



## Three R's School

18 Months to Thirteen Years old

1147 Vista de Oro

El Paso, Texas 79935

(915)590-7043

[director@threersschool.com](mailto:director@threersschool.com)

Accept me as I am, so I may learn  
**what I can become**

## **Tuition Policy**

The school is open Monday-Friday from 6:30 a.m. to 6:30 p.m. Class is from 8:30 a.m. to 12:30 p.m. for one, two, three years old; from 8:30 a.m. to 3:30 p.m. for four years old and kindergarten.

### **Supply and tuition fee for one, two, three and four years old:**

There is a \$60 supply fee for three year old children and a \$100 supply fee for four year old children. The weekly tuition is \$90 per week. The daily fee is \$25. These fees are subject to change without notice.

### **Fees for Kindergarten:**

There is a book fee of \$150 for kindergarten. The tuition is \$90 per week. Tuition is due whether the student is in attendance or absent. These fees are subject to change without notice.

### **Payment Policy**

Tuition is paid in advance. The failure to pay in advance for the following week will result in an administrative charge, not to exceed \$25.00 for each late payment, to cover the costs associated with the collection and processing of late payments. All returned checks are subject to a processing fee not to exceed \$25.00, or the maximum rate allowed by law. Parent agrees to pay all tuition and fees when due, in the event that parent fails to pay any tuition, fees, or other charges incurred on behalf of their child(ren), the parent agrees to pay interest in an amount not to exceed the maximum legal rate-which at the time this handbook was prepared is equal to 18% per year (1.5% per month). In the event that collection action is pursued to recover any amounts owed by parent, the parent further agrees to pay the greater of (a) 15% of the principal and interest owed at the time of collection action is pursued, or (b) all costs of collection, including, without limitation, attorney fees and court fees. A late pick up fee of \$15 will be assessed at the start of every 15 minutes after 6:30PM. No refunds will be given.

### **Keeping Children Safe**

To report abuse or neglect call the Texas Department of Protective and Regulatory Services or law enforcement at 1-800-252-5400. Preventing and Responding to Abuse and Neglect of Children 746.501 (25) Employees are required to obtain a minimum of 24 clock hours of training each year relevant to the age of the children for whom the caregiver provides care. At least one clock hour of annual training must focus on prevention, recognition, and reporting of child abuse and neglect, in accordance with Texas Department of Family and Protective Services, Rule 746.1309 of Minimum Standards from Child-Care Centers. Resources are available at <http://www.dfps.state.tx.us/Training/Reporting/resources.asp> for employees and parents on increasing awareness and prevention of issues regarding child abuse and prevention of issues regarding child abuse and neglect including warning signs that a child may be a victim of abuse or neglect.

Three R's School Center will post all workshops and training that are available that are recommended by DFPS

Three R's School Center will work with community organizations to provide guidance and contact information for parents/caregivers on preventing and reporting abuse or neglect.

### **Local Resources:**

Child Protective Services - El Paso Police Department 119 N. Stanton  
(915) 212-4000 | El Paso, TX 79901 | (915) 542-4535

Gang Free Zone 746.501 (22) Under the Texas Penal Code, any area within 1000 feet of a child-care center is a gang-free zone, where criminal offenses related to organized criminal activity are subject to harsher penalty. Emergency Preparedness 746.501 (23) In the event of an emergency, operating procedures are in place to ensure the safety of children

### **Evacuation Plans:**

\*All employees are responsible for moving children to the designated safe area

\*Emergency evacuation & relocation diagrams are located in areas specified by DFPS & local authorities

\*In some circumstances, parents will be called upon to pick up their children to an alternate shelter away from the center.

\*Alternate Shelter: 1712 Weston Brent El Paso TX 79936 (915) 592-6036

\*Upon departure and arrival, the director or alternate assistant will have a list of all children that must be accounted for. Together, the director or alternate assistant is responsible for calling the local authorities needed such as: Fire department, ambulance, local police or sheriff, poison control, and DFPS child care licensing.

\*The director or alternate assistant is responsible for securing children's emergency numbers, emergency medical authorizations, and attendance sheets during an emergency.

### **Three R's School's license was issued by:**

DFPS: Child Care Licensing - [www.DFPS.STATE.TX.US](http://www.DFPS.STATE.TX.US) 401 Franklin Ave. Ste. 350, El Paso, TX 79901, 915-834-5739

Staff at Three R's School are encouraged to discuss adult vaccines with their health care professional and control their own vaccines.

A parent may be expelled based on level of aggression toward another child or toward a staff or due to non-payments.

## Dear Parents,

"Accept me as I am, so I may learn what I can become" is the aspiration of this school.

It is the first four years of a child's education that they must receive the basic learning skills and the love for learning that will carry them throughout the rest of their school experience and beyond. It is the purpose and design of this school to give its students the best possible curriculum, teachers, and learning atmosphere in the child's most crucial years.

Not all children are the same and they don't learn at the same rate. As a child progresses through the school's program, they will master one learning level before they move on to the next level. This method ensures that the student will not miss vital skills and background. Consequently, each student will experience success in learning.

Children will be accepted not as little adults, but as little children. We will go to great lengths to develop in each child: self-confidence (that is 90% of learning), courage to try new ideas, clear communication skills and work ethics skills to always do their best.

To promote a positive attitude toward learning in the first years of school, the learning must be an exciting adventure. The child must be able to act like a child; they must not be pushed or hindered in new learning and social fields; their programs must be blended together in an effort to work with the child as a unique, whole entity. The child must experience kindness, justice, recognition, and acceptance.

The goal of this school is to have its students acquire the important basics and develop, through success, a sense of personal worth and the ability to achieve their total potential. All curriculms have been choosen to align with Texas Early Learning Guidelines and with over 30 years of experience to meet children educuational goals.

## Operational Policies

Parents are welcomed to visit the facility at any time. There are no set times the child has to be in attendance although a meal schedule and classroom time schedule will be provided. For the child to receive the most from their exprience at the facility it is recommended to follow the schedule. At the time of enrollment the parents must leave a copy of a valid driver's license photo identification and social security number to be retained in the child's records. This is for security protection. If persons other than the parents or guardian are to pick-up the child, the center must be informed of the identity of the person and they must bring picture identification. Parent Volunteers must comply with Standard 746.1401 and 746.1403. All volunteers must submit to a background check relating to 40 TAC Chapter 745, Subchapter F.

Upon arrival (drop off), parents must walk their child into the center and sign them in using the attendance computer in the front office before proceeding to the classrooms. Please ensure that your child's teacher is aware of their presence by walking your child to classroom and confirm with the teacher you are dropping off your child. Please do not allow your child to walk to class on their own. Upon pick up parents must sign children out using the attendance computer. Please keep your children with you at all times. A paper sign in/out log can be used if the attendance computer is being used.

The major criterion for exclusion from attendance in the facility is the probability of the spread of an illness from child to child. A child excluded from the facility for a communicable disease may be readmitted by a written certification from a physician, or a permit issued by the local health authority, or a note from a parent for readmission.

If your child is to be absence, please notify the director in person, call or email the director immediately upon knowing your child will be absent. Withdrawl procedure from the enrollment of the daycare is to notify in person the director of the facility or email the director of your intent to withdrawl and the intended withdrawl date.

The facility will give medicine to the child with written authorization from the parents. The authorization must include the times and amounts the medication to the labeled directions. The medication must be in the original container labeled with the child's full name and the date brought to the facility. The facility will not administer the medication after its expiration date. A parent can provide ointments including sunscreen, diaper rash cream, insect repellent and it will be apply as needed.

In case of an emergency, a medical emergency, a situation that places the child at risk, the facility will notify the parent immediately. If necessary, the facility will also contact the proper emergency agencies immediately. Within 48 hours, a report of all accidents, incidents and illnesses that require professional attention or places a child at risk will be given to the parent. Both the director and the parent are to sign and date the form. The will also notify the parents of less serious injuries when the parent picks the child up.

All parents will be notified in writing and within 48 hours of becoming aware that a child or employee has contacted a communicable disease, there are lice or other infestation in the group. The notices will be posted in a prominent place in the office. Each child enrolled to the facility must meet applicable immunization requirements specified by the Texas Department of Health Immunization Requirements. Exemptions from immunization requirements must meet criteria specified by the same. The facility must have the child's immunization record on file. A tuberculosis test is required.

The discipline is individualized, consistent, and appropriate to the child's level of understanding and directed toward teaching the child acceptable behavior and self-control. Only positive methods of discipline and guidance that encourages self-esteem and self-control and self-direction is used. Praise, encouragement, reminding of expected behavior, redirecting, and the use of brief time out from the group are all used in the disciplining. All discipline will be communicated to the parents and documented. Children with challenging behaviors will have a custom plan coordinated with the the staff and parents to help the child. This plan will be documented. The final step will be removal of the child from the facility. A child may expel from the facility based of level of aggression towards another child. Discipline Policy is attached. Challenging Behavior policy attached.

Nutrition- Breakfast, morning snack, lunch and afternoon snack are offered. Meal times are posted in the classroom schedules. USDA and CACFP nutrition guidelines are followed. Healthy food options are encouraged to children. Fluid milk will be served with every meal. Drinking water is always available. Parents may provide meals and/or snacks for their child in addition to the facility snack and meals. Any food allergies must be listed on the enrollment form. We are NOT a peanut free zone. Food allergies will be listed in the childrens classrooms to inform caregivers. All meals prepared will follow practices accepted by State and Local Health Department practices. Including keeping food and liquids hotter than 110 degrees and out of the reach of children. Home prepared meals can utilize facility refrigeration. Provided food must be brought in a labeled container to keep the food fresh. Milk substitutes shall be in a store packaged container. Store bought food may be given to the children for celebration with prior agreement with school director.

Physical activity All children will participate in 60 to 90 minutes of outdoor physical activity daily, weather permitting. On days of extreme weather that pose a significant health risk that prohibits or limits outdoor play, 30 to 60 of indoor activities will be used. Example of those activites include dancing, yoga, stretching.

Screen time (TV, cellphone, Ipads, etc.) must comply with Standard 746.2207. Screen time activities are used to supplement planned educational goals. Must not exceed 1 hour of educational related programs. School age children may only use screen time for homework. Children under 2 are not allowed screen time

Children must have appropriate clothing and footwear. During colder months, please provide children with the appropriate jacket/ coat for outside time. Children will be asked to bring a blanket for naptime and an extra change of clothes in case of accidents. The clothing will place in the child's cubby. The facility is not responsible for lost clothing. Any concerns will be addressed with the parent.

Each child that is or will be four or older by September 1, will be screened for possible vision and hearing problems prior to completion of the first 120 calendar days of enrollment. Admission information is required and is to be updated regularly. If there are any policies changes, written notices will be posted in the office. Transportation is not a function of the facility, but if needed, Kids On the Move can be contacted. There is splashing and wading pools in the summer. Consent forms have to signed. Field trips will be posted and permission sheets have to be signed for each outing before the child can participate.

A parent can talk to the director of the facility at any time to address concerns, policies, procedures, their child's adjustments and progress. The director may call, text or email the parent with any concerns or questions staff may have. There will be 2 parent conferences per year. First conference will be at the end of the first month. The second will be at the end of the calendar year. Family participation events will be planned for parents to attend. Notices will be provided. Progress reports are given out once a month. Weekly lessons plans are sent home on Friday for the coming week. The parents are always welcome to participate in the facility's activities.

Children that require a therapist will be given space for the therapist to attend and provide treatment and therapy to the child Children and parents that require provide breatfeeding to their children will be given a space and an adult chair. WIC information is provided in the enrollment package

Inclement weather or incidents affecting the hours of operation or closure of the facility, parents will be notified via phone, text or email. Three R's School will follow local school districts and El Paso city advisory.

Any information that needs updating contact the director. If the director is unavailable, please email the information changes to [director@threersschool.com](mailto:director@threersschool.com). Parents can read the minimum standards and the facility's most recent licensing inspection report at any time. The numbers to contact the local licensing office, PRS child abuse hotline and PRS website are posted in the office and in each classroom. All menu and required posting are located in the office. School policies and parents files are updated annually.

## Sunbeams

Having a good time while learning is the key to the curriculum for the two year olds. The program takes a positive approach to teaching ten major skills areas:

1. Language Concepts and Development Understanding Others' Feelings
2. Understanding Other's Feelings
3. Controlling One's Feelings
4. Enhancing Self Confidence
5. Recognizing Verbal and Non-Verbal Messages and Responses
6. Recognizing There Are Different Ways to Solve Most Problems
7. Determining The Best Alternative
8. Identifying Suitable Goals
9. Learning How to Implement Action to Achieve Desirable Goals
10. Integrating These Newly Learned Skills to Make The Transition from Knowing What to Do to Actually Doing What They Know Should Be Done.

Large and small motor skills, movement and fitness, and eye-hand coordination are enhanced by singing, dancing, exercising, acting, coloring, pasting, playing with clay, drawing, cutting and playing games.

## Toddler's Creed

If I want it, **It's Mine.**

If I give it to you and change my mind later, **It's Mine.**

If I can take it away from you, It's Mine.

If I had it a little while ago, It's Mine.

If It's Mine, it will Never belong to anybody else, No Matter What.

If we are building something together, All The Pieces Are Mine.

If it looks like mine, It's Mine.

## Sunbeams Daily Schedule

<b>6:30AM – 7:30AM</b>	<b>Greet Parents and Children upon arrival; Child directed Activities</b>
<b>7:30AM – 8:30AM</b>	<b>Handwashing, Breakfast and Diapering</b>
<b>8:30AM – 9:30AM</b>	<b>Circle Time / Group Time / Story time / Music Time</b>
<b>9:30AM – 10:30AM</b>	<b>Outside Time / Physical Activities</b>
<b>10:30AM - 11:00AM</b>	<b>Handwashing / Diaper Changes / Child Directed play at Centers</b>
<b>11:30AM – 12:00PM</b>	<b>Language and Art Activities</b>
<b>12:00PM – 1:00PM</b>	<b>Lunch / Clean Up / Diaper changes</b>
<b>1:00PM – 3:00PM</b>	<b>Nap Time</b>
<b>3:00PM – 3:30PM</b>	<b>Diaper Change</b>
<b>3:30PM – 4:00PM</b>	<b>Snack</b>
<b>4:00PM – 6:30PM</b>	<b>Diaper Change / Free Play/ Music / Story Time / Physical Activities</b>



## Playmates



This course engages your child in the Peabody Early Experiences Kit by the American Guidance Service, Inc. The course is designed to promote the affective, cognitive, and linguistic development of the Pre-Kindergarten child. The major focus of the program is on helping children learn to think more effectively and to express their thoughts and feelings more clearly. In turn, this should foster their skills in living with other people. Peek contains 250 lessons, each of which generally takes about 30 minutes to complete, with 1,000 activities. By the end of the Peek Program and their fourth birthday, the children will have acquired many of the following abilities and skills:

### **AFFECTIVE:**

1. Playing and sharing more cooperatively
2. Beginning to distinguish between fantasy and reality
3. Much more empathy toward others
4. Displaying unsocialized behavior less often
5. Able to participate in sedentary group instructional programs for longer periods of time.

### **COGNITIVE:**

1. Counting up to thirty objects
2. Naming and sorting by colors
3. Describing different textures
4. Making logical associations such as responding correctly to "What flies?" and completing opposite analogies such as "Brother is a boy, Sister is a \_\_\_\_\_?"
5. Spelling and writing their own name

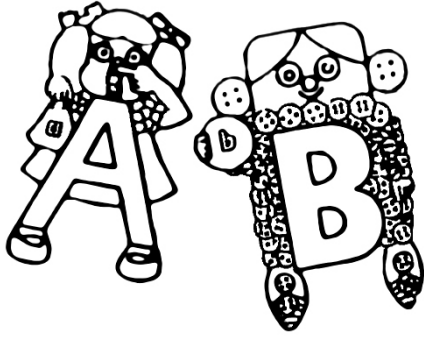
### **LINGUISTIC:**

1. Have a receptive vocabulary approaching 2,500 words
2. Have an expressive vocabulary of nearly 1,250 words
3. Have much greater fluency and rhyming ability
4. Have very few remaining unintelligible utterances
5. Are using an adult format for nearly all sentences
6. Use a higher proportion of complete sentences
7. Use language more effectively as a tool for logical thinking

# Playmates Daily Schedule

<b>8:00 -10:00</b>	<b>Breakfast</b>
<b>8:30-9:00</b>	<b>Calendar, Birthdays, Morning Song or Poem, Drill on Numbers, Colors, Shapes and Bathroom</b>
<b>9:00-9:30</b>	<b>Do Worksheets</b>
<b>9:30-10:00</b>	<b>Peabody Oral Language Development</b>
<b>10:00-11:00</b>	<b>Snack and Outside Organized Play</b>
<b>11:00 - 11:15</b>	<b>Art Project</b>
<b>11:15-11:30</b>	<b>Drill on Numbers, Colors and Shapes</b>
<b>11:30-11:45</b>	<b>Peabody Oral Language Development</b>
<b>11:45-12:00</b>	<b>Read a Story and Get Ready for Lunch</b>
<b>12:00-2:00</b>	<b>LUNCH</b>
<b>12:30-1:00</b>	<b>Bathroom and Get Ready for Nap</b>
<b>1:00-3:00</b>	<b>Nap Time</b>
<b>3:00 - 5:00</b>	<b>PM Snack or Supper</b>
<b>3:00-6:00</b>	<b>Daycare Afternoon Program</b>





## Alpha Time

ALPHA TIME is a multi-media, multisensory language arts program. It affords each child a variety of oral language and literature experiences which are necessary for meaningful comprehension of the written word. No entry skills are presumed. All activities and games are based on classroom activities.

ALPHA TIME is a program which is in keeping with the ways by which young children learn: by active participation, visual delight, and fantasy. ALPHA TIME is also a process that takes into account individual differences and level of performance at this age level. Successful participation in classroom activities helps a child achieve a positive self image and enables him to relate to other children. He also learns to verbalize his ideas and feelings. Such oral communication is a prerequisite to learning to read.

The activities and experiences in ALPHA TIME help children acquire a variety of skills and concepts as well as the appropriate vocabulary with which to talk about their experiences. The components are designed to familiarize children with a variety of stories, poems, music, art, and to stimulate their interest in written symbols in picture and storybooks, filmstrips, and in other audiovisual materials.

The teacher has a choice of numerous strategies, options and materials to enable her to work-play with the entire group, sub-groups and individuals. The daily lesson plans offer many completely individualized activities, several small group projects and a section that may be used with the entire class.

The Huggable Letter People are the agents through which the children participate actively and totally in group living, in creating, discovering, exploring and dramatizing. They are the medium for recognizing the letters of the alphabet and the sounds they make in words.

The Huggables and other ALPHA TIME components bring with them a variety of language experiences and skills which include:

1. Visual/oral/auditory discrimination of the alphabet letters, colors, shapes, sounds.
2. Handling books properly (e.g., holding book right side up; turning pages one at a time; following a left to right progression in looking at pages).
3. Practicing comprehension skills on an oral level, e.g., use of storybooks, flat pictures, picture books, records and filmstrips to develop the following:
  - Main idea (what story is all about in few words)
  - Details (noting specific information)
  - Sequence (ability to retell a story in its proper order)
  - Inference (using story clues to gain information not stated directly)
  - Classification (noting things which are related or in the same category)
  - Interpreting and identifying emotions
4. Developing vocabulary in informal activities, songs, conversation, discussion, creative dramatics, storytelling, and recognizing parts of speech (i.e., antonyms, synonyms, verbs, compound words, prefixes, adjectives).
5. Listening and following directions
6. Social living (recognizing and respecting individual differences and gaining insights and understanding into a variety of personalities - both their own and others)
7. Dramatization (role playing, puppetry, finger plays, pantomime)
8. Music and rhythms (appreciation and participation)

## Alpha Time Daily Schedule

<b>8:00 - 10:00</b>	<b>Breakfast</b>
<b>8:30-9:00</b>	<b>Calendar, Birthdays, Morning Song or Poem, Drill on Numbers, Colors, Shapes and Bathroom</b>
<b>9:00-9:30</b>	<b>Do Worksheets on Number, Shape and Color of Week</b>
<b>9:30-10:00</b>	<b>Alpha Time Work (Letter of the Week)</b>
<b>10:00-10:30</b>	<b>Snack</b>
<b>10:30 - 11:00</b>	<b>Art Project Drill on Numbers, Colors and Shapes</b>
<b>11:00-12:00</b>	<b>Outside Time</b>
<b>12:00 - 2:00</b>	<b>Lunch</b>
<b>1:00 - 3:00</b>	<b>Nap Time</b>
<b>3:00 - 5:00</b>	<b>Supper</b>
<b>3:00 - 6:00</b>	<b>Daycare Afterschool / Outside Play</b>



## Kindergarten

The Name of the reading course your child will be studying is called Beginning to Read, Write and Listen. Beginning is a comprehensive reading-language arts program. It contains and correlates reading, handwriting, auditory and oral language skills for the child who does not know how to read or write. Beginning provides the student with a thorough understanding of the letters of the alphabet and their sounds - the most basic elements of our spoken and written language.

Beginning is the foundation for a student's understanding of letters as written symbols for spoken sounds. In Beginning, the child learns about the alphabet: the letter names, how to write them, what sounds they represent, and what function they serve as they are blended to form words. It is a multisensory program of visual, kinesthetic and auditory activities which meets the specialized needs of the beginning students. It develops manual dexterity, perceptual awareness and other essential readiness skills. Above all else, it produces in the beginner a high degree of involvement and motivation so vital for success at this early state of learning.

The Letterbooks are taken home as they are completed so the parent can watch his child's progress and become familiar with how he is learning to read. The activities on the inside back cover provide simple and enjoyable ways for the parent to reinforce the letter skills taught in school. To inform the parent of the work that will be done each coming week, lesson plans are sent home every Friday with the student's work for that week.

Heath Mathematics provides carefully structured lessons on: Geometry and Measurement, Classification, Time and Money, Position, Number Readiness, and lessons on writing Numerals and Addition and Subtraction Readiness.

Modern Elementary Science contains three units of study: Physical (a world full of things), Earth (changes you can see), and Life (looking at animals and plants). These units are sub-divided into a number of lessons and the principle that learning proceeds from the known to the unknown is applied within each lesson.

Spanish is 3 hours a week. The class introduces Basic Phrases and Vocabulary, Numbers, Colors, Days of the Week, Names of the Months, and the phonic approach to the ABC's.

Music is formally presented 3 hours a week teaching Rhythm, Song and Dance.

Three R's School guarantees that the student will learn to read if the student attends all year and cooperates in the school's academic policies or the book fee will be returned. Academic success is the foremost aim of and Three R's School.



## First Grade

The basic reading series your child will be studying is Basic Reading by J.B. Lippincott Company. The first level of Basic Reading consists of four books: A, B, C and D. Lippincott is a phonic-linguistic system. Phonetics precisely means the sounds of the English Language. Linguistic means that a child learning to read is dealing with a system of writing that only approximates an accurate representation of the sounds. The child's guide and resource is his own speaking and hearing knowledge of the language. He identifies the written word, an imperfect symbol, with his own long and deeply established speaking knowledge of the word.

In the first four books, each lesson presents a new linguistic element followed by stories or poems that emphasize it. Rigid control of both the vocabulary and the introduction of these linguistic elements allows the pupil to attack new words and story material successfully. Except for a few "special words", he is never asked to attack words that contain linguistic elements that he has not been taught. The student progresses through the series from the most regular, useful sound-spellings to the less-frequently used and irregular sound spellings. He also meets other elements such as punctuation marks, run-on sentences, dialogue, paragraphing, and story titles.

The spelling course is Basic Spelling also by J.B. Lippincott because it is important that the reading and spelling philosophies are congruent. There are two books for the year, A and B. Basic Spelling is a carefully structured program that places strong emphasis on the relation of sound and symbol in our language and the patterns of letters that spell sound patterns. Other book contents are how to study words, diagnostic lessons, language arts projects, dictionary skills, handwriting activities and testing programs.

Holt Mathematics presents each lesson in easy-to-understand steps with sufficient practice problems. There are readiness tests, skill tests, chapter checkups, projects and skill games, chapter challenges and chapter reviews.

The Language Arts Program is Language Basics Plus published by Harper and Row. These teaching texts, presented in workbook format, focus on mechanics, usage, grammar, study skills, and composition skills.

Modern Elementary Science units are about animals, exploring, water and air, and things to hear, see and feel.

Holt's social studies program People emphasizes American people, the American traditions and process, and American history.

At the beginning of the year, each parent will receive a detailed outline of each reading book, spelling book and math book. Each week a lessons plan will be sent to the parents so they can watch the child's progress and become familiar with his/her daily work.

# SKILLS TO BE MASTERED

## SOCIAL READINESS

### SOCIAL COOPERATION

- Enters in group play
- Works well with a group
- Follows adult leadership without objection or resentment
- Takes his share of responsibility
- Cooperates in games and other role play
- Respects the rights of others in play and work
- Participates as a leader
- Participates as a follower
- Shows curiosity about surroundings

### SOCIAL SHARING

- Enjoys being with other children
- Shares materials
- Wants more turns
- Does not monopolize materials
- Stays in line
- Waits his turn in play
- Waits his turn during classwork
- Listens to others
- Recognizes and understands the feelings of others
- Contributes to group planning and conversation

### SOCIAL SELF-RELIANCE

- Works things out for himself without asking about the next step
- Waits patiently for the next step
- Puts up supplies and cleans up his mess
- Uses creative materials on his own reasonably well
- Listens to, understands, and carries out instructions
- Confident in use of play equipment
- Faces new situations easily
- Willingly tries new activities
- Is self-confident
- Feels secure in school.

### SOCIAL LISTENING

- Is attentive
- Does not interrupt when others are talking
- Waits to talk
- Answers questions

### EMOTIONAL ADJUSTMENT

- Sees a task through to completion
- Understands routine
- Accepts changes in routine calmly
- Shows pride in work
- Shows eagerness for the next task
- Has relaxed attitudes
- Accepts opposition or defeat
- Handles feeling when a task does not succeed as he wishes
- Tries again when disappointed
- Accepts rules and limits set up for the good of the group
- Meets strangers without shyness
- Shows calm and control when company comes
- Free from feeling fear, failure or pressure

# SKILLS TO BE MASTERED

## PHYSICAL GROWTH AND DEVELOPMENT

### LARGE MUSCLE COORDINATION

- Throws a ball
- Catches a ball
- Kicks a rolling ball
- Hops on left foot 10 feet
- Hops on right foot 10 feet
- Walks tape line heel to toe
- Walks straight backward 10 feet while looking forward
- Walks balance beam forward looking straight
- Walks balance beam backward looking straight
- Walking gait regular, rigid or uncoordinated
- Dance

### SMALL MUSCLE COORDINATION

- Buttoning
- Snapping
- Zipping
- Tying shoes
- Cutting with scissors
- Descends and ascends stairs alternating feet
- Balances bean bag on head
- Balances bean bag on arm
- Balances on 15" board on 3" square block
- Climbs jungle gym
- Climbs slide
- Steps over objects without touching
- Ducks under objects without touching
- Walks in spaces of ladder
- Runs
- Jumps on trampoline
- Gallops
- Skips
- Holds crayon or pencil correctly
- Stringing beads
- Sewing and lacing
- Sorting small objects
- Stacking

### EYE-HAND COORDINATION

- Matching
- Tracing
- Pasting
- Puzzles
- Reproduces Design
- Bounces ball
- Cuts on a line

**Dance increases dexterity and physical fitness, increases muscle tone, flexibility, stamina. Helps with posture, balance, focus and coordination**

# PERCEPTUAL SKILLS

## VISUALLY

- Interested in books, signs, captions
- Knows that words and symbols convey messages
- Discriminates Likeness and differences in objects and pictures

## RECOGNIZES

- Red
- Yellow
- Purple
- Orange
- Green
- Brown
- White

- Grey
- Blue
- Pink
- Black

ABCDEFGHIJKLMNOPQRSTUVWXYZ  
abcdefghijklmnopqrstuvwxyz



## DISTINGUISHES

- Sizes
- Shapes
- Left
- Right
- Top
- Bottom
- Front
- Back
- Middle
- Under
- Over
- In
- Out
- Beside
- Far
- Near
- Open
- Close
- Between
- Tall
- Short
- First
- Last
- Straight
- Curve

## AUDITORY

- Hears likenesses and differences in letters and beginning sounds
- Follows rhythmic pattern
- Enjoys and understands stories, poems, descriptions, songs
- Listens an average length of time without restlessness
- Understands sequence in ideas
- Retell and re-explain a sequence of ideas
- Predict an outcome
- Complete a sentence
- Speak in complete sentences
- Report to the group without getting rattled
- Use a variety of expressions
- Good pronunciation
- Match spoken phonics

# SKILLS TO BE MASTERED

## HANDWRITING SKILLS

As the year goes by, we look for signs the child has developed well-rounded facility in use of small muscles in hand and fingers and that a pattern of hand dominance has become established as the student works with paper and crayon, we watch for coordination between eye and hand (developed from painting, cutting, puzzles, pasting, modeling, pegs, beads, etc.) He is ready for handwriting when he has reached a stage of control in which the student can make all the lines, circles, half-circles, etc. necessary and when he is aware of the need for writing.

- Pattern of dominance in the hand established
- Good eye-hand coordination
- Reached a stage of control necessary for making lines, circles, etc.
- Feels a need for writing names, captions

## NUMBER SKILLS

RECOGNIZES:										
0	1	2	3	4	5	6	7	8	9	10
	11	12	13	14	15	16	17	18	19	20
	21	22	23	24	25	26	27	28	29	30
	31	32	33	34	35	36	37	38	39	40
	41	42	43	44	45	46	47	48	49	50
	51	52	53	54	55	56	57	58	59	60
	61	62	63	64	65	66	67	68	69	70
	71	72	73	74	75	76	77	78	79	80
	81	82	83	84	85	86	87	88	89	90
	91	92	93	94	95	96	97	98	99	100

- Understands 1 to 1 correspondence
- Knows geometric shapes
- Familiar with units of measure in quantity, size, time, money, distance:

dozen	quarter	minute
quart	gallon	nickel
mile	foot	penny
hour	second pint	half-dollar
dollar	yard	

- Thinks and talks in terms of quantity
- Mastered a number vocabulary



# The Children's Morality Code

## FOR ELEMENTARY SCHOOLS

### HISTORICAL NOTE

The Children's Morality Code by Wm. J. Hutchins was awarded the Donor's prize of \$5,000 in the National Morality Codes Competition, 1916, for the best Children's Code of Morals, the judges being Professor George Trumbull Ladd, of Yale University; Justice Mahlon Pitney, of the Supreme Court of the United States; and President Mrs. Phillip North Moore, of the National Council of Women. All the states participated, and the competition was under the auspices of the Character Education Institution.

### THE ELEMENTARY MORALITY OF CIVILIZATION

June 16, 1926

Boys and girls who are good Americans try to become strong and useful, worthy of their nation, that our country may become ever greater and better. Therefore, they obey the laws of right living which the best Americans have always obeyed.

#### I THE LAW OF SELF-CONTROL Good Americans Control Themselves

1. I will control my tongue, and will not allow it to speak mean, vulgar or profane words. I will think before I speak. I will tell the truth and nothing but the truth.
2. I will control my temper, and will not get angry when people or things displease me. Even when indignant against wrong and contradicting falsehood, I will keep my self-control.
3. I will control my thoughts, and will not allow a foolish wish to spoil a wise purpose.
4. I will control my actions. I will be careful and thrifty, and insist on doing right.
5. I will not ridicule nor defile the character of another; I will keep my self-respect, and help others to keep theirs.

#### II THE LAW OF GOOD HEALTH Good Americans Try to Gain and Keep Good Health

The welfare of our country depends upon those who are physically fit for their daily work. Therefore:

1. I will be kind in all my thoughts. I will bear no spites or grudges. I will never despise anybody.
2. I will be kind in all my speech. I will never gossip nor will I speak unkindly of anyone. Words may wound or heal.
3. I will be kind in my acts. I will not selfishly insist on having my own way. I will be polite: rude people are not good Americans. I will not make unnecessary trouble for those who work for me, nor forget to be grateful. I will be careful of other people's things. I will do my best to prevent cruelty, and will give help to those who are in need.

#### IV THE LAW OF SPORTSMANSHIP Good Americans Play Fair

Strong play increases and trains one's strength and courage. Sportsmanship helps one to be a gentleman, a lady. Therefore:

1. I will not cheat; I will keep the rules, but I will play the game hard, for the fun of the game, to win by strength and skill. If I should not play fair, the loser would lose the fun of the game, the winner would lose his self-respect, and the game itself would become a mean and often cruel business.
2. I will treat my opponents with courtesy and trust them if they deserve it. I will be friendly.
3. If I play in a group game, I will play, not for my own glory, but for the success of my team.
4. I will be a good loser or a generous winner.
5. And in my work as well as in my play, I will be sportsmanlike -generous, fair, honorable.

**V**  
**THE LAW OF SELF-RELIANCE**  
**Good Americans are Self-Reliant**

Self-conceit is silly, but self-reliance is necessary to boys and girls who would be strong and useful.

1. I will gladly listen to the advice of older and wiser people; I will reverence the wishes of those who love and care for me, and who know life and me better than I. I will develop independence and wisdom to choose for myself, act for myself, according to what seems right and fair and wise.
2. I will not be afraid of being laughed at when I am right. I will not be afraid of doing right when the crowd does wrong.
3. When in danger, trouble or pain, I will be brave. A coward does not make a good American.

**VI**  
**THE LAW OF DUTY**  
**Good Americans Do Their Duty**

The shirker and the willing idler live upon others, and burden fellow-citizens with work unfairly. They do not do their share, for their country's good.

I will try to find out what my duty is, what I ought to do as a good American, and my duty I will do, whether it is easy or hard. What it is my duty to do I can do.

**VII**  
**THE LAW OF RELIABILITY**  
**Good Americans are Reliable**

One alone could not build a city or a great railroad. One alone would find it hard to build a bridge. That I may have bread, people have sowed and reaped, people have made plows and threshers, have built mills and mined coal, made stoves, and kept stores. As we learn better how to work together, the welfare of our country is advanced.

1. In whatever work I do with others, I will do my part and encourage others to do their part, promptly, quickly.
2. I will help to keep in order the things which we use in our work. When things are out of place, they are often in the way, and sometimes they are hard to find.
3. In all my work with others, I will be cheerful. Cheerlessness depresses all the workers and injures all the work.
4. When I have received money for my work, I will be neither a miser nor a spendthrift. I will save or spend as one of the friendly workers of America.

**XI**  
**THE LAW OF Loyalty**  
**Good Americans are Loyal**

If our America is to become ever greater and better, her citizens must be loyal, devotedly faithful, in every relation of life; full of courage and regardful of their honor.

1. I will be loyal to my family. In loyalty I will gladly obey my parents or those who are in their place, and show them gratitude. I will do my best to help each member of my family to strength and usefulness.
2. I will be loyal to my school. In loyalty I will obey and help other pupils to obey those rules which
3. further the good of all.
4. I will be loyal to my town, my state, my country. In loyalty I will respect and help others to respect their laws and their courts of justice. I will be loyal to humanity and civilization. In loyalty I will do my best to help the friendly relations of our country with every other country, and to give to everyone in every land the best possible chance. I will seek truth and wisdom; I will work, and achieve, if I can some good for the civilization into which I have been born.

If I try simply to be loyal to my family, I may be disloyal to my school. If I try simply to be loyal to my school, I may be disloyal to my town, my state and my country. If I try simply to be loyal to my town, state and country, I may be disloyal to humanity. I will try above all things else to be loyal to humanity; then I shall surely be loyal to my country, my state and my town, to my school and to my family. And this loyalty to humanity will keep me faithful to civilization.

Those who obey the law of loyalty obey all of the other ten laws of The Good American.

### **Operational Discipline and Guidance Policy**

This form provides the required information per 26 Texas Administrative Code (TAC) minimum standards Sections 744.501(7), 746.501(a)(7), and 747.501(5).

**Directions:** Parents will review this policy upon enrolling their child. Employees, household members and volunteers will review this policy at orientation. A copy of the policy is provided in the operational policies.

#### **Discipline and Guidance Policy 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) grabbing or pulling a child;
- 4) putting anything in or on a child's mouth;
- 5) humiliating, ridiculing, rejecting or yelling at a child;
- 6) subjecting a child to harsh, abusive or profane language;
- 7) placing a child in a locked or dark room, bathroom or closet;
- 8) placing a child in a restrictive device for time out;
- 9) withholding active play or keeping a child inside as a consequence for behavior, unless the child is exhibiting behavior during active play that requires a brief supervised separation or time out that is consistent with 746.2803(4)(D); and
- 10) requiring a child to remain silent or inactive for inappropriately long periods of time for the child's age.

#### **Additional Discipline and Guidance Measures (Only Applies to Before or After School Program (BAP)/School Age Program (SAP) that Operates under 26 TAC Chapter 744) A program must take the following steps if it uses disciplinary measures for teaching a skill, talent, ability, expertise or proficiency:**

- ensure that the measures are considered commonly accepted teaching or training techniques;
- describe the training and disciplinary measures in writing to parents and employees and include the following information: (A) the disciplinary measures that may be used, such as physical exercise or sparring used in martial arts programs; (B) what behaviors would warrant the use of these measures; and (C) the maximum amount of time the measures would be imposed;
- inform parents that they have the right to ask for additional information; and
- ensure that the disciplinary measures used are not considered abuse, neglect, or exploitation as specified in Texas Family Code Section 261.001 and TAC Chapter 745, Subchapter K, Division 5, of this title (relating to Abuse and Neglect).

### **Challenging Behavior Policy**

Challenging behavior may be direct (e.g., hitting, pushing, biting, kicking) or indirect (e.g., teasing, ignoring rules or instructions, excluding others, name-calling, destroying objects, having temper tantrums). Often, these challenging behaviors are developmentally appropriate, typical, and normal—and they change with support and social, emotional, and cognitive development.

1. Staff maintain age-appropriate expectations for children's behavior. They attempt to minimize unreasonable waiting and transition times, and limit the length of large group and teacher-directed activity times according to children's developmental levels. Staff afford children large blocks of uninterrupted, but well supervised, time during which to make their own activity choices.
2. Adults closely observe and supervise children's activities and interactions. They observe challenging behavior to identify events, activities, interactions, and other contextual factors that may predict and/or contribute to it. With low ratios of adults to children and staff emphasis on attentive observation, they can often intervene to guide children before situations escalate.
3. Guidance, will always be positive, productive and immediate when behavior is not in alignment with classroom expectations. Under no circumstances will a child be humiliated, shamed, frightened, coerced or subjected to physical punishment or verbal, physical or psychological abuse by any staff member, student, or volunteer working at the facility.
4. Children whose behavior endangers others will be temporarily supervised in a location within the indoor/outdoor classroom that is safe. Staff do not use seclusion or "time out" (the traditional chair in the corner). The intention of this intervention is for adult to support co-regulation. Staff will model and coach self-calming strategies. As the child appears ready, they will then process the problem with the staff member and any other concerned parties. Staff stay close to support emotional needs, ensure all child(ren)'s safety, and prompt prosocial skills to support the child(ren)'s successful reentry into play and learning.
5. For children with persistent, serious, challenging behavior, teachers, families, and other professionals work as a team to observe, document, and develop and implement an individualized action plan of graduated behavior supports that will address the behavior and facilitate the child's inclusion and success.

### Parent's Rights

This form provides the required information per Chapter 42 of the Human Resource Code (HRC) Section 42.04271. Directions: Parents will review these rights upon enrolling their child.

Rights of Parent or Guardian A parent or guardian of a child at a child care facility has the right to:

- (1) enter and examine the child care facility during the facility's hours of operation without advanced notice;
- (2) review the child care facility's publicly accessible records;
- (3) receive inspection reports for the child care facility and information about how to access the facility's online compliance history;
- (4) obtain a copy of the child care facility's policies and procedures;
- (5) review, at the request of the parent or guardian, the facility's:
  - (A) staff training records; and
  - (B) any in-house staff training curriculum used by the facility;
- (6) review the child care facility's written records concerning the parent's or guardian's child; (7) inspect any video recordings of an alleged incident of abuse or neglect involving the parent's or guardian's child, provided that:
  - (A) video recordings of the alleged incident are available;
  - (B) the parent or guardian of the child does not retain any part of the video recording depicting a child that is not their own; and
  - (C) the parent or guardian of any other child captured in the video recording receives written notice from the facility before allowing a parent to inspect a recording;
- (8) have the child care facility comply with a court order preventing another parent or guardian from visiting or removing the parent's or guardian's child;
- (9) be provided the contact information for the child care facility's local Child Care Regulation office;
- (10) file a complaint against the child care facility by contacting the local Child Care Regulation office; and
- (11) be free from any retaliatory action by the child care facility for exercising any of the parent's or guardian's rights.

I acknowledge I have received a written copy of my rights as a parent or guardian of a child enrolled at this facility.

Facility Information and Online Compliance History: <http://txchildcaresearch.org>

Child Care Regulation Contact Information: <https://www.hhs.texas.gov/services/safety/child-care/contact-child-care-regulation>

### Parent Orientation

- \_Tour of the facility
- \_Introduction to teaching staff
- \_Parent Visit with the classroom teacher
- \_Overview of parent handbook
- \_Policy for arrival and late arrival
- \_Opportunity for extended visit in the classroom by both parents and child for a period of time to allow both to be comfortable
- \_An explanation of the Texas Rising Star Certification
- \_Encourage parents to inform the center/provider of any elements related to their CCS enrollment that the provider may be of assistance
- \_an overview of family support resources and activities in the community
- \_Child development and developmental milestones information provided
- \_Parents are informed of the significance of consistent arrival time
- \_Statement about how limiting technology use on site to improve communication between staff, children and families(e.g Refrain from cell phone use)
- \_Statement reflecting the role and influence of families

Please acknowledge and sign on the enrollment form to all the policies, procedures, guidelines, orientations and information in this Parent handbook.

## Payment Policy

Tuition is paid in advance. The failure to pay in advance for the following week will result in an administrative charge, not to exceed \$25.00 for each late payment, to cover the costs associated with the collection and processing of late payments.

All returned checks are subject to a processing fee not to exceed \$25.00, or the maximum rate allowed by law.

Parent agrees to pay all tuition and fees when due, in the event that parent fails to pay any tuition, fees, or other charges incurred on behalf of their child(ren), the parent agrees to pay interest in an amount not to exceed the maximum legal rate-which at the time this handbook was prepared is equal to 18% per year (1.5% per month). In the event that collection action is pursued to recover any amounts owed by a parent, the parent further agrees to pay the greater of (a) 15% of the principal and interest owed at the time collection action is pursued, or (b) all costs of collection, including, without limitation, attorney fees and court cost. A late pick up fee of \$15 will be assessed at the start of every 15 minutes after 6:30PM. No refunds will be given.

This Statement of Policy is Posted  
In Accordance with Regulations of the  
**Small Business Administration**

This Organization Practices

### **Equal Employment Opportunity**

We do not discriminate on the ground of race, color, religion, sex, marital status, age, handicap or national origin in the hiring, retention, or promotion of employees: nor in determining their rank, or the compensation or fringe benefits paid them.

This Organization Practices

### **Equal Treatment of Clients**

We do not discriminate by reason of race, color, religion, sex, marital status, handicap, age, or national origin in services or accommodations offered or provided to our employees, clients or guests.

These policies and this notice comply with regulations of the  
United States Government.

Please report violations of this policy to:

Administration  
20416

Administrator  
Small Business Ad-  
Washington, O.C.

### **Accommodations for Families.**

This document outlines the program policy and procedures in support of the families and children who may need additional accommodations, to include home language, differing abilities and cultural backgrounds. Parents have the right to be informed of all procedural safeguards and rights of appeal in a language easily understood by the general public. Please notify the Director if you or your child require accommodations and we will ensure that we do try in making sure your needs are met. We will:

If specific therapies are needed during the day while the child is in our care, we will provide a space to accommodate sessions. Participate in all comprehensive care meetings if needed. Complete supporting documentations from Authorized medical professional related to your child's physical and developmental needs. Provide opportunity for cultural inclusiveness throughout the year. As required by Title VI of the Civil Rights Act of 1964. We do not discriminate by reason of race, color, religion, sex, marital status, handicap, age, or national origin in services or accommodations offered or provided to our employees, clients or guests.

### **Notice of Pesticide Application**

Periodically pesticides are applied indoors and that information on the times and types of application is available upon request. Information concerning these applications may be obtained by calling the school or contacting the Director.



**Three R's School**  
18 Months to Five Years old

1147 Vista de Oro  
El Paso, Texas 79935  
(915)590-7043