a form of physical child abuse that occurs when an infant or small child is violently shaken and/or there is trauma to the head. Shaking may last only a few seconds but can result in severe injury or even death¹. According to North Carolina Child Care Rule (child care centers, 10A NCAC 09 .0608, family child care homes, 10A NCAC 09 .1726), each child care facility licensed to care for children up to five years of age shall develop and adopt a policy to prevent SBS/AHT².

Procedure/Practice

Recognizing:

- Children are observed for signs of abusive head trauma including irritability and/or high pitched crying, difficulty staying awake/lethargy or loss of consciousness, difficulty breathing, inability to lift the head, seizures, lack of appetite, vomiting, bruises, poor feeding/sucking, no smiling or vocalization, inability of the eyes to track and/or decreased muscle tone. Bruises may be found on the upper arms, rib cage, or head resulting from gripping or from hitting the head.

Responding to:

- If SBS/ABT is suspected, staff will³:
 - Call 911 immediately upon suspecting SBS/AHT and inform the director.
 - Call the parents/guardians.
 - If the child has stopped breathing, trained staff will begin pediatric CPR⁴.

Reporting:

- Instances of suspected child maltreatment in child care are reported to Division of Child Development and Early Education (DCDEE) by calling 1-800-859-0829 or by emailing webmasterdcd@dhhs.nc.gov.
- Instances of suspected child maltreatment in the home are reported to the county Department of Social Services. Phone number: _____

Prevention strategies to assist staff* in coping with a crying, fussing, or distraught child

Staff first determine if the child has any physical needs such as being hungry, tired, sick, or in need of a diaper change. If no physical need is identified, staff will attempt one or more of the following strategies⁵:

- Rock the child, hold the child close, or walk with the child.
- Stand up, hold the child close, and repeatedly bend knees.
- Sing or talk to the child in a soothing voice.
- Gently rub or stroke the child's back, chest, or tummy.
- Offer a pacifier or try to distract the child with a rattle or toy.
- Take the child for a ride in a stroller.
- Turn on music or white noise.
- Other

- Other

In addition, the facility:

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- Allows for staff who feel they may lose control to have a short, but relatively immediate break away from the children⁶.
 - Provides support when parents/guardians are trying to calm a crying child and encourage parents to take a calming break if needed.
 - Other-
-

Prohibited behaviors

Behaviors that are prohibited include (but are not limited to):

- shaking or jerking a child
- tossing a child into the air or into a crib, chair, or car seat
- pushing a child into walls, doors, or furniture

Strategies to assist staff members understand how to care for infants

Staff reviews and discusses:

- The five goals and developmental indicators in the 2013 North Carolina Foundations for Early Learning and Development, ncchildcare.nc.gov/PDF_forms/NC_Foundations.pdf
- How to Care for Infants and Toddlers in Groups, the National Center for Infants, Toddlers and Families, www.zerotothree.org/resources/77-how-to-care-for-infants-and-toddlers-in-groups
- Including Relationship-Based Care Practices in Infant-Toddler Care: Implications for Practice and Policy, the Network of Infant/Toddler Researchers, pages 7-9, www.acf.hhs.gov/sites/default/files/opre/nitr_inquire_may_2016_070616_b508compliant.pdf

Strategies to ensure staff members understand the brain development of children up to five years of age

All staff take training on SBS/AHT within first two weeks of employment. Training includes recognizing, responding to, and reporting child abuse, neglect, or maltreatment as well as the brain development of children up to five years of age. Staff review and discuss:

- Brain Development from Birth video, the National Center for Infants, Toddlers and Families, www.zerotothree.org/resources/156-brain-wonders-nurturing-healthy-brain-development-from-birth
- The Science of Early Childhood Development, Center on the Developing Child, developingchild.harvard.edu/resources/inbrief-science-of-ecd/

Resources

List resources such as a staff person designated to provide support or a local county/community resource:

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Parent web resources

- The American Academy of Pediatrics: www.healthychildren.org/English/safety-prevention/at-home/Pages/Abusive-Head-Trauma-Shaken-Baby-Syndrome.aspx
- The National Center on Shaken Baby Syndrome: <http://dontshake.org/family-resources>
- The Period of Purple Crying: <http://purplecrying.info/>
- Other _____

Facility web resources

- Caring for Our Children, Standard 3.4.4.3 Preventing and Identifying Shaken Baby Syndrome/Abusive Head Trauma, <http://cfoc.nrckids.org/StandardView.cfm?StdNum=3.4.4.3&=+>
- Preventing Shaken Baby Syndrome, the Centers for Disease Control and Prevention, http://centerforchildwelfare.fmhi.usf.edu/kb/trprev/Preventing_SBS_508-a.pdf
- Early Development & Well-Being, Zero to Three, www.zerotothree.org/early-development
- Other _____

References

1. The National Center on Shaken Baby Syndrome, www.dontshake.org
2. NC DCDEE, ncchildcare.dhhs.state.nc.us/general/mb_ccrulespublic.asp
3. Shaken baby syndrome, the Mayo Clinic, www.mayoclinic.org/diseases-conditions/shaken-baby-syndrome/basics/symptoms/con-20034461
4. Pediatric First Aid/CPR/AED, American Red Cross, www.redcross.org/images/MEDIA_CustomProductCatalog/m4240175_Pediatric_ready_reference.pdf
5. Calming Techniques for a Crying Baby, Children's Hospital Colorado, www.childrenscolorado.org/conditions-and-advice/calm-a-crying-baby/calming-techniques
6. Caring for Our Children, Standard 1.7.0.5: Stress <http://cfoc.nrckids.org/StandardView/1.7.0.5>

Application

This policy applies to children up to five years of age and their families, operators, early educators, substitute providers, and uncompensated providers.

Communication

Staff*

- Within 30 days of adopting this policy, the child care facility shall review the policy with all staff who provide care for children up to five years of age.
- All current staff members and newly hired staff will be trained in SBS/AHT before providing care for children up to five years of age.
- Staff will sign an acknowledgement form that includes the individual's name, the date the center's policy was given and explained to the individual, the individual's signature, and the date the individual signed the acknowledgment
- The child care facility shall keep the **SBS/AHT staff acknowledgement form** in the staff member's file.

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Parents/Guardians

- Within 30 days of adopting this policy, the child care facility shall review the policy with parents/guardians of currently enrolled children up to five years of age.
- A copy of the policy will be given and explained to the parents/guardians of newly enrolled children up to five years of age on or before the first day the child receives care at the facility.
- Parents/guardians will sign an acknowledgement form that includes the child's name, date the child first attended the facility, date the operator's policy was given and explained to the parent, parent's name, parent's signature, and the date the parent signed the acknowledgement
- The child care facility shall keep the **SBS/AHT parent acknowledgement form** in the child's file.

* For purposes of this policy, "staff" includes the operator and other administration staff who may be counted in ratio, additional caregivers, substitute providers, and uncompensated providers.

Effective Date

This policy was reviewed and approved by:

Owner/Director (recommended)

Date

DCDEE Child Care Consultant (recommended)

Date

Child Care Health Consultant (recommended)

Date

Annual Review Dates

Parent or guardian acknowledgement form

I, the parent or guardian of

Child's name

acknowledges that I have read and received a copy of the facility's Shaken Baby Syndrome/Abusive Head Trauma Policy.

Date policy given/explained to parent/guardian

Date of child's enrollment

Print name of parent/guardian

Signature of parent/guardian

Date

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Staff acknowledgement form:

I _____ (name) acknowledge that I have read and received a copy of the facility's Shaken Baby Syndrome/Abusive Head Trauma Policy.

_____ **Date policy given/explained to staff person**

_____ **Staff signature**

_____ **Date**

Sign In / Out

Each day upon arriving, the parent is required to sign the child in, noting the time arrived. A sign-in/out book, pens, and a clock are all located at the entrance of each center. Instead of paper and pen, there may be a computer for signing in/out. If so, please use that instead. When your child is picked up, please sign them out in the same manner, with either pencil and paper or with the computer. This provides a record of the child's attendance, hours, and who brought/picked up your child.

Summary: North Carolina Child Care Law and Rules (April 2003)

Division of Child Development • NC Department of Health and Human Services • 319 Chapanoke Road • Raleigh, NC 27603. Please review the following pages for the laws concerning child care in North Carolina.

What Is Child Care?

The law defines child care as:

- three or more unrelated children under 13 years of age
- receiving care from a non-relative
- on a regular basis, of at least once a week
- for more than four hours per day but less than 24 hours.

It is only when all of these conditions exist that regulation is required. The North Carolina Department of Health and Human Services is responsible for regulating child care. This is done through the Division of Child Development. The purpose of regulation is to protect the well-being of children while they are away from their parents. The law defining child care is in the North Carolina General Statutes, Article 7, Chapter 110.

The North Carolina Child Care Commission is responsible for adopting rules to carry out the law. Some counties and cities in North Carolina also have local zoning requirements for child care programs.

Star Rated Licenses

Centers and homes that are meeting the minimum licensing requirements will receive a one star license. Programs that choose to voluntarily meet higher standards can apply for a two through five star license. The number of stars a program earns is based upon the education levels their staff meet, the history of their compliance with licensing requirements, and the program standards met by the program.

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Child Care Centers

Licensing as a center is required when six or more children are cared for in a residence or when three or more children are in care in a building other than a residence. Religious-sponsored programs are exempt from some of the regulations described below if they choose not to be licensed. Programs that operate for less than four consecutive months, such as summer camps, are exempt from licensing. Child care centers may voluntarily meet higher standards and receive a license with a higher rating. Centers will be visited at least annually to make sure they are following the law and to receive technical assistance from child care consultants.

Licensed centers must meet requirements in the following areas:

Staff

The administrator of a child care center must be at least 21, and have at least a North Carolina Early Childhood Administration Credential or its equivalent. Lead teachers in a child care center must be at least 18 and have at least a North Carolina Early Childhood Credential or its equivalent. If administrators and lead teachers do not meet this requirement, they must begin credential coursework within six months of being hired. Staff younger than 18 years of age must work under the direct supervision of staff 21 years of age or older. All staff must have training in child development each year and must undergo a criminal records background check.

Ratios

Ratios are the number of staff required to supervise a certain number of children. Group size is the maximum number of children in one group. Ratios and group sizes for licensure are shown below.

<u>Child Age</u>	<u>Teacher : Child Ratio</u>	<u>Maximum Group Size</u>
0-12 months	1:5	10
12-24 months	1:6	12
2 years old	1:10	20
3 years old	1:15	25
4 years old	1:20	25
School age	1:25	25

Small centers in a residence that are licensed for six to twelve children may keep up to three additional school-age children, depending on the ages of the other children in care. When the group has children of different ages, staff-child ratios and group size must be met for the youngest child in the group.

Space and Equipment

To meet licensing requirements, there must be at least 25 square feet per child indoors and 75 square feet per child outdoors. Outdoor play space must be fenced. Indoor equipment must be clean, safe, well-maintained, and age-appropriate. Outdoor equipment and furnishings must be child size, sturdy, and free of hazards that could injure children.

Curriculum

The Division of Child Development does not promote or require any specific curriculum over another. Child care programs choose the type of curriculum appropriate for the ages of the children enrolled. Activity plans must be available to parents and must show a balance of active and quiet activities. Rooms must be arranged to encourage children to explore and use materials on their own.

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Health and Safety

Children must be immunized on schedule. Each licensed center must ensure the health and safety of children by sanitizing areas and equipment used by children. Snacks must be nutritious, and children must have portions large enough to satisfy their hunger. Food must be offered at least once every four hours. Local health, building, and fire inspectors visit licensed programs to make sure standards are met. All children must be allowed to play outdoors each day (weather permitting) and must have space and time provided for rest.

The following requirements apply to both centers and homes:

Transportation

Child care centers or family child care homes providing transportation for children must meet all motor vehicle laws, including inspection, insurance, license, and restraint requirements. Children may never be left alone in a vehicle and child-staff ratio must be maintained.

Records

Centers and homes must keep accurate records such as children's attendance, immunizations, and emergency phone numbers. A record of monthly fire drills practiced with safe evacuation of children must also be maintained.

Discipline

Corporal punishment (spanking) is prohibited in all family child care homes and centers. Each program must have a written policy on discipline, must discuss it with parents, and must give parents a copy when the child is enrolled. Changes in discipline policy must be shared with parents in writing before going into effect. ***Religious-sponsored programs which notify the Division of Child Development that corporal punishment is part of their religious training are exempt from that part of the law.***

Parental Rights

- Parents have the right to enter a family child care home or center at any time while their child is present.
- Parents have the right to see the license displayed in a prominent place.
- Parents have the right to know how their child will be disciplined.

The law and rules are developed to establish minimum requirements. Most parents would like more than minimum care. Child care resource and referral agencies can provide help in choosing quality care. Check the telephone directory or talk with a child care provider to see if there is a child care resource and referral agency in your community. For more information about quality child care, parents can call 1-800 CHOOSE-1 or visit the Resources in Child Care website at: www.ncchildcare.net. For more information on the law and rules, contact the Division of Child Development at 919-662-4499 or 1-800-859-0829, or visit our homepage at: <http://www.ncchildcare.net>.

Reviewing Files

A public file is maintained in the Division's main office in Raleigh for every center or family child care home. These files can be:

- viewed during work hours;
- requested via the Division's web site at www.ncchildcare.net; or,

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- requested by contacting the Division at 1-800-859-0829.

How to Report a Problem

North Carolina law requires staff from the Division of Child Development to investigate a licensed family child care home or child care center when there has been a complaint. Child care providers who violate the law or rules may be fined up to \$1,000 and may have their licenses suspended or revoked. If you believe that a child care provider fails to meet the requirements described in this pamphlet, or if you have questions, please call the Division of Child Development at 919-662-4499 or 1-800-859-0829.

Child Abuse or Neglect

Abuse occurs when a parent or caregiver injures or allows another to injure a child physically or emotionally. Abuse may also occur when a parent or caregiver puts a child at risk of serious injury or allows another to put a child at risk of serious injury.

Neglect occurs when a child does not receive proper care, supervision, or discipline, or when a child is abandoned.

North Carolina law requires any person who suspects child abuse or neglect to report the case to the county department of social services. In addition, any person can call the Division of Child Development at 919-662-4499 or 1-800-859-0829 and make a report of suspected child abuse or neglect in a child care operation. Reports can be made anonymously. A person cannot be held liable for a report made in good faith.

Statements and Policies on Marriage, Gender Identity, and Sexual Orientation

Biblical Lifestyle Statements and Policies:

Flaming Sword International Ministries, Inc. (FSIMI), DBA Flaming Sword Daycare-Early Learning Center believes that every person is created in the image of God, and that human sexuality reflects that image in terms of love, communication, fellowship, and fulfillment. God's Word makes use of the marriage relationship as the metaphor for His relationship with His people and for revealing the truth that the relationship is of one God with one people. Therefore, God's plan for human sexuality is that it is to be expressed in a monogamous lifelong relationship for the birth and rearing of children and is a union made in the sight of God. This is validated by Genesis 1:27-28; 2:18, 10, 23-24; Isaiah 54:4-8; 62:5; Jeremiah 3:14; Ezekiel 16; Hosea 2; Mal. 2:14; Matthew 19:4-6; Mark 10:9; John 2:1-2, 11; 1 Corinthians 9:5; Eph. 5:23-32; 1 Timothy 5:14; Matthew 19:4-6 Mark 10:9; John 2:1-2, 11; 1 Corinthians 9:5; Eph. 5:23-32; 1 Timothy 5:14; Hebrews 13:4; and Revelation 19:7-8.

Flaming Sword Daycare-Early Learning Center believe to follow the scriptural teachings on sexual relations; therefore, we affirm that sexual relations between persons of the same sex is biblically sinful. Flaming Sword Daycare-Early Learning Center does not subscribe to the trend of ignoring God's laws of chastity and purity, and oppose public acceptance of these factors and practices that promote it. FSIMI maintains a biblical view of human sexuality that makes the sexual experience, a gift of God to be enjoyed as communion of a man and woman, as well as for the purpose of procreation. Sexual relationships between persons of the same sex are considered sinful by biblical standards. As Christians, we recognize homosexuality as sinful, and yet we believe the grace of God sufficient to overcome both the practice of

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such activity and the perversion leading to its practice. This is validated by Exodus 20:14, 17; 22:19; Leviticus 20:10-16; Matthew 5:32; 19:19; Mark 10:11-12; and Luke 16:18.

Gender differentiation, with male/female uniqueness, is part of the divine design that God engraved upon creation. God gives our bodies to us for spiritual, relational and physical purposes. It is His desire that the most fundamental distinctions we experience as human beings should remind us that our completeness is ultimately found in communion with Him. For the reason, “The Lord God said, ‘it is not good for the man to be alone. I will make a helper suitable for him’” (Genesis 2:18). Based on our biblical study, there is no argument so a “third gender” among humans. Gender confusion is ultimately biological, psychological, social and spiritual consequences of the human race’s fallen condition. While society is at liberty to legitimize any behavior it chooses simply by reclassifying and renaming it, we adhere to biblical boundaries. It is our Christian conviction that renaming behavior cannot normalize sin.

Flaming Sword Daycare-Early Learning Center is a religious, nonprofit Christian daycare representing Jesus Christ by helping parents prepare their children spiritually, academically, physically, and socially. The biblical goal is to work with families who desire their children to be well taken care of, educated, and prepared for life within a Christlike environment. A Christlike environment involves the school’s understanding and belief in what qualifies as moral based on its interpretation of Scripture.

FSIMI and its subordinates stand firmly upon historical truth and moral foundations of Christianity. This includes, but is not limited to, the biblical teaching that gender is both sacred and established by God’s design. To enroll students in the daycare while living an alternate lifestyle from what is expected by FSIMI, will only bring confusion to students.

Parents or the legal guardians, who choose to enroll their children at Flaming Sword Daycare-Early Learning Center, are agreeing to support these and other basic biblical values derived from historical Christianity. Parents understand and agree that Flaming Sword Daycare-Early Learning Center will teach these biblical principles and values.

Flaming Sword Daycare-Early Learning Center were founded and continue to operate upon biblical values with the desire and commitment for parents to enroll their children in an intentionally Christian environment and who agree with our policies of accepted marriage, gender identity, and sexual orientation.

Flaming Sword Daycare-Early Learning Center will accept students who are in agreement with and who are willing to support the daycare’s philosophy of Christian education, conduct requirements; the daycare’s stated positions concerning marriage, gender identity and sexual orientation; and whose parents are willing to allow their children to be educated and influenced in an intentionally Christian environment. Continued enrollment at Flaming Sword Daycare-Early Learning Center is contingent upon this same understanding and support by both children and parents.

Flaming Sword Daycare-Early Learning Center is a religious institution providing an education in a distinct Christian environment, believing its biblical role is to work in conjunction with the home to mold students to be Christlike. On occasions in which the atmosphere or conduct within a home or the activities of a child are in opposition to the statements/policies established by the daycare, we reserve the right to, within our sole discretion, to refuse admission of an applicant or discontinue enrollment of a current student. This includes, but is not necessarily limited to, homosexual acts, bisexual acts, bestiality acts; gender identity different than the birth sex at the chromosomal level; promoting such practices; or otherwise the inability

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to support the moral principles of the daycare as established above (Leviticus 20:13a, Romans 1:27, Matthew 19:46).

MARRIAGE, GENDER, AND SEXUALITY STATEMENT:

We believe that God creates each person as male or female. These two distinct, complementary genders together reflect the image of and nature of God (Genesis 1:26-27). Rejection of one's biological sex is a rejection of the image of one's biological sex is a rejection of the image of God within that person.

- We believe that the term 'marriage' has only one meaning: the uniting of man and a woman in a single, exclusive union, as delineated in Scripture (Genesis 2:18-25).
- We believe that God intends sexual intimacy to occur between a man and a woman who are married to each other (1 Corinthians 6:18; 7:25; Hebrews 13:4).
- We believe that any form of sexual immorality (including adultery, fornication, homosexual behavior, bisexual conduct, bestiality, incest, and use of pornography) is sinful and offensive to God (Matthew 15:18-20; 1 Corinthians 6:9-10).
- We believe that in order to preserve the function and integrity of Flaming Sword Daycare-Early Learning Center as a Christian ministry and to provide a biblical role model to Flaming Sword Daycare-Early Learning Center families, it is imperative that all persons employed by Flaming Sword Daycare-Early Learning Center in any capacity, that serve as Daycare Board members, or who serve as volunteers, agree to and abide by this Statements and Policies on Marriage, Gender Identity, and Sexual Orientation (Matthew 5:16; Philippians 2:14-16; 1 Thessalonians 5:22).
- We believe that God offers redemption and restoration to all who confess and forsake their sin, seeking his mercy and forgiveness through Jesus Christ (Acts 3:19-21; Romans 10:9-10; 1 Corinthians 6:9-11).
- We believe that every person must be afforded compassion, love, kindness, and dignity (Mark 12:28-31; Luke 6:31). Hateful and harassing behavior or attitudes directed toward any individual are to be repudiated and are not in accordance with Scripture.

FINAL AUTHORITY IN MATTERS OF BELIEF AND CONDUCT STATEMENT:

The statement of marriage, gender identity and sexual orientation does not exhaust the extent of our beliefs. The Bible itself, as the inspired and infallible Word of God, speaks with final authority concerning truth, morality, and the proper conduct of mankind, and is the sole and final source of all that we believe. For purposes of Flaming Sword Daycare-Early Learning Center's faith, doctrine, practice, policy, and discipline, our Daycare Board is Flaming Sword Daycare-Early Learning Center's final interpretive authority on the Bible's meaning and appreciation.

SANCTITY OF HUMAN LIFE STATEMENT:

We believe that all human life is sacred and created by God in His image. Human life is of inestimable worth in all its dimensions, including preborn babies, the aged, the physically or mentally challenged, and every other stage or condition from conception through natural death. We are, therefore, called to defend, protect, and value all human life (Psalms 139).

MARRIAGE POLICY STATEMENT:

Because God has ordained marriage and defined it as the covenant relationship between a man, a woman, and Himself, Flaming Sword Daycare-Early Learning Center will only recognize marriages between a man and a woman at the chromosomal level.

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STATE SCHOLORSHIPS AND/OR GRANTS:

FSIMI and its subordinates may still participate in and receive funding through the voucher programs of North Carolina State Education Assistance Authority. NC State law only bars participation of schools based on nondiscrimination of race, color, and national origin as written in the Education and Title VI of the Civil Rights Act of 1964. This information was posted by Billy Ball of the NC Policy Watch, dated 01/13/2016.

Tenets of Faith

We believe:

1. The entire Bible is the infallible Word of God, is inspired by the Holy Spirit without error, and the authority by which we base our faith, doctrine, and conduct. (2 Timothy 3:16-17, 2 Peter 1:20-21, 1 Corinthians 2:13)
2. There is one God, existing in three persons: God the Father, God the Son, and God the Holy Spirit. - (Matthew 28:19, Colossians 2:9)
3. Man is created in the image of God and was created good and upright, but by voluntary disobedience was separated from God. (Genesis 1:26-31; 3:1-7, Romans 5:12-18; 6:23)
4. Jesus Christ is the Son of God. As a result of man's disobedience and sin, Jesus came to this earth as Savior of the world. (Luke 1:26-35, John 1:18; 3:16, Isaiah 9:6)
5. Jesus' death on the cross has provided salvation, or deliverance from everlasting death, to those who choose to accept Him as Lord and Savior. By admitting that we have sinned and accepting Jesus as Lord, we can have a personal relationship with God now and spend eternity with God in Heaven. Salvation is not a result of what we do, but is a free gift from God through faith. (Ephesians 2:8-9, Romans 5:11; 10:8-13, 1 John 5:10-13, Hebrews 9:15)
6. Water baptism, as taught and demonstrated by Jesus, is symbolic of the cleansing power of the blood of Christ and a testimony to our faith in Jesus. (Matthew 28:19, Romans 6:3-4, Colossians 2:11-12)
7. The Baptism of the Holy Spirit with evidence of speaking in tongues is a gift from God. The Holy Spirit empowers the believer to develop the character of Christ and live every day in God's will.- (John 14:26-27; 16:8, Acts 2:1-4; 2:38; 8:14; 10:44-46, Romans 8:26-27)
8. The regular taking of Communion is an act of remembering the sacrifice of Jesus Christ on the cross. (1 Corinthians 11:23-32)
9. Every believer should grow in his/her relationship with God through obedience to God's Word, following the example of Christ, and an active prayer life. (Ephesians 5:8, 2 Corinthians 6:14; 7:1)
10. Divine physical, emotional, and mental healing and restoration is active today through the power of Jesus, our Healer. (Acts 4:30; Romans 8:11; 1 Corinthians 12:9; James 5:14; Matthew 8:17; 1 Peter 2:24; Mark 16:17-20)

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11. Jesus will return and take all who have accepted Him as Lord and Savior to Heaven for eternity. The Bible describes hell as a real place of suffering and permanent separation from God for unbelievers. God sent Jesus to redeem us so that no one who has to endure this punishment. (Job 1:7, 2 Corinthians 11:14, Ephesians 4:27, James 4:7, Mark 9:43-48, 2 Thessalonians 1:9, Revelation 20:10-15, John 3:18, Romans 6:23)
12. Children are a gift from God and if raised in the admonition of the Lord, when they are old, they will return. Therefore, we also believe that to spare the rod is to spoil the child, so we believe in corporal punishment as a consequence of rebellion. (Proverbs 13:24, 22:15; 23:13-14)
13. Marriage is between a man and a woman. Therefore, we believe in a heterosexual marriage that is monogamous. (Leviticus 20:13, 18:22, 20:13; Genesis 1:28, 2:24, 19:1-25; Matthew 5:17, 31-32, 9:1-6; Romans 1:24-27, 1 Corinthians 6:9-10, 1 Timothy 1:10)

Termination of Childcare

If for some reason you decide to stop bringing your child to our Childcare, we require a 2-week written notice. This will give us time to find a child to fill your child's spot. Payment is due for the 2-week period whether or not the child is brought to Childcare/preschool. Any outstanding fees must be paid on or before the child's last day. If it becomes necessary for us to resort to legal action to collect fees, the parent(s) will be responsible for legal fees incurred on our part.

If we can no longer watch your child for any one of the reasons listed below, we will advise you immediately and the child must be removed at that time. Examples of why we would terminate your child's care include (but may not be limited to):

- Failure to complete required forms
- Failure of parent to pay tuition
- Lack of parental cooperation especially concerning policy issues
- Failure of child to adjust to the center after a reasonable amount of time (4-8 weeks, behavior issues)
- Our inability to meet the child's needs

Toddler Safe Sleep

The State of North Carolina has required that child care facilities adopt and post Safe Sleep and SIDS Reduction policies as prescribed by the state. The following statements describe our policy at Flaming Sword Childcare & Early Learning Center.

1. All child care staff will receive training on our Toddler Safe Sleep Policy.
2. Room temperature will be kept between 68-72 degrees F. A thermometer is to be kept in the room to monitor the temperature at all times.
3. ***No infant or toddler will be allowed to wear a chewing, teething necklace as this presents a danger of the child choking (getting a bead off), getting strangled (wrapping it around their neck while sleeping), or another child pulling on it during play.***

Toilet Training

We ask that you begin this teaching at home. We will follow through and encourage your child while in our care. Please keep in mind that the activity level here can distract your child from responding to an urge

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to use the potty more so than at your home. Therefore, we will continue to use pull-ups until your child can and will announce that he/she must use the bathroom (not just at home, but here, also) and can control his/her bladder and bowels for a few minutes beyond that announcement. During this period, please supply a box of pull-ups for your child's use.

The best clothing items are shorts and pants with elastic waists, or dresses for girls. Try to avoid really tight clothing, pants with snaps and zippers, and overalls as often as you can. Your child will want to help pull pants, etc. up and down, plus clothing with too many "gadgets" makes it harder to get the child on the potty in time. We normally do not help with potty training until 18-24 months. A child must be potty trained before they can go to the three (3) year old house.

Weather Policy

Announcement regarding delays or closings of the Childcare will normally be made on WRAL-TV (channel 5), WTVD-TV (channel 11) by 5:00 A.M. If the Academy is closed, then we are closed. If the Academy closes early, then we will also close early, and you will be notified. You will also receive a Gradelink.com message indicating if there is no Childcare or if it closes early. Please put Gradelink.com in your phone so it doesn't go to junk mail.

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LULLABY LODGE - INFANTS: 6 WEEKS – 12 MONTHS

We have designed a bright, fantastic world to help develop your infant's mind and body every day. When your little one starts this journey with us we'll work with you to make it a happy time, creating a loving relationship with your baby that feels like family.



A DAY IN YOUR INFANT'S LIFE

Each day your baby will be discovering all kinds of things using all five senses, copying actions of the people around them, exploring textures, colors and shapes, playing with toys and learning sounds and words by playing with other children. Infants through kindergartners are assessed on developmental skills listed below.

PLAYING IS LEARNING

Little minds are wide open and ready to learn, and we have unique ways of encouraging infants to become great learners. Every day is packed with carefully designed activities structured around the main development areas as listed below.

COGNITIVE AND LITERACY DEVELOPMENT

Infants begin developing their language and literacy at a young age.

- make early attempts at speaking
- learn to understand a variety of words by listening, observing,
- engage in using sounds and gestures to express needs, wants, and interests
- listen to books read aloud
- begin to distinguish between familiar and unfamiliar things
- use the five senses to explore and observe
- begin to copy the simple actions of others
- perform actions to gain a response

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SOCIAL AND EMOTIONAL DEVELOPMENT

Infants begin to recognize others.

- form an attachment to familiar adults
- begin to interact with other children
- express some emotions through sounds, facial expressions, and movements
- build a sense of self by recognizing self in a mirror

CREATIVE EXPRESSIONS

Infants begin to explore and express themselves with their facial expressions, sounds they make, and other body language.

- begin to explore bright, contrasting colors
- explore a variety of textures like wet and sticky
- express feelings through movement
- listen to music and experiment with toy instruments

EXECUTIVE FUNCTIONS

Infants' brains are developing at a rapid rate, taking in everything. New neurons are being made at an extraordinary rate on a consistent basis.

- work on early memory skills
- focus attention for short periods of time
- use different approaches to solve simple problems, such as making sounds and pointing
- control impulses some of the time

PHYSICAL DEVELOPMENT AND WELLNESS

Infants develop quickly during these early months so play exercises are important to strengthened these muscles and help them reach their developmental goals.

- work on physical milestones like rolling over and crawling
- coordinate hand movements to begin reaching for and grasping objects
- Start to cooperate with care routines like getting dressed and washing hands
- show an interest in eating and trying new foods

ACTIVITY EXAMPLES- These are just a few of the activities our children in Lullaby Lodge do every day!

Activities: (6 weeks – 6 months) - *Get It!*

In these activities, infants will have tummy time to try and get objects placed close to them. These will learn how to hold up their heads, making their neck muscles stronger. Eye coordination will begin to develop and infants will develop better eye control. They will also use overhead objects for them to see and try to get their hands on, developing both eye coordination and eye-hand coordination.

Activities: (6 weeks-6 months) – *Moving Life*

Infants will be encouraged to imitate a variety of different actions, such as moving toy vehicles in specific ways and making the sounds of vehicles.

Activities: (6 weeks - 6 months) *Tactile Time*

In these activities, infants will explore everyday items that provide interesting tactile experiences, such as aluminum foil, bubble wrap, crumpled newspaper, and many other tactile items to demonstrate opposite feels (hard: soft, rough: fuzzy, etc.)

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Activities: (6 weeks – 6 months) *Knocking It Down*

In these activities, infants will be encouraged to use different strategies to knock down block towers, to watch “weebles” fall down but not stay down, etc. These activities help develop the fine and gross motor skills and eye-hand coordination.

Activities: (6-12 months) – *How is Life stacking up?*

In this activity, infants will actively and learn and think as they learn to see colors, hear the names of the colors; see, hear and feel shapes as they play with colored rings and blocks; and problem solving as they attempt to stack blocks and place rings on the cone.

Activities: (6-12 months) *Do you know what this is? Do you know who this is?*

Infants will participate in playful, interactive songs to encourage social interactions. Infants will participate in music activities involving songs about animals and people.

Activities (6-12 months) Puzzles

Infants will play with large piece puzzles, taking them apart and reassembling with the help of the teacher. They will also continue to play with rings and blocks in different sizes and colors, learning to place them into groups with same colors, sizes, or shapes with a teacher’s help.

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GINGERBREAD MANOR - THE EXPLORERS: 3 YEARS OLD



Your little one is discovering more and more each day. Our approach to teaching this age as they navigate their world uses music, art, and movement while nurturing their progress toward preschool.

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A DAY IN YOUR THREE YEAR OLD'S LIFE

Our time with your child will include learning and social opportunities like simple addition and subtraction and science, movement and imaginative play with props and dress-up clothes. Much of this will include group play where your child will make friends and learn cooperation and taking turns.

PLAYING IS LEARNING!

Each day is packed with carefully designed activities structured around the main development areas. Activities include helping choose books for the Library Learning Center in keeping with the theme, and learning to identify and name different body parts, such as head, eyes, nose, mouth, arms, legs, hands, and feet. Counting and patterning skills are the focus of group activities involving movement, clapping, and identifying different body parts. In developing their executive function children will discuss and practice a few classroom rules during morning group activities, which will provide opportunities to practice impulse control and self-regulation, two executive-function skills. Afternoon group activities focus on memory and helping children become more acquainted with other children in the group. Watch your child grow in these areas!

COGNITIVE AND LITERACY DEVELOPMENT

- use a growing number of words to express needs and ideas
- learn the difference between similar-sounding words with rhyming games
- ask and answer simple questions about stories in books
- start to understand that drawing and writing are ways to communicate
- start to count, know numbers and basic shapes
- explore simple addition and subtraction using songs
- build science knowledge including the difference between day and night and different types of weather
- understand basic social studies like people's roles within the community

SOCIAL AND EMOTIONAL DEVELOPMENT

- interact with new people and feel comfortable playing near them
- share with other children and take turns
- build an appreciation for diversity by seeing and talking about how people are the same and how they are different
- complete activities with confidence and look for new challenges like putting on shoes and trying to tie them

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CREATIVE EXPRESSIONS

- experiment with different art materials to create two- and three-dimensional artwork
- use creative movement to demonstrate feelings
- explore dress-up clothing and props during imaginary play
- begin to use music to express feelings

EXECUTIVE FUNCTIONS

- complete simple two-step tasks like finding and stacking red blocks when asked to build a red tower
- start to follow rules independently like going to the sink to wash hands
- Stay focused for several minutes while attending to an activity
- think creatively about new ways to play with a toy

PHYSICAL DEVELOPMENT AND WELLNESS

- improve running skills and start to jump and hop
- understand and follow basic health and safety routines
- show increased control of hands and fingers
- begin to help make food like washing fruit and mixing and pouring ingredients

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GINGERBREAD MANOR - THE DISCOVERERS: 4 YEARS OLD



Did you know all of our activities are designed to help your child develop mentally and physically? Our time with your child blends structured and free play to ignite curiosity and prepare for a successful school transition. With improved coordination and thinking the world begins to open up for preschoolers. Our program introduces language, math, science, and social skills in a natural sequence to nourish learning one step and a time, with individual attention suited to your child's unique needs.

A DAY IN YOUR 4 YEAR OLD'S LIFE:

Each day at our center, preschoolers explore science experiments, create artwork, play characters and movement games. In this way they learn following directions and other key skills for learning success.

PLAYING IS LEARNING!

Each day is packed with carefully designed activities structured around the main developmental areas. Literacy activities include identifying rhyming words and creating group stories on the flannel board. Math activities focus on positional words, identifying and creating shapes, and on measuring.

While outdoors, children will participate in fun and lively dances and activities, such as moving to the song “The Hokey Pokey” and performing the limbo. Children will also have opportunities to express themselves creatively while participating in pantomime activities and creating three-dimensional collages. Every day is structured around the main development areas listed below.

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COGNITIVE AND LITERACY DEVELOPMENT

- engage in longer conversations with adults and other children using a greater variety of words
- begin to identify the first sound in a word
- identify and name five to ten letters and begin to know sounds for some
- recognize his or her own name and begin to write it using both letters and letter-like shapes
- connect number words and numerals to the quantities they represent
- engage in pretend play alone or with others by taking on roles and using props
- participate in scientific experiments led by adults
- Understand history by discussing changes to the community

SOCIAL AND EMOTIONAL DEVELOPMENT

- build relationships with familiar adults, talking about thoughts and needs with them
- seek out other children during play time and begin to build relationships with them
- play with other children showing the ability to resolve disagreements with little help from adults
- express a variety of emotions by incorporating emotions into pretend play

CREATIVE EXPRESSIONS

- create detailed artwork that includes people, animals, and things
- play movement games that involve following directions as well as creating unique moves
- play a character role in simple dramatic scenarios from books
- repeat more complex melodies and rhythm patterns

EXECUTIVE FUNCTIONS

- take on simple activities independently like setting the table with cups and plates and continue until the task is done
- pay attention to a person or activity for five to ten minutes
- examine new objects or situations with deeper curiosity
- control impulses with fewer adult reminders

PHYSICAL DEVELOPMENT AND WELLNESS

- begin to gallop while improving jumping and hopping skills
- trace letters and simple shapes while also showing signs of a right- or left-hand preference
- gain independence with self-care skills such as undressing to use the toilet and remembering to wash hands
- identify healthy and unhealthy foods

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