



A Ministry of One Nation Church



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PARENT HANDBOOK



TABLE OF CONTENT

About One Nation Academy Church	4
Our Beliefs at One Nation Church	4
About the Senior Staff of One Nation Church	5
About the Educational Director of One Nation Academy	5
Our Experience	6
Our Beliefs and Values	6
Our Goals, Mission, and Mission Statement	7
Curriculum	8
Development of Children	8
▪ Age Birth to One (1) Year	8
▪ Age One (1) Year	9
▪ Age Two (2)	10
A. Gross Motor Skills	11
B. Fine Motor Skills	11
C. Milestones	13
1. Cognitive Milestones	13
2. Language Milestones	13
3. Social and Emotional Milestones	13
▪ Age Three (3)	14
A. Gross Motor Skills	14
B. Fine Motor Skills	14
C. Cognitive Milestones	14
D. Language Milestones	15
E. Social and Emotional Milestones	15
▪ Age Four (4)	15
A. Social and Emotional Development	16
B. Self-Care and Personal Responsibility	16
C. Gross Motor Skills	16
D. Fine Motor Skills	16
E. Cognitive Development	16
F. Language Skills	16
G. Art and Music	17
▪ What Most Children Do at Each Age	17
Daily Schedules	19
Our Philosophy	26
Enrollment	27
Method of Payment, Tuition, Late Fee	27
Holidays	28
Discipline	28
Daily Administrative Routine	28
Attendance	28
Nap Time	29



Health	29
Medication	29
Daily Outdoor Play	30
Birthdays	30
Photos	31
Nutrition	31
Communication	31
Termination	31
Days/Hours of Operation	31
Potty Training	32
Transportation	33
Release of Children	33
Supplies	35
When a Child is Ill	35
Important Information	35
A. Location Students Will Be Taken for Emergency Care	40
B. Months of Operation	40
C. Backup Medication Administrator	40
D. Person Who Will Notify Parents, BFTS and/or EMS in Case of Emergency	40
Other Important Information	40
A Final Thought	40
Parental/Guardian/Provider Contract	41

Dear Families,

Welcome to One Nation Academy! We look forward to providing your child with the best in quality childcare and early education. Please review the information in this handbook carefully. Any questions or concerns which are not addressed in the following pages may be answered by the Managing Director. We look forward to caring for your child and welcome you to our family.

JOHN 21:15

“After they had eaten breakfast, Jesus asked Simon Peter, ‘Simon, son of John, do you love Me more than the other disciples do?’ Peter answered Him, ‘Yes, Lord, You know that I love You.’ Jesus told him, ‘Feed My lambs.’”



ABOUT ONE NATION CHURCH

We are a family of Jesus followers who embrace diversity and strive to worship God through loving others. Our desire is to be a safe haven for people of all backgrounds to engage in community, find healing, and experience the transforming power of a relationship with Jesus.

OUR BELIEFS AT ONE NATION CHURCH

Salvation

We believe in the existence of God The Father, Jesus Christ The Son, and The Holy Spirit. We believe that all three exist as one God in three Persons. We also believe that Jesus came to this earth and lived a perfect life, died on the Cross, and then rose from the dead. Since the fall of man, humanity has been consistently in need of a Savior. It is through the Sacrifice made by God's Son that our relationship with our Creator can be restored. When we believe in God and accept what He has done for us, we are able to live victorious lives that thrive from communion with Him. A relationship with God is what gives us the ability to see deliverance, restoration, and healing for ourselves and those around us.

Holy Spirit

We believe that The Baptism of the Holy Spirit provides us with a specific power and passion that enables us to be ambassadors for The Kingdom of God. Jesus promised His followers that they would receive Power from Heaven so that they could be prepared to be witnesses locally and all over the world. We believe that The Holy Spirit is still alive and active today, and that He is our Source for living a life that is equipped to carry out His Work. Believers are called to carry The Gospel to others with the Power that we have access to through The Holy Spirit.

Divine Healing

While on this earth, Jesus ministered with compassion and healed the sick. Because we live in a broken world, we are in need of healing physically, mentally, and spiritually. God is still in the business of providing healing even if it does not always provide the outcome that we might expect here on earth. Scripture tells us to pray in faith and then to leave it with Him. We can trust that God knows what we need. He desires to heal every broken area of our lives.

The Second Coming

The world has been experiencing natural disasters, economic downturn, wars and rumors of wars, and increasing uncertainty. These are all signs that point to the certain and imminent return of our Savior. We believe that we are called to share The Gospel with everyone, in hopes that as many as possible will be ready for His Return. Although no one knows the exact day and hour of The Second Coming of Jesus Christ, we believe that we are called to live each day as if it could be our last.



ABOUT THE SENIOR STAFF OF ONE NATION CHURCH

Pastor Jason Rowland is the pastor of One Nation Church. His wife, Karen Rowland, is a professor of Counseling Education at Mercer University. They have grown their family to seven children through adoption. As a husband, a father, a leader, an author, and speaker,

Pastor Jason leads the charge in the importance of placing people first and above all things. For his family as well as the ministry he leads, he said, “People are more important than things and that is the number one value”.

In addition to various family and leadership roles, the Rowland’s love traveling in their RV around the country. Pastor Jason enjoys cycling with his boys, hiking with his girls, flying his drone, and enjoying family and friends around the pool. In addition, he enjoys passing his experience, knowledge, and wisdom down to the next generation. He is the author of many books such as, “Meditate on The Word of God”, “Pleading The Blood Over Your Family”, “Breaking Generational Sin”, “Meditate”, “Bless The Socks Off Your Enemy”, “Fasting”, “The Big Deal About Baptism”, etc.

Pastor Stanley Raymond Owen is the associate pastor of One Nation Church. He and his wife, Vickie Owen are graduates of Southeastern University in Lakeland, Florida. It was while they were in Florida that they met and were married. They have worked together in ministry for over forty-five years. Pastor Stan has served as the Chaplain of the Clayton County Sheriff's Office for many of those years. Their heart’s desire is to be involved in spreading the Good News of the Gospel so that God’s healing can be experienced by those who are lost and hurting. They are also passionate about seeing Clayton County on fire for God’s Kingdom!

Dr. Andrene Maria Monk is the educational director of One Nation Church and Academy. She is married to Pastor Donnie Keith Monk. Dr. Monk is a teacher of leaders. She is currently the President of “Teach The Word” Bible Institute in Jonesboro, Georgia. In addition to teaching God’s Word with fresh Revelation and providing “connective learning”, integrating culture, context, and history in all her lessons, her main passion is the nurturing, care, love, and teaching of children. She graduated from William Tyndale College in Southfield, Michigan. Dr. Monk received a bachelor’s degree and master’s degree in Biblical Studies and Theology, a master’s degree in Pastoral Counseling, and a Doctor of Theology (PhD). She has been enrolled in The Hebrew University of Jerusalem since 2013, studying the Biblical Hebrew language, the Greek language, the Aramaic language, Hebrew Culture and History, and Greek Culture. Dr. Monk has been serving in The Kingdom of God since 1990 and her ministerial experiences include:

Sunday School Teacher
Daycare Director
Christian School Principal
Church Administrator
Staff Minister
Christian School Teacher

Ordained Pastor and Assistant Pastor
Bible College Professor
Bible College Dean
Bible College Founder
Bible College President and CEO

Dr. Monk also worked in the following secular arenas:



Account Supervisor for Michigan National Bank
Assistant Bank Manager for Michigan National Bank
Executive Administrator for Eller Outdoor Advertising
Advertising Account Coordinator for McDonald's Corporation
Regional Recruiting Coordinator for Unisys (Burroughs) Corporation
Sales Representative for International Business Machines (IBM)
Special Education: Dutchtown Elementary School

Dr. Andrene has assisted in establishing several Bible Colleges, including obtaining accreditation for each school.

OUR EXPERIENCE

- ☺ Licensed with "Bright from The Start"
- ☺ Quality Rated
- ☺ Staff Certified Infant/Child CPR, AED, and First Aid
- ☺ Director Training Certified with "Bright from The Start"
- ☺ CDA Trained Staff

OUR BELIEFS AND VALUES

One Nation Academy takes the responsibilities of childcare very seriously. We are committed to maintaining a safe play environment as well as a God-Inspired learning environment. Our educated and experienced staff will teach, observe, and monitor the children's activities and learning progress, while ministering to each child in a God-centered environment. One Nation Academy will offer upmarket childcare services and an advanced Bible-based academic curriculum designed for children birth to twelfth grade. Normal operating hours will be 6:00 a.m. to 6:00 p.m., Monday through Friday, with observance of all major legal holidays as outlined in this handbook.

One Nation Academy exists to provide the highest childcare and educational services, aimed at integrating extracurricular interests (such as arts and crafts, dance, music, etc.) into one comprehensive program. Our activity-based curriculum is specifically tailored and age-appropriate for children of each age groups. We offer state-of-the-art technology programs in a leading-edge facility which helps prepare children for the technology age in which we live. We are also a Bible-based school, imparting Biblical understanding into our children.

Our developmental programs reinforce basic social, listening, independence and motor skills and prepare students for future related interaction. All our learning and childcare services employ technology, partnerships, professional services, and other activities that support and promote higher learning. Our focus is upon cognitive, communication, emotional, fine motor, gross motor skills, social skills, and Biblical understanding for the children, using fun and interactive math, language arts, science, and reading lessons. One Nation Academy offers a "home away from home", providing children with "siblings" of all ages, to play, socialize, and learn from. Our goal is to:



- ☺ Spiritual development from Bible reading and teaching.
- ☺ Age-appropriate academic curriculum Abeka with GELDS-based lesson plans.
- ☺ Gross Motor Skills, Fine Motor Skills, Language Skills, and Cognitive Development.
- ☺ Provide quality childcare and learning in a safe and nurturing environment.
- ☺ State-of-the-art security throughout the building and every classroom.
- ☺ A healthy and nutritious breakfast, lunch, and snacks menu served daily.
- ☺ A well-planned learning environment, keeping in mind that learning does not only include the ABC's and 123's, but it also includes the learning of:
 - A. Values;
 - B. Honesty;
 - C. Respect;
 - D. Potential;
 - E. Moderation;
 - F. Dependability;
 - G. Love;
 - H. Sensitivity to Others;
 - I. Kindness;
 - J. Friendliness; and
 - K. Fairness/Consideration.
- ☺ A proper approach to discipline. Since children occasionally need discipline, it is important that we and the parents share a similar viewpoint. We want to make sure your child does not gain a misperception as to where the boundaries are and what is expected of him/her. Children are taught which behaviors are inappropriate, and why, and given alternatives that are acceptable. In this way, the behavior is being changed, without making the child feel “bad” or unloved. This helps develop their confidence and teaches them how to handle difficult situations themselves in the future. We must lovingly express our disapproval without attacking the child’s character. We will state our expectations and show your child how to adjust.
- ☺ We believe in fostering unconditional love toward your child because children should not grow up feeling that in order to be loved and cared for, they must meet numerous conditions.
- ☺ Communication is key to a successful childcare arrangement. One Nation Academy will work with the parents to establish a good working relationship so that we can communicate and work together. This will allow us to exchange pertinent information in your child’s life such as changes in routine, special events or activities, as well as changes such as death, divorce, separation, moving, visitors, etc. All this information can be important in understanding a child’s feelings, behavior, and well-being.

OUR GOALS, MISSION, AND MISSION STATEMENT

1. Provide a ministry to the community that has a spiritual environment with Biblical leadership to help children grow and develop into mature, Godly individuals.
2. Provide an environment where parents can feel comfortable and secure leaving their children, knowing they will receive excellent care in their “home away from home”.
3. Provide opportunities for children to grow and develop through exploration and experimentation.
4. Provide the children with various learning materials and activities that are stimulating, age appropriate, and will enhance spiritual, social-emotional, physical, and intellectual development.



MISSION STATEMENT

The mission of One Nation Academy is to nurture the “whole child” in areas of physical, intellectual, emotional, social, and spiritual development. This will be achieved through providing a variety of activities that are developmentally appropriate and recognizes the individual needs and differences of each child. Through Biblical principles and teacher-assisted and directed activities, children will be encouraged to be independent thinkers and life-long learners.

CURRICULUM

One Nation Academy offers the Abeka Curriculum for our children two to four years, with academic enhancements such as a daily GELDS lesson plan (Georgia Early Learning and Development Standards) for each subject. For our older children, kindergarten through twelfth grade, we offer the online “Time4Learning” curriculum (see our Elementary School Parent Handbook). We will provide high academic standards combined with Biblical teaching and ample fun and play. Each lesson will not only focus on what your child knows, but also on who your child will become with character-building content that reinforces Biblical values (content guided by the unfailing compass of God’s Word). We believe that incorporating a balance of hearing, seeing, and hands-on learning not only helps with better retention, but also develops fine and gross motor skills. The curricula also include easy-to-use Teacher's Manuals, providing pre-planned lessons. This will enable the teacher to spend more time connecting with the children and less time laying out lesson plans and schedules.

DEVELOPMENT OF CHILDREN AGE BIRTH TO ONE (1) YEAR (INFANTS)

Developmental Milestones

Skills such as taking a first step, smiling for the first time, and waving "bye-bye" are called “developmental milestones”. Developmental milestones are things most children can do by a certain age. Children reach milestones in how they play, learn, speak, behave, and move (like crawling, walking, or jumping). In the first year, babies learn to focus their vision, reach out, explore, and learn about the things that are around them. Each month, your baby will master important skills that serve as the building blocks for continued growth and development. Cognitive, or brain development means the learning process of memory, language, thinking, and reasoning. Learning language is more than making sounds ("babble"), or saying "ma-ma" and "da-da". Listening, understanding, and knowing the names of people and things are all a part of language development. During this stage, babies are also developing bonds of love and trust with their parents and others as part of social and emotional development. The way parents cuddle, hold, and play with their baby will set the basis for how they will interact with them and others. Following are some of the things we will do to help your baby during this stage:

- We will talk to your baby with meaningful words and sentences.
- We will answer when your baby makes sounds by repeating the sounds and adding words. This will help him/her learn to use language.



- We will read to your baby. This will help him/her develop and understand language and sounds.
- We will sing to your baby and play music. This will help your baby develop a love for music and will help his/her brain development.
- We will praise your baby and give him/her lots of loving attention.
- We will spend time cuddling and holding your baby. This will help him/her feel cared for and secure.
- We will play with your baby when he's/she's alert and relaxed.
- We will watch your baby closely for signs of being tired or fussy so that he/she can take a break from playing.
- We will distract your baby with toys and move him/her to safe areas when he/she starts moving and touching things that he/she shouldn't touch.

DEVELOPMENT OF CHILDREN

AGE ONE (1) YEAR

One-year-olds will develop most of their cognitive, language, and literacy skills through the teachers reading to them daily. The toddler program will encourage the child's natural curiosity in a fun and active learning environment and is designed to promote discovery. We will always implement appropriate practices through professional excellence, all in a caring environment. In addition to physical growth, at the age of 12 to 24 months older children will begin to experience:

Overall Development

- Cognitive Development (the child's ability to think, learn, and remember).
- Social and Emotional Growth: Toddlers form strong emotional attachments and often feel uneasy when they are separated from their loved ones. Around the same time, they will begin desiring to do things on their own or according to their own wishes.
- Language Development: Understands ten times more words than he or she can speak.
- Sensory and Motor Development: Toddlers gain control and coordination and become steady walkers.
- Climbing, running, and jumping soon follow.
- Requiring a gentle tone and unconditional love.
- Requiring a daily schedule with the perfect balance of academics, playtime, social interaction, and rest/quiet time throughout the school day.

Language and Literacy Skills

- Share songs and finger-plays with rhyme and repetition.
- Use self-talk throughout the day to boost vocabulary and model language skills. For example, "I am going to wash my hands and I will be right back."
- Read books and tell stories about pictures throughout the day, as well as create opportunities for children to explore books independently.
- Provide opportunities for children to explore drawing, writing, and painting as a way of communicating.



The one-year-old classroom environment is carefully created with developmentally appropriate learning centers and materials. In the toddler classroom, you will find blocks, puzzles, art supplies, dramatic play equipment, sensory tables, a library and more. Toddlers have the freedom to choose what activities they are interested in. Teachers will guide and support their learning throughout these activities, helping them learn new skills and encouraging them to try new experiences. We believe in the importance of regularly assessing each child's growth and development. This will allow the lessons and activities to be tailored to the needs of each child. We use Pearson's Assessment Tool to assess each child's growth and development.

At the end of each month, and each time the child transitions to a new classroom, our educators will complete the Pearson Assessment. This tool allows us to help track the child's progress in language, problem solving, fine and gross motor, and social-emotional development. It also helps us to ensure the right materials and supports are being used to help the child reach the next stage of development.

DEVELOPMENT OF CHILDREN

AGE TWO (2) YEARS

The two-year-old classroom program includes activities that will help each child to develop:

- Knowing God and recognizing His Work and Love.
- Understanding values, including honesty, compassion, and giving.
- Understanding language through conversation and books.
- Starting to understand math, language arts, reading, writing, and science, through puzzles and block play.
- Gross and fine motor skills.
- Understanding the feelings that signal he/she needs to use the bathroom.
- Agility in outdoor play and group activities.
- Developing cooperation skills through social interaction with classmates.
- Two-year-old children enjoy using their senses and motor skills to explore the world.
- Two-year-old children are highly curious about unfamiliar objects and events.
- Two-year-old children can solve simple problems with the "trial and error" method.
- Two-year-old children will practice an activity many times to master it.
- Children this age also pretend more during play, using familiar objects and situations to process their daily experiences.

Children are officially toddlers at the age of two (2). They are very active at this age and their gross motor skills and fine motor skills develop most at this age:

Gross Motor Skills

Gross motor skills are the abilities required in order to control the large muscles of the body for walking, running, sitting, crawling, and other activities:

- Walk, run and start learning to jump with both feet.
- Pull or carry toys while walking.
- Throw and kick a ball; try to catch with both hands.
- Stand on tiptoes and balance on one foot.
- Climb on furniture and playground equipment.
- Walk upstairs, holding on to the railing; may alternate feet.
- Start brushing own teeth and hair.
- May pull pants up and down.
- Turn on the faucet and wash hands.
- Build a block tower of at least four blocks.
- Start practicing snaps and zipping up (if you start the zip).
- Hold utensils and crayons with fingers instead of fist, though grasp still may not be quite right.

Fine Motor Skills

“Fine Motor” refers to the movements we make with the small muscles of the hands. Children start to use their hands right at birth to explore their own bodies and the world around them. Their fine motor skills develop as their whole body starts to move and become more stable. They also learn to do more things with their hands as their cognitive and social/emotional skills improve.

Below are some of the typical developmental milestones for fine motor skills for two-year old children. Between the ages of twelve (12) to eighteen (18) months, your child will:

- Point to pictures in books.
- Build a tower using two blocks.
- Use his/her hands together to hold a toy at the middle of his/her body.
- Scribble with a crayon.
- Point with his/her pointer finger.
- Hold his/her own cup and drink, with some spilling.
- Feed himself/herself using a spoon, with some spilling.
- Remove his/her own socks.
- Put his/her hat on his/her head.

Red Flags for Fine Motor Development (18 months)

If you notice some of the following things about your child by 18 months of age, you may want to talk to your doctor or to another health professional such as an occupational therapist or a physiotherapist:

- Your child is not able to use a pincer grasp (thumb and pointer finger) to pick up small objects.
- Your child does not point at things using his/her pointer finger (e.g. pictures in a book).
- Your child is not able to put things into containers.
- Your child is not able to use both hands during play (most children do prefer one hand over the other).
- Your child’s movements seem shaky or stiff.



Between the ages of 18 months and 2 years, your child will:

- Build a tower with 4-6 blocks.
- Put 4 rings on a stick.
- Put large pegs in a pegboard.
- Turn pages of a book, 2 or 3 at a time.
- Scribble.
- Turn knobs.
- Throw a small ball.
- Paint on paper using her whole arm to move the paintbrush.
- Imitate you drawing a vertical line (I) and a circle (it may not be accurate).
- Begin to string large beads.
- Feed himself/herself using a fork and spoon.
- Pull up a large zipper.
- Start to hold a crayon with his/her fingers, usually with his/her hand at the top of the crayon.
- Put large shapes into a shape sorter.

Red Flags for Fine Motor Development (2 years)

If you notice some of the following things about your child by the time he/she is two years old, you may want to talk to your doctor, or to another health professional such as an occupational therapist or a physiotherapist.

- He/She cannot imitate you drawing a vertical line (I).
- He/She is still putting lots of toys in his/her mouth.
- He/She is not able to put a simple, large puzzle piece into a wooden puzzle.
- He/She is not able to put a simple shape into a shape sorter.
- He/She cannot feed himself/herself with a spoon.
- He/She cannot stack 2-3 blocks on top of one another.

Between the Ages of Two – Three (2-3) Years, Your Child Will:

- Fold paper in half.
- Draw straight lines and circles.
- Imitate you drawing a cross.
- Turn single pages in a book.
- Snip the edges of paper with scissors (by 30 months).
- Hold crayons using the thumb and fingers.
- Use one hand more often than the other for most activities.
- Build a tower of up to nine (9) large blocks.
- Put together large linking blocks, such as Mega blocks.
- String ½ inch sized beads.
- Cut across a piece of paper (by 3 years).
- Use a fork to eat.
- Manage large buttons.
- Put on some items of clothing with supervision.



Milestones

A developmental “milestone” is an ability that is achieved by most children by a certain age.

Developmental milestones can involve physical, social, emotional, cognitive, and communication skills such as walking, sharing with others, expressing emotions, recognizing familiar sounds, and talking.

Cognitive Milestones

“Cognitive” milestones involve the progressive building of learning skills, such as attention, memory and thinking. These crucial skills enable children to process sensory information and eventually learn to evaluate, analyze, remember, make comparisons and understand cause and effect. Children begin to think in new ways, learn new skills and find new techniques to solve problems. By the end of this year, they will typically:

- Enjoy more complicated pretend play, like pretending that a box is a spaceship or assigning people characters when playing.
- Remember and talk about things that happened in the past, using phrases like “the other day” or “a long time ago”.
- Do three- to four-piece puzzles.
- Group toys by type, size or color.
- Recite favorite books and nursery rhymes with you.
- May follow two-step directions, such as “take off your coat and hang it up”.

Language Milestones

By the end of the third year, children usually understand much of what you say to them.

They’re also talking more. At this age, most children can do these things:

- Understand the words for familiar people, everyday objects and body parts.
- Use a variety of single words by 18 months and speak in sentences of two to four words by 24 months (may combine nouns and verbs, like “mommy eat”); have a vocabulary of 200+ words by 36 months.
- Repeat words he/she hears
- Start asking “what’s that?” and “why?”
- Begin using plurals (dogs) and basic pronouns (me, you)

Social and Emotional Milestones

Two-year-old children start to be more independent and more interested in other children. By the end of this year, they will likely do things such as:

- Mimicking what other children and adults do and say, as well as how they say it.
- Being happy to play near, if not with, other children.
- Starting to realize he/she can do things without help.
- Disobeying more than before; doing things he/she is told not to do, just to test what happens.
- Having tantrums when frustrated.
- Increasing separation anxiety by 18 months, which typically eases considerably by 24 months.
- Becoming increasingly independent and aware of himself/herself between 24 and 36 months.



DEVELOPMENT OF CHILDREN AGE THREE (3) YEARS

The three-year-old preschool program addresses:

- Knowing God and recognizing His Work and Love.
- Understanding values, including honesty, compassion, and giving.
- Gross and fine motor skills.
- Learning to tell a story or gather information from books.
- How to communicate through better listening and speaking skills.
- Learning new words and building a vocabulary through word games and phonics instruction.
- Recognizing numbers and basic math skills.
- Understanding science as God's Creation.
- The social skills and the importance of generosity, sharing, and thankfulness in the classroom and on the playground.
- Three-year-old children are working to get better at the gross and fine motor skills they developed as 2-year-olds:

Gross Motor Skills

- Run and walk without tripping over own feet.
- Jump, hop, climb, and stand on one foot.
- Walk backwards and climb stairs one foot after the other.
- Kick and throw a small ball; catch a bigger ball most of the time.
- Start pedaling a tricycle or bike.

Fine Motor Skills

- Draw a circle with a crayon, pencil or marker.
- Play with toys with small moving parts and buttons.
- Turn the pages of a book one at a time.
- Build with blocks and create towers of six or more blocks.
- Work door handles and twist-on bottle tops.

Cognitive Milestones

Children at this age will begin learning new things about the world. They often think of creative approaches to tasks and activities. By the end of this year, typical cognitive milestones include being able to do things like:

- Naming the eight colors in a crayon box (red, yellow, blue, green, orange, purple, brown, black).
- Reciting numbers to 10 and start counting groups of things.
- Start understanding time in terms of morning, night, and days of the week.
- Remembering and retelling favorite stories.
- Understanding and talking about things that are the "same" and "different".
- Following three-step directions ("Brush your teeth, wash your face and put on your pajamas.").



Language Milestones

By the end of the year, three-year-old children will typically have a lot to say. They also understand more of what is said but may not always follow directions. They typically use language like this:

- Using the basic rules of grammar but making mistakes with words that do not follow the rules, like saying “mouses” instead of “mice”.
- Speaking well enough that most strangers can understand what they are saying.
- Using five or six words in a sentence and having a two- to three-sentence conversation.
- Telling you their name, a friend’s name, and the names of most common objects.
- Understanding words like “in,” “on,” “behind” and “next”.
- Asking “wh” questions (“why”, “what”, “when”, “where”) to get more information about things.

Social and Emotional Milestones

Most three-year-old children are an interesting mix of independence, playfulness, and apprehension. By the end of their third year, most 3-year-old children will do these things:

- Be interested, although hesitant, about going new places and trying new things.
- Start to play with children (as opposed to only playing side-by-side).
- Start being able to comfort and show concern for an unhappy friend without prompting.
- Take turns while playing (even if they don’t like to).
- Play “real life” with toys like play kitchens.
- Start finding simple ways to solve arguments and disagreements.
- Show (but maybe not name) a variety of emotions beyond happy, sad and mad.

DEVELOPMENT OF CHILDREN

AGE FOUR (4) YEARS

Social Emotional Development

- Demonstrate ability to adjust to new situations.
- Engage in social interaction/play with others.
- Engage in imaginative play and inventive thinking.
- Participate in group time 5-10 minutes.
- Demonstrate understanding of rules and social expectations.
- Engage in social problem solving and learn to resolve conflict.
- Seek adult assistance when needed.
- Follow classroom routines.
- Identify and label feelings in self and others.

Self-Care and Personal Responsibility

- Demonstrate respect and care for classroom materials.
- Participate in clean up.
- Accept responsibility when asked.
- Take care of own bathroom and hand washing needs.
- Keep track of personal belongings at school.



Gross Motor Skills

- Demonstrate basic large motor skills (running, jumping hopping, galloping, riding trike).
- Demonstrate balancing skills.
- Throw and catch medium size ball.

Fine Motor Skills

- Cut drawn shape without assistance.
- Hold pencil with ease.
- Begin to make recognizable shapes, letters and representational drawings.
- Grasp and manipulate small items.
- Exhibit eye hand coordination.

Cognitive Development

- Observe and examine objects to gather information.
- Demonstrate problem solving skills.
- Point to and name colors.
- Demonstrate position words.
- Demonstrate knowledge of patterns.
- Recognize and name shapes.
- Recognize written numbers 1-10.
- Count objects using one to one correspondence.
- Put objects in size order.
- Continue to work on a task even when experiencing difficulties.
- Sort objects by color, size or shape.
- Begin to understand simple measurement.

Language Skills

- Speech is understandable by strangers.
- Communicate in full sentences.
- Answer questions with a complete thought (more than yes or no).
- Understand and follow verbal directions of 2 or more steps.
- Recognize that print carries meaning.
- Recognize and attempt to write own name.
- Recognize many alphabet letters and sounds.
- Retell general ideas of stories when asked.
- Recognize and names opposites and rhyming words.
- Participate in song and movement activities.

Art and Music

- Hands-On Crafts
- Songs (on CD) for Bible Memory Verses
- Cognitive Development
- Creative Thinking
- Problem Solving



- Imaginative Play
- Physical Development
- Gross Motor Skills: Outside Play, Both Structured and Unstructured
- Fine Motor Skills: Paint and Color and Draw, Squeeze Play Dough, Begin Writing Letters and Numbers
- Health — Focus on Nutrition by Enjoying Healthy Snacks

WHAT MOST CHILDREN DO AT EACH AGE

At Eighteen (18) Months

- Walking well with feet slightly apart.
- Climbing, managing corners and obstacles well.
- Saying six to 12 recognizable words.
- Repeating last words of sentences.
- Wanting to be more independent and do things without help.
- Showing personality traits.
- Playing alone, but still liking to be near adults.
- Easily frustrated and throwing temper tantrums.
- Using objects and routines for comfort and security.

At Two (2) Years

- Walking up stairs and maybe walking backwards.
- Squatting and standing without using hands.
- Kicking a ball and throwing over arm.
- Saying fifty (50) or more recognizable words and understanding more.
- Joining in some nursery rhymes.
- Becoming increasingly independent but still constantly demanding parents' attention.
- Clinging tightly in affection, fear or fatigue.
- Throwing temper tantrums when frustrated.
- Starting to develop their imagination.

At Three (3) Years

- Identifying some pictures by naming them.
- Balancing on one foot, walking on tiptoes and walking upstairs.
- Constantly asking questions.
- Listening to and telling stories.
- Washing and drying hands.
- Identifying a friend by name.
- Using less "baby talk" in speech.
- Speaking in ways that can be understood half the time.
- Decreasing temper tantrums.
- Developing fears of the dark or animals.



At Four (4) Years

Reading Development

- Understands the idea of what a word is in print — and that words and sentences are read from left to right.
- Holds a book correctly and turns pages front to back.
- Has memorized some favorite books and can recite them along with you.
- Knows some upper and lowercase letters and understands that letters stand for sounds (“B” makes the “buh” sound).
- Can recognize his/her name and some familiar words in signs around them (such as “stop”).
- Can identify whether two words rhyme, or whether they start with the same sound.

Language Development

- On average, a four-year-old knows about 4,000 to 6,000 words but begins to increase rapidly.
- His/Her sentences are getting longer (four to five words) and may have more variety (“Grandma got me that, didn’t she?”).
- Can listen to details and retell a story.

Physical Development











- Can walk heel-to-toe and run.
- May be able to climb jungle gyms at the playground (but needs close supervision!).
- Can kick a ball.
- Can stand on one foot for four or five seconds.
- Can draw simple shapes, use scissors, and string beads.
- Can dress, undress, and brush teeth.





Emotional Development















- Still has difficulty sharing but is beginning to understand taking turns.
- Wants to please friends (and maybe you too!).
- May be quick to get angry but tries to control it or express it through words.
- Knows what tasks are expected but may lose focus on following through.

One Nation Academy offers a developmentally appropriate, educational curriculum for toddlers and preschoolers. We focus on spiritual, social, and emotional development, as well as physical movement and creative expression. Our programs combine hands-on activities, imaginative play and real-life experiences, which foster learning at each age level. We believe that play is work for young children, allowing them to develop an important understanding of the world around them.

DAILY SCHEDULE: INFANTS (BIRTH – 12 MONTHS)

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SIDE NOTE
8 a.m. Prayer, Worship, and Bible Devotion GELDS: _____ _____ _____ _____	8 a.m. Prayer, Worship, Biblical Music and Movement GELDS: _____ _____ _____ _____	8 a.m. Prayer, Worship, Biblical Art and Color: GELDS: _____ _____ _____ _____	8 a.m. Prayer, Worship, and Bible Devotion: GELDS: _____ _____ _____ _____	8 a.m. Prayer, Worship, Music and Movement GELDS: _____ _____ _____ _____	 _____ _____ _____ _____ _____
9 a.m. Breakfast GELDS: _____ _____ _____ _____ Initial: _____	9 a.m. Breakfast GELDS: _____ _____ _____ _____ Initial: _____	9 a.m. Breakfast GELDS: _____ _____ _____ _____ Initial: _____	9 a.m. Breakfast GELDS: _____ _____ _____ _____ Initial: _____	9 a.m. Breakfast GELDS: _____ _____ _____ _____ Initial: _____	 _____ _____ _____ _____ _____
9:45 a.m. (Circle One) Wet BM Dry GELDS: _____ _____ _____ _____ Initial: _____	9:45 a.m. (Circle One) Wet BM Dry GELDS: _____ _____ _____ _____ Initial: _____	9:45 a.m. (Circle One) Wet BM Dry GELDS: _____ _____ _____ _____ Initial: _____	9:45 a.m. (Circle One) Wet BM Dry GELDS: _____ _____ _____ _____ Initial: _____	9:45 a.m. (Circle One) Wet BM Dry GELDS: _____ _____ _____ _____ Initial: _____	 _____ _____ _____ _____ _____
10 a.m. First Nap (30-45 minutes) 	10 a.m. First Nap (30-45 minutes) 	10 a.m. First Nap (30-45 minutes) 	10 a.m. First Nap (30-45 minutes) 	10 a.m. First Nap (30-45 minutes) 	 _____ _____ _____ _____ _____
10:45 a.m. Storytime (15-20 minutes) GELDS: _____ _____ _____ _____ _____	10:45 a.m. Storytime (15-20 minutes) GELDS: _____ _____ _____ _____ _____	10:45 a.m. Storytime (15-20 minutes) GELDS: _____ _____ _____ _____ _____	10:45 a.m. Storytime (15-20 minutes) GELDS: _____ _____ _____ _____ _____	10:45 a.m. Storytime (15-20 minutes) GELDS: _____ _____ _____ _____ _____	 _____ _____ _____ _____ _____

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SIDE NOTE
11 a.m. Social Studies: (20-30 minutes) GELDS: _____ _____ _____ _____	11 a.m. Math: (20-30 minutes) GELDS: _____ _____ _____ _____	11 a.m. Literacy: (20-30 minutes) GELDS: _____ _____ _____ _____	11 a.m. Art: (20-30 minutes) GELDS: _____ _____ _____ _____	11 a.m. Science: (20-30 minutes) GELDS: _____ _____ _____ _____	 _____ _____ _____ _____
11:30 a.m. (Circle One) Wet BM Dry GELDS: _____ _____ _____ Initial: _____	11:30 a.m. (Circle One) Wet BM Dry GELDS: _____ _____ _____ Initial: _____	11:30 a.m. (Circle One) Wet BM Dry GELDS: _____ _____ _____ Initial: _____	11:30 a.m. (Circle One) Wet BM Dry GELDS: _____ _____ _____ Initial: _____	11:30 a.m. (Circle One) Wet BM Dry GELDS: _____ _____ _____ Initial: _____	 _____ _____ _____ _____
12 p.m. Lunch * _____ * _____ * _____ *1% Milk Bottle: _____ GELDS: _____ _____ _____ Initial: _____	12 p.m. Lunch * _____ * _____ * _____ *1% Milk Bottle: _____ GELDS: _____ _____ _____ Initial: _____	12 p.m. Lunch * _____ * _____ * _____ *1% Milk Bottle: _____ GELDS: _____ _____ _____ Initial: _____	12 p.m. Lunch * _____ * _____ * _____ * _____ *1% Milk Bottle: _____ GELDS: _____ _____ _____ Initial: _____	12 p.m. Lunch * _____ * _____ * _____ * _____ Bottle: _____ GELDS: _____ _____ _____ Initial: _____	 _____ _____ _____ _____
12:45 pm Clean Up/Prepare For Naptime GELDS: _____ _____ _____ _____	12:45 pm Clean Up/Prepare For Naptime GELDS: _____ _____ _____ _____	12:45 pm Clean Up/Prepare For Naptime GELDS: _____ _____ _____ _____	12:45 pm Clean Up/Prepare For Naptime GELDS: _____ _____ _____ _____	12:45 pm Clean Up/ Prepare For Naptime GELDS: _____ _____ _____ _____	 _____ _____ _____ _____

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SIDE NOTE
1 p.m. Second Nap (About 2 Hours) 	1 p.m. Second Nap (About 2 Hours) 	1 p.m. Second Nap (About 2 Hours) 	1 p.m. Second Nap (About 2 Hours) 	1 p.m. Second Nap (About 2 Hours) 	 <hr/> <hr/> <hr/> <hr/> <hr/>
3:00 p.m. (Circle One) Wet BM Dry GELDS: <hr/> <hr/> <hr/> <hr/> <hr/> Initial: _____	3:00 p.m. (Circle One) Wet BM Dry GELDS: <hr/> <hr/> <hr/> <hr/> <hr/> Initial: _____	3:00 p.m. (Circle One) Wet BM Dry GELDS: <hr/> <hr/> <hr/> <hr/> <hr/> Initial: _____	3:00 p.m. (Circle One) Wet BM Dry GELDS: <hr/> <hr/> <hr/> <hr/> <hr/> Initial: _____	3:00 p.m. (Circle One) Wet BM Dry GELDS: <hr/> <hr/> <hr/> <hr/> <hr/> Initial: _____	 <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
3:30 p.m. Snack Time  GELDS: <hr/> <hr/> <hr/> <hr/> <hr/> Initial: _____	3:30 p.m. Snack Time  GELDS: <hr/> <hr/> <hr/> <hr/> <hr/> Initial: _____	3:30 p.m. Snack Time  GELDS: <hr/> <hr/> <hr/> <hr/> <hr/> Initial: _____	3:30 p.m. Snack Time  GELDS: <hr/> <hr/> <hr/> <hr/> <hr/> Initial: _____	3:30 p.m. Snack Time  GELDS: <hr/> <hr/> <hr/> <hr/> <hr/> Initial: _____	 <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
4 p.m. - 6 p.m. Transitions Free Play Indoor or Outdoor Play GELDS: <hr/> <hr/> <hr/> <hr/> <hr/>	4 p.m. - 6 p.m. Transitions Free Play Indoor or Outdoor Play GELDS: <hr/> <hr/> <hr/> <hr/> <hr/>	4 p.m. - 6 p.m. Transitions Free Play Indoor or Outdoor Play GELDS: <hr/> <hr/> <hr/> <hr/> <hr/>	4 p.m. - 6 p.m. Transitions Free Play Indoor or Outdoor Play GELDS: <hr/> <hr/> <hr/> <hr/> <hr/>	4 p.m. - 6 p.m. Transitions Free Play Indoor or Outdoor Play GELDS: <hr/> <hr/> <hr/> <hr/> <hr/>	 <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Educator's Observations: _____

EDUCATOR: _____

DATE: _____



DAILY SCHEDULE FOR TODDLERS: 12 - 24 MONTHS (1 – 2 YEAR OLDS)

TIME	ACTIVITY
6:00 a.m. – 7:00 a.m.	PRE-CARE Staff members greet children and parents and assists with storage of personal belongings. Children are provided opportunities for free choice play in learning centers (reading; listening; dramatic play; art; manipulative play; music). Potty breaks and children are taught proper hand-washing techniques.
7:00 a.m. – 7:45 a.m.	WORSHIP AND CIRCLE TIME Songs; Stories; and Finger-Plays. Children develop calendar skills (months/days; seasons; weather). GROSS MOTOR SKILLS: Development through active indoor activities.
7:45 a.m. – 8:15 a.m.	POTTY BREAK Wash hands and faces.
8:15 a.m. – 9:00 a.m.	CIRCLE TIME DEVOTIONS Prayer and interactive Bible story with the teacher. The children will be part of the action in the story.
9:00 a.m. – 9:15 a.m.	CLEAN UP AND WASH HANDS
9:15 a.m. – 9:45 a.m.	MORNING SNACK Children are encouraged to develop self-feedings skills.
9:45 a.m. – 10:00 a.m.	POTTY BREAKS Wash hands and faces.
10:00 a.m. – 10:45 a.m.	EARLY LITERACY ACTIVITIES Pre-reading and math lessons. Children learn to recognize the alphabet and numbers. Count 0-10 (at least). Art project time (Arts and Craft).
10:45 a.m. – 11:00 a.m.	POTTY BREAK Wash hands and faces.
11:00 a.m. – 12:00 p.m.	OUTDOOR PLAY (WEATHER PERMITTING) Explore the outdoors. Children will learn about trees, leaves, grass, etc. GROSS MOTOR ACTIVITIES: Running; Jumping; Climbing; and Riding
12:00 p.m. – 12:15 p.m.	POTTY BREAK Wash hands and faces.
12:15 p.m. – 12:45 p.m.	LUNCH TIME Occasionally served family-style. Clean up and wash hands.
12:45 p.m. – 1:00 p.m.	POTTY BREAK Wash hands and faces.
1:00 p.m. – 1:15 p.m.	MUSIC AND MOVEMENT Interactive learning songs. Children are introduced to various types of music and songs for play.
1:15 p.m. – 1:30 p.m.	STORY TIME WITH TEACHER AND PREPARE FOR NAP POTTY BREAK. Wash hands and faces.
1:30 p.m. – 3:00 p.m.	NAP TIME
3:00 p.m. – 3:30 p.m.	POTTY BREAK/PREPARE FOR SNACK Wash hands and faces.
3:30 p.m. – 4:00 p.m.	AFTERNOON SNACK CLEAN UP AND WASH HANDS
4:00 p.m. – 5:00 p.m.	FREE CHOICE PLAY IN LEARNING CENTERS OR OUTDOORS Teachers interact with the children as they play and are introduced to musical toys and books; alphabet books and blocks; and number concepts. Facilitate fine and gross motor skills development through play with finger paint, markers, brushes, puzzles, blocks, gyms, mat, push/pull toys, and riding equipment.
5:00 p.m. – 6:00 p.m.	POTTY BREAK/PREPARE FOR DISMISSAL Wash hands and faces.



DAILY SCHEDULE FOR TODDLERS: 24 - 36 MONTHS (2 – 3 YEAR OLDS)

TIME	ACTIVITY
6:00 a.m. – 7:00 a.m.	PRE-CARE Staff members greet children and parents and assists with storage of personal belongings. Children are provided opportunities for free choice play in learning centers (reading; listening; dramatic play; art; manipulative play; music). Potty breaks and children are taught proper hand-washing techniques.
7:00 a.m. – 7:45 a.m.	WORSHIP AND CIRCLE TIME Songs; Stories; and Finger-Plays. Children develop calendar skills (months/days; seasons; weather). GROSS MOTOR SKILLS: Development through active indoor activities.
7:45 a.m. – 8:15 a.m.	POTTY BREAK Wash hands and faces.
8:15 a.m. – 9:00 a.m.	CIRCLE TIME DEVOTIONS Prayer and interactive Bible story with the teacher. The children will be part of the action in the story.
9:00 a.m. – 9:15 a.m.	CLEAN UP AND WASH HANDS
9:15 a.m. – 9:45 a.m.	MORNING SNACK Children are encouraged to develop self-feedings skills.
9:45 a.m. – 10:00 a.m.	POTTY BREAKS Wash hands and faces.
10:00 a.m. – 10:45 a.m.	EARLY LITERACY ACTIVITIES Pre-reading and math lessons. Children learn to recognize the alphabet and numbers. Count 0-10 (at least). Art project time (Arts and Craft).
10:45 a.m. – 11:00 a.m.	POTTY BREAK Wash hands and faces.
11:00 a.m. – 12:00 p.m.	OUTDOOR PLAY (WEATHER PERMITTING) Explore the outdoors. Children will learn about trees, leaves, grass, etc. GROSS MOTOR ACTIVITIES: Running; Jumping; Climbing; and Riding
12:00 p.m. – 12:15 p.m.	POTTY BREAK Wash hands and faces.
12:15 p.m. – 12:45 p.m.	LUNCH TIME Occasionally served family-style. Clean up and wash hands.
12:45 p.m. – 1:00 p.m.	POTTY BREAK Wash hands and faces.
1:00 p.m. – 1:15 p.m.	MUSIC AND MOVEMENT Interactive learning songs. Children are introduced to various types of music and songs for play.
1:15 p.m. – 1:30 p.m.	STORY TIME WITH TEACHER AND PREPARE FOR NAP POTTY BREAK. Wash hands and faces.
1:30 p.m. – 3:00 p.m.	NAP TIME
3:00 p.m. – 3:30 p.m.	POTTY BREAK/PREPARE FOR SNACK Wash hands and faces.
3:30 p.m. – 4:00 p.m.	AFTERNOON SNACK CLEAN UP AND WASH HANDS
4:00 p.m. – 5:00 p.m.	FREE CHOICE PLAY IN LEARNING CENTERS OR OUTDOORS Teachers interact with the children as they play and are introduced to musical toys and books; alphabet books and blocks; and number concepts. Facilitate fine and gross motor skills development through play with finger paint, markers, brushes, puzzles, blocks, gyms, mat, push/pull toys, and riding equipment.
5:00 p.m. – 6:00 p.m.	POTTY BREAK/PREPARE FOR DISMISSAL Wash hands and faces.



DAILY SCHEDULE: 36 - 48 MONTHS (3 – 4 YEAR OLDS)

TIME	ACTIVITY
6:00 a.m. – 7:00 a.m.	PRE-CARE Staff members greet children and parents and assists with storage of personal belongings. Children are provided opportunities for free choice play in learning centers (reading; listening; dramatic play; art; manipulative play; music). Potty breaks and children are taught proper hand-washing techniques.
7:00 a.m. – 7:45 a.m.	WORSHIP AND CIRCLE TIME Songs; Stories; and Finger-Plays. Children develop calendar skills (months/days; seasons; weather). GROSS MOTOR SKILLS: Development through active indoor activities.
7:45 a.m. – 8:15 a.m.	POTTY BREAK Wash hands and faces.
8:15 a.m. – 9:00 a.m.	CIRCLE TIME DEVOTIONS Prayer and interactive Bible story with the teacher. The children will be part of the action in the story.
9:00 a.m. – 9:15 a.m.	CLEAN UP AND WASH HANDS
9:15 a.m. – 9:45 a.m.	MORNING SNACK Children are encouraged to develop self-feedings skills.
9:45 a.m. – 10:00 a.m.	POTTY BREAKS Wash hands and faces.
10:00 a.m. – 10:45 a.m.	EARLY LITERACY ACTIVITIES Pre-reading and math lessons. Children learn to recognize the alphabet and numbers. Count 0-10 (at least). Art project time (Arts and Craft).
10:45 a.m. – 11:00 a.m.	POTTY BREAK Wash hands and faces.
11:00 a.m. – 12:00 p.m.	OUTDOOR PLAY (WEATHER PERMITTING) Explore the outdoors. Children will learn about trees, leaves, grass, etc. GROSS MOTOR ACTIVITIES: Running; Jumping; Climbing; and Riding
12:00 p.m. – 12:15 p.m.	POTTY BREAK Wash hands and faces.
12:15 p.m. – 12:45 p.m.	LUNCH TIME Occasionally served family-style. Clean up and wash hands.
12:45 p.m. – 1:00 p.m.	POTTY BREAK Wash hands and faces.
1:00 p.m. – 1:15 p.m.	MUSIC AND MOVEMENT Interactive learning songs. Children are introduced to various types of music and songs for play.
1:15 p.m. – 1:30 p.m.	STORY TIME WITH TEACHER AND PREPARE FOR NAP POTTY BREAK. Wash hands and faces.
1:30 p.m. – 3:00 p.m.	NAP TIME
3:00 p.m. – 3:30 p.m.	POTTY BREAK/PREPARE FOR SNACK Wash hands and faces.
3:30 p.m. – 4:00 p.m.	AFTERNOON SNACK CLEAN UP AND WASH HANDS
4:00 p.m. – 5:00 p.m.	FREE CHOICE PLAY IN LEARNING CENTERS OR OUTDOORS Teachers interact with the children as they play and are introduced to musical toys and books; alphabet books and blocks; and number concepts. Facilitate fine and gross motor skills development through play with finger paint, markers, brushes, puzzles, blocks, gyms, mat, push/pull toys, and riding equipment.
5:00 p.m. – 6:00 p.m.	POTTY BREAK/PREPARE FOR DISMISSAL Wash hands and faces.



DAILY SCHEDULE: 48 - 60 MONTHS (4 – 5 YEAR OLDS)

TIME	ACTIVITY
6:00 a.m. – 7:00 a.m.	PRE-CARE Staff members greet children and parents and assists with storage of personal belongings. Children are provided opportunities for free choice play in learning centers (reading; listening; dramatic play; art; manipulative play; music). Potty breaks and children are taught proper hand-washing techniques.
7:00 a.m. – 7:45 a.m.	WORSHIP AND CIRCLE TIME Songs; Stories; and Finger-Plays. Children develop calendar skills (months/days; seasons; weather). GROSS MOTOR SKILLS: Development through active indoor activities.
7:45 a.m. – 8:15 a.m.	POTTY BREAK Wash hands and faces.
8:15 a.m. – 9:00 a.m.	CIRCLE TIME DEVOTIONS Prayer and interactive Bible story with the teacher. The children will be part of the action in the story.
9:00 a.m. – 9:15 a.m.	CLEAN UP AND WASH HANDS
9:15 a.m. – 9:45 a.m.	MORNING SNACK Children are encouraged to develop self-feedings skills.
9:45 a.m. – 10:00 a.m.	POTTY BREAKS Wash hands and faces.
10:00 a.m. – 10:45 a.m.	EARLY LITERACY ACTIVITIES Pre-reading and math lessons. Children learn to recognize the alphabet and numbers. Count 0-10 (at least). Art project time (Arts and Craft).
10:45 a.m. – 11:00 a.m.	POTTY BREAK Wash hands and faces.
11:00 a.m. – 12:00 p.m.	OUTDOOR PLAY (WEATHER PERMITTING) Explore the outdoors. Children will learn about trees, leaves, grass, etc. GROSS MOTOR ACTIVITIES: Running; Jumping; Climbing; and Riding
12:00 p.m. – 12:15 p.m.	POTTY BREAK Wash hands and faces.
12:15 p.m. – 12:45 p.m.	LUNCH TIME Occasionally served family-style. Clean up and wash hands.
12:45 p.m. – 1:00 p.m.	POTTY BREAK Wash hands and faces.
1:00 p.m. – 1:15 p.m.	MUSIC AND MOVEMENT Interactive learning songs. Children are introduced to various types of music and songs for play.
1:15 p.m. – 1:30 p.m.	STORY TIME WITH TEACHER AND PREPARE FOR NAP POTTY BREAK. Wash hands and faces.
1:30 p.m. – 3:00 p.m.	NAP TIME
3:00 p.m. – 3:30 p.m.	POTTY BREAK/PREPARE FOR SNACK Wash hands and faces.
3:30 p.m. – 4:00 p.m.	AFTERNOON SNACK CLEAN UP AND WASH HANDS
4:00 p.m. – 5:00 p.m.	FREE CHOICE PLAY IN LEARNING CENTERS OR OUTDOORS Teachers interact with the children as they play and are introduced to musical toys and books; alphabet books and blocks; and number concepts. Facilitate fine and gross motor skills development through play with finger paint, markers, brushes, puzzles, blocks, gyms, mat, push/pull toys, and riding equipment.
5:00 p.m. – 6:00 p.m.	POTTY BREAK/PREPARE FOR DISMISSAL Wash hands and faces.



OUR PHILOSOPHY

We believe that the first years of a child's life is by far the most important, helping to lay the foundation for all intellectual and emotional development to follow. Each day we feel privileged to have the opportunity to see the world through the eyes of a child, to join in their laughter, and to be included in their games. This is how we have chosen to spend our days. The staff members at One Nation Academy are very tolerant individuals with an enormous amount of patience. This, coupled with our love for children, makes us nurturing childcare providers. We see ourselves as “brain architects” for children!

We totally understand how difficult it is to leave your child in someone else’s care and because of this, we can genuinely appreciate the trust you put in us daily. Therefore, our goal is to build your trust by being professional, dependable, honest, and most importantly, care for your child the same way you would care for him/her. All of us here at One Nation Academy view our chosen profession as a career, not just a job. Therefore, we look forward to keeping your children smiling and safe for many years to come!

We feel that good communication between parent and provider is a very important part of a quality learning center. Because of this, we are committed to creating a strong bond with you and your child, helping to ensure the best start to your child’s life. Our goal is that you feel completely confident and reassured when you leave your child in our care. Each child is different, unique, and special, and will be treated as such. These carefree years are far too short. Therefore, we do not rush children through this fun filled time in their lives. Rather, each child is encouraged to develop and grow at their own pace. We understand that you trust us to care for your child, and we take this responsibility very seriously. We look forward to this opportunity to provide a positive influence in his/her life.

We are dedicated to the belief that all children are unique and flourish best in a small group environment. A high teacher-child ratio provides the most comforting and efficient way to transition a child from the safe environs of the family to the school experience. At the same time, we provide the first and most important social, linguistic, and cognitive skills appropriate for that individual child’s growth.

Children learn real world structure best by focusing on the primary rules of social engagement, using negotiation and recognition of the needs and feelings of peers. Positive reinforcement, firmness, kindness, and the encouragement of their growing verbal skills are the keys to guiding the success of their first and sometimes awkward attempts at social mastery and the establishment of personality within a group. Rapid cognitive development occurs through exposure to a wide variety of unusual and stimulating activities that appeal to their naturally high levels of creativity.



ENROLLMENT

Once you have visited the program and there is space available for your child, you will be provided with an application and other enrollment forms. You will also receive a Child Profile Sheet, which provides us with detailed information about your child. If your child has special needs, please discuss this prior to enrollment, to assure that the needs can be managed. If there are no openings, you will be placed on a list for future enrollment and contacted as soon as space becomes available. We recognize that most parents generally need childcare immediately and we understand that your child may be placed by the time space becomes available, but we want to stress that we truly appreciate your interest in One Nation Academy and we look forward to accommodating you in the future.

To reserve your child's spot, return the completed application forms to:

One Nation Academy
2560 East Highway 138 (Stockbridge Road)
Jonesboro, GA 30236

The following fees should accompany your application:

- \$65.00 non-refundable per family registration and insurance fee.
- One-week tuition payment: \$150.00 for ages birth to two; \$135.00 for ages three and over.

ENROLLMENT PAPERWORK

Prior to your child's first day in the program, we MUST receive the following:

1. Completed Enrollment Form
2. Completed Medical Health Form/Immunization Record
3. Completed "About your Child" Sheet
4. Napping Agreement
5. Permission to Administer Prescription and Over The Counter, Oral and Topical Medications
6. Parent Handbook Acknowledgment and Agreement
7. Infant Feeding Schedule (if you are enrolling a child under 2)
8. Transportation Agreement (if applicable)
9. Photos of Your Child (for our family wall)
10. First Week Tuition Payment

METHOD OF PAYMENT AND TUITION

Parents may pay for tuition by downloading the "HiMama" app. Instructions will be made available to you. You may also pay by cash, money order, personal check, debit/credit card, or invoice. A service fee of \$25.00 will be assessed for any returned check. If two or more checks are returned, you will be asked to make all future tuition payments by the Himama app, in cash, or money order only. Checks are payable to: "One Nation Academy".



OVERTIME/LATE FEE

Overtime/Late fee for picking up your child will be \$1.00 for every minute after 6:00 p.m.

TUITION AND LATE FEE

- Weekly tuition for full time children age birth to two is \$150.00.
- Weekly tuition for full time children age two to five (potty-trained) is \$135.00.
- Tuition for part time children is \$30.00 each day.
- Tuition for the upcoming week is due at the end of each week (Friday).
- If your child is full-time or part, the full weekly/daily rate is due whether your child is absent or present. This includes all paid holidays listed below.

A \$25.00 late payment fee (per child) applies for any payment not received on the Friday morning before the week begins. Your child will not be permitted to return to child care until both the payment and the late fees are paid in full.

HOLIDAYS

One Nation Academy will be closed on the following holidays so please arrange for alternative care on these days:

New Year's Day/Day After	Memorial Day	Veteran's Day
Martin Luther King, Jr. Day	Independence Day	Thanksgiving/Day After
Good Friday	Labor Day	Christmas Day/Day After

DISCIPLINE

One Nation Academy uses positive discipline techniques such as making our expectations clear, reminders, and redirection before resorting to time-outs and taking privileges away. Physical and emotional punishments WILL NOT be used at One Nation Academy. You will be informed if a problem persists or if we need cooperation from home so that we can be more consistent in what is expected. Routine problems will be handled without making a big deal of them.

DAILY ADMINISTRATIVE ROUTINE

One Nation Academy is open from 6:00 a.m. to 6:00 p.m., Monday through Friday. Upon arrival, please sign your child in using your HiMama app. For the safety of all children, we ask that you limit your time in the facility during drop off and pick up times. When leaving at the end of the day, check your child's backpack for children's artwork, or soiled clothing. Please replenish supplies the next day.

ATTENDANCE

Every child must be signed in and out daily. Parents must communicate to the staff any changes in pick up for that day. You must use the HiMama app to sign your child in and out each day.



NAP TIME

All children under the age of five are required to have a rest period while at daycare. Our rest period is typically from 1:30 pm to 3:00 pm although this may change based on the ages of children in care. Children are not expected to sleep the entire time unless needed; it is a time for calm and quiet. To avoid disturbing the children who are napping, please do not schedule visits, drop-offs or pick-ups during this time. If you must pick up your child during quiet time, please notify us in advance so that we can have your child ready for your arrival. Parents may bring a child's favorite stuffed animal, etc., for the child's comfort. Please label all your child's items. One Nation Academy will provide the sheets, blankets, and mats for your child and we will make sure it is kept clean. Once assigned, the mat, sheet, and blanket will be used only by your child.

HEALTH

If your child has any of the following illnesses or conditions, you must keep him/her home:

- A Temperature Above 100 Degrees Fahrenheit.
- Vomiting (2 or more times in 24 hours).
- Diarrhea (3 or more watery stools in 24 hours).
- A Rash or Nits.
- Eye Infection.
- Sore Throat.
- Any Communicable-Disease.
- If it is clear your child is just not feeling well.

Depending upon the illness, you may be required to obtain a doctor's note before your child returns to school. If you plan to keep your child home due to illness, or any other reason, you must notify us no later than your regular drop off time. We also expect to be notified if you anticipate being late in both dropping off your child in the morning and in picking your child up in the evening.

MEDICATION

From time to time, children may need to take medications while in childcare. One Nation Academy will always take precautions to handle medications properly and to ensure that children receive the appropriate dose of the right medicine at the right time. Here are some guidelines for giving medications to children at our center:

- Parents or legal guardians must sign a release form for each medication. The form will include the child's name, the name of the medication, the dosage, and exactly what time the medicine should be given.
- Only the Director or Assistant Director of One Nation Academy will dispense medication.
- All medicines must be in the original container before it is administered. This includes both prescription and over-the-counter medicines. The medicine must be in an original bottle or package.



- The container must be labeled with the child's name, the correct dosage, and the pharmacy that filled the prescription. A pharmacist will not give out information on a specific child but may be able to help with more general questions about storing the medicine and how often it should be given.
- We will contact the parent or legal guardian if we have any questions, and we will note the parent's/guardian's response on the release form.
- We will be sure to store all medications properly. When refrigeration is required, we will store the medication in a separate, covered container to prevent contamination of food and other medications.
- All medications will be stored in a place that is inaccessible to children.
- We will obtain a signed permission form for all medications and creams – prescribed and over the counter. This includes the following, but not limited to:
 - A. Antihistamines
 - B. Non-Aspirin Pain Relievers and Fever Reducers
 - C. Cough Medicine
 - D. Decongestants
 - E. Anti-Itching Creams
 - F. Diaper Ointments and Powders
 - G. Sunscreen
 - H. Insect Repellent
- We will use an accurate medicine dropper or dosage spoon so the parent/guardian must provide this for the center. Regular silverware spoons are not accurate for measuring medicine.
- If the center observes any side effects, we will stop giving the medication to the child and immediately contact the parent/guardian. We will also make specific notes about the side effect.
- As soon as we have given any type of medication to a child, we will record it in a designated notebook, noting the child's name, the medication, the dose, and the date and time of day.

DAILY OUTDOOR PLAY

Your child should always have comfortable, washable, and weather appropriate clothing and footwear. We go outside year-round. Please make sure your child always has an extra set of clothing in his/her cubby in case of emergency. All clothing **MUST** be labeled.

BIRTHDAYS

Birthdays are special events for children of all ages. We celebrate every child's birthday with a special "Birthday Circle" with the parent's consent. Any refreshments brought from home must be unopened, simple, easy to serve (cupcakes, donuts), and peanut/gelatin free.



PHOTOS

At One Nation Academy, we feel we are all part of one big family. We like to get to know each family personally and we begin this process by asking each child to bring to school two or three family photos at the start of their enrollment. We have a “family wall,” where photos will be displayed for all to see. In addition to family photos, we will take photos of your child only with your written consent.

NUTRITION

One Nation Academy provides a healthy and nutritious daily breakfast, lunch, and snacks that is according to the Georgia Child Nutrition Program. If your child has any food allergies, or other special dietary needs, please let us know. Weekly menus are posted on the bulletin board for your review.

COMMUNICATION

Parents and children have a special relationship and at times, children will tell their parents things about themselves or their experiences at school that they have been unable or unwilling to discuss with us. If your child shares information with you that you feel could help us to be more effective, please share that information with us. If you have concerns, needs, or suggestions, please notify us immediately. A successful childcare experience is based on the partnership of home and school. We will regularly send home informational communication about events in the classroom. Please inform us by phone or note about events in your child’s daily life – a parent’s trip, a family illness, a special vacation, a change in relationship status, etc. We are here to help your child to adjust to any situation in their lives. We are very understanding and caring about the challenges of life in general.

TERMINATION

Parents/Guardians are responsible for providing One Nation Academy with a two-week notice prior to terminating your child’s care with us. By signing a contract agreement, you will agree to give a two-week written notice before terminating care. We appreciate as much notice as possible, so if you give more than two weeks, your child’s spot is guaranteed until your date of termination. Either the parent or provider has the right to terminate service for any reason, providing a two-week written notice is given.

DAYS/HOURS OF OPERATION

One Nation Academy is opened to serve you and your child during the following days and times:

Monday through Friday
6:00 a.m. to 6:00 p.m.

EARLY DROP OFF
6:00 a.m. – 7:00 a.m.

LATE DROP OFF
8:00 a.m.

EARLY PICK UP
3:00 p.m.

LATE PICK UP
After 6:00 p.m.

After 6:00 p.m., parents will be charged \$1.00 for every minute late.



POTTY TRAINING

Potty training a child requires a team effort with the Center and the parents. Often, a child being around other children in a care setting serves to motivate that child to use the potty! Parents are encouraged to discuss and agree on the planned potty-training process with us. A consistent approach and common encouragement technique will help a child during this time and help to set the environment for a successful transition to becoming potty trained!

HOW CAN PARENTS AND CHILD CARE PROVIDERS HELP THE POTTY-TRAINING PROCESS? BE AS CONSISTENT AS POSSIBLE!

Consistency is important when potty-training, so it is a good idea for the Center and the parent to use the same type of potty (a seat that attaches to an adult toilet or a small separate potty for example). Some children potty train using a child-sized toilet. Others prefer to sit on the regular toilet with a potty seat on top. While it is not insurmountable to have different systems, having the same rules and same equipment can be helpful for a child's mastery of this process. Parents may even consider purchasing a potty chair for their child's use while in care that is identical to the one being used at home.

NAP TIME POTTY TRAINING

What should a child in potty training wear at naptime? Even a mostly trained child may have accidents at nap time. Opinions vary as to whether a child should have a diaper or pull-up on at naptime. We will discuss this with the parents.

DRESS CHILDREN IN PRACTICAL CLOTHING

A child in a bodysuit and overalls – no matter how adorable they make look – is incorrectly clothed for potty training. The child should be dressed in practical clothing that can be quickly and easily pulled down by a child independently in time to avoid an accident. Having hassle-free clothing is a key to a child's self-confidence and independence during this process. During this training time, parents should provide us with at least two sets of extra clothing and preferably a full package of underwear. Initially, a child may start to wet underwear on many occasions and need to be changed.

DISCUSS REWARDS AND CONSEQUENCES

How is a child rewarded for going potty? Is a reward applied if a child tries? Is a diaper put back on if a child refuse? How are accidents handled? Talk about positive peer reinforcement such as rewarding the child with a sticker each time he/she uses the potty!

THINK ABOUT TIMING

In general, do not begin toilet training a child right after a big change such as moving, divorce, or remarriage, the birth of a new sibling, a change in caregivers or daycare arrangements, or before a big holiday or event. It will be more difficult to adhere to the importance of "consistency" during this time. Also, be sure to stick with a schedule and routine once the training begins.



CELEBRATE TOGETHER!

A child who becomes toilet trained is a major achievement both for the child as well as the parents and the Center! A great partnership and unified goals, consistency, and open communication will help to achieve the desired results.

TRANSPORTATION

One Nation Academy will provide safe transportation to and from all field trips. Your child will only be allowed to participate in the field trips if we have a signed authorization form from you.

RELEASE OF CHILDREN

One Nation Academy has an obligation to protect and care for each child in our care. This obligation encompasses who we release a child in our care to and under what circumstances. Releasing a child to an unauthorized individual could pose danger for that child! On the other hand, not releasing a child to a legal parent could result in similar trouble. Providers are often forced to make difficult and case-by-case decisions about releasing children.

AUTHORIZED AND UN-AUTHORIZED PICK-UPS

One Nation Academy will only release a child to those having a legal right to remove a child or someone who was previously authorized by a parent or legal guardian. Children can also be released to civil authorities (i.e., police, paramedics, and child welfare workers). Parents can properly authorize individuals with a signed authorization to permit those persons to pick up their children.

If a parent tells us that he/she wants a person for whom he/she has not previously authorized to pick up his/her child, the parent must immediately provide authorization in writing, prior to the pick-up. The written authorization must include the person's name, address, telephone number, relationship to the parent and child, and a brief description of the individual's physical appearance. We reserve the right to obtain photographs of authorized pick-up persons to ensure the child's safety and decrease mistakes. IF AN UNAUTHORIZED PERSON SHOWS UP AND DEMANDS RELEASE OF THE CHILD, WE WILL RESIST! We will ask for the person's name and identification and explain to the person that the law and facility rules prevent release to unauthorized persons. We will also explain that the only exception would be if the enrolling parent has signed a written authorization and it has been verified with the provider. One Nation Academy will immediately call the parent and inform him/her about the situation.

If the parent denies authorization for the child to be released to this person or if we are unable to contact the parent, we will refuse to release the child and we will contact the police if the individual does not stop demanding the child's release. If an unauthorized person claims to be a parent but we have never seen him/her before, we will immediately contact the police. If a legal, documented parent demands the release of a child but there is a court order limiting that parent's rights to custody, we will not release the child.



SPECIAL SITUATIONS OR CIRCUMSTANCES TO CONSIDER

Intoxicated or Impaired Parent/Guardian Comes to Pick Up Child

One Nation Academy will deny access to an adult whose behavior presents a risk to children present in the facility. If an intoxicated or impaired parent comes to pick up the child, we will:

- Delay departure until we can call the other parent or another authorized person to pick up the child.
- Make a judgment as to what a reasonable person would do under similar circumstances concerning release (i.e., possibly calling the police).
- If the person refuses to cooperate or acts in a threatening manner, call the police.
- If somehow the child is taken by the person, write down the vehicle type and the license plate number and immediately report the situation to the police (since drunk driving is potentially dangerous for the child and for others on the road).
- If the facility is closing, stay with the child and attempt to call another relative or adult who has been identified by the parent to assume responsibility for the child.
- If finding someone to stay with the child is impossible, immediately notify local law enforcement.
- Advise the parent, when bringing the child to care on any subsequent day, that this situation will not be tolerated, and you are prepared to notify law enforcement again if the situation recurs.

FAILURE TO PICK UP CHILD

One Nation Academy will wait a reasonable amount of time with the child since the parent may just be late. We will remain calm and first attempt to reach the parent. If unable to reach the parent, we will contact other individuals authorized to pick up the child. If the authorized person is unavailable, we will contact law enforcement to take the child into protective custody.

CLARIFICATION OF PARENTAL RIGHTS

At the time of enrollment for each child, One Nation Academy will:

- Obtain clarification of the existing parental relationship of each parent and any other parental relationship (i.e., adoption, remarriage) to child.
- Ensure that the enrolling parent has the ability (i.e., has custody rights) to enroll the child.
- Obtain a copy of any court documents that affect or describe existing parental rights (i.e., court custody order) and keep it on file.
- Be sure that any court orders are signed (or stamped) by a judge, especially if a guardian provides a restraining order that denies access to a parent.



- Inform the enrolling parent that the parent must provide a copy of any updated custody orders that he/she expects the provider to comply with.
- Obtain name, address, and telephone number of non-enrolling parent, even if there is no contact with that parent.
- Assure parent that all family related information will be kept confidential to the extent allowed by the law; and that obtaining such information is part of the enrollment procedure and is ultimately intended to protect the child.

If a parent comes unannounced and asks to observe, we cannot refuse entry if:

1. It is the “legal” parent.
2. The parent does not pose a risk to other children.
3. It is during ordinary business hours.

However, we will suggest that parents come during certain hours, so children are not disturbed. We will explain to enrolling parents that unless there is a court order stating otherwise, we must release the child to either of the legal and authorized parents. A court of law is the only entity with the authority to legally limit parental rights.

RIGHTS OF SEPARATED AND DIVORCED PARENTS

Separated or divorced parents that had legal custody during the marriage still retain legal custody of their children unless there is a court order terminating or changing their rights. Each legal parent has the right to pick up their child and we cannot deny the release of a child to a legal and authorized parent. Additionally, each legal and authorized parent has the right to authorize other persons to pick up the child.

SUPPLIES

One Nation Academy will provide the following napping supplies for your child:

Nap Cot
Nap Cot Sheet
Nap Cot Blanket

WHEN A CHILD IS ILL

Childcare providers must decide whether children are too ill to participate in care or require more care than can be reasonably be provided without compromising the care of the others in the group. An exclusion decision by the Director of the Center is always required when a decision to exclude would apply to children in care and the adults responsible for that care.

Our desire is to have exclusions policies and criteria that promote consistency and aid to diffuse disagreements between parents/legal guardians and program/school staff members about the handling of children who are ill.



IN CASE A CHILD BECOMES ILL WHILE UNDER OUR CARE, WE WILL:

- **PRAY!**
- Encourage all families to have a backup plan for childcare in the event of short- or long-term exclusion.
- The Director of the Center (not families) will make the final decision about whether children who are ill may stay, based on the ability of the Center to care for the child who is ill without compromising the care of other children in the program.
- Follow the policies and procedures for handling children's illnesses, medication, or treatment authorizations (including care plans and inclusion/exclusion policies).
- Request a primary health care provider's note to readmit a child if the primary care provider's advice is needed to determine whether the child is a health risk to other, or if the primary care provider's guidance is needed about any special care the child requires.
- Rely on the family's description of the child's behavior to determine whether the child is well enough to return, unless the child's status is unclear from the parent's report.
- Notify the parent/guardian when a child develops new signs or symptoms of illness. Parent/Guardian notification should be immediate for emergency or urgent issues.
- Notify parents/guardians of children who have symptoms that require exclusion and parents/guardians should remove the child from the childcare setting as soon as possible.
- Most conditions that require exclusion do not require a primary care provider visit before re-entering care.
- For children, whose symptoms do not require exclusion, send verbal or written notification to the parent/guardian at the end of the day.

A CHILD MAY BE EXCLUDED FROM CARE IF:

- The child's illness prevents the child from participating comfortably in activities that the facility routinely offers for well children or mildly ill children.
- The child is displaying any of the signs and symptoms that require an evaluation from a health care provider as indicated by the child's age and condition. In this situation, the parent is notified of the need for immediate emergent or urgent issues.
- The illness requires more care than the child care staff can provide without compromising the needs of the other children in the group.



- The child exhibits an acute change in behavior, and examples include lethargy/lack of responsiveness, irritability, persistent crying, difficult breathing, or having a quickly spreading rash.
- The Child with Fever:
 - A. Temperature at or above 100.0° F orally;
 - B. Temperature at or above 101 ° F rectally or temporally (Temporal Artery Forehead scan); or
 - C. Temperature at 99.5° F axillary (armpit).
- Exclusion due to fever should also be based on disease-specific guidelines or other clinical guidance from the child's health care provider.
- The Child with Diarrhea:
 - A. Loose or watery stool of increased frequency that is not associated with change in diet.
 - B. Stool that is not able to be contained by a diaper or be controlled or contained by usual toileting practices.
 - C. Exclude until diarrhea has resolved and child is diarrhea-free for at least 24 hours; or until cleared by medical provider.
- The Child with Vomiting:
 - A. Two or more episodes of vomiting in a 24-hour period.
 - B. The child should be excluded until vomiting resolves or until a health care provider clears for return.
- The child with mouth sores with drooling unless the child's primary care provider or local health department authority states that the child is noninfectious.
- The child with rash with fever or behavioral changes, until the primary care provider has determined that the illness is not an infectious disease.
- The child with Impetigo/Scabies, until treatment has been started.
- The Child with Hand, Foot and Mouth Disease: Fever, uncontrollable "hand to mouth" behavior, not able to contain their secretions, such as ulcers in the mouth and the child is drooling or draining sores that cannot be covered.
- If childcare staff is uncertain about whether the child's illness poses an increased risk to others, exclude the child until a health care provider notifies the child care program that the child may attend.
- If a child's illness does not meet any of the above criteria or infectious disease criteria for exclusion, the child should not be excluded.



PROCEDURES FOR A CHILD WHO REQUIRES EXCLUSION:

- Provide care in a place where the child will be comfortable and supervised by someone who knows the child well.
- Provide care in a place with someone who will continue to observe the child for new or worsening symptoms.
- A potentially contagious child should be separated from other children by at least three feet.
- Ask the parent/guardian to pick up the child as soon as possible.
- Discuss the signs and symptoms of illness with the parent/guardian or primary care provider.
- Follow the advice of the primary care provider.
- Contact the local health department if there is a question of a reportable (harmful) infectious disease in a child or staff member in the facility.
- The Health Department has the legal authority to make a final determination.
- Document actions in the child's file with date, time, symptoms, and actions taken (and by whom); sign and date the document.
- Develop a procedure for parent/staff information and share it with your licensing specialist.
- Update the parent/staff information procedure as needed.
- Follow general cleaning and sanitation procedure.

CONDITIONS/SYMPTOMS THAT DO NOT REQUIRE EXCLUSION

- Common Colds
- Runny Noses (regardless of color or consistency of nasal discharge);
- A Cough (not associated with an infectious disease or):
 - A. A fever with a temperature up-to 100.0°F orally.
 - B. A fever with a temperature up-to 101° rectally or temporally or (99.5F axillary) without any signs or symptoms of illness in children older than six months regardless of whether acetaminophen or Ibuprofen was given.
- Rash Without Fever and Behavioral Changes.
- Lice or Nits (exclusion for treatment may be delayed until the end of the day);
- Ringworm (exclusion may be delayed until the end of the day. Lesions must be covered. If there is a possibility of high contact sports or other skin to skin activity the child should be excluded from the activity).

***Remember, children younger than six (6) months of age, with a fever requires a parent to contact a health care provider for an evaluation and recommendations for treatment.



SIGNS OF ILLNESS IN CHILDREN

If a child in the care of One Nation Academy exhibits any of the following common signs of acute illness, the Director of the Center will contact the child's parent immediately and try to keep the child separated from the other children until the parent arrives:

- General Appearance
- Excessive Crying
- Clinginess
- Fussiness
- Doubled Over in Pain
- Unable to Move
- Listless
- Lethargic
- Unresponsive
- Vomiting
- Diarrhea
- Feverish
- Seizure (although child has no history of seizure disorder)
- Breathing
 - A. Fast, Shallow, Gasping Breaths
 - B. Difficulty Breathing
 - C. Wheezing
- Sucking in Around Ribs
- Flaring Nostrils
- Persistent or Uncontrollable Coughing
- Skin
 - A. Pale, Grayish, Flushed, Yellowish Skin
 - B. Hot or Cold and Clammy Skin
 - C. Skin Rashes, Sores, Swelling, or Bruising
 - D. Scratching at Skin or Scalp
 - E. Skin Doesn't Spring Back When Pinched
- Eyes, Nose, Ears, and Mouth
 - A. Eyes Swollen (red, crusty, watery, yellowish, or sunken)
 - B. Nose Congested or Runny
 - C. Ears Draining Pus or Blood
 - D. Pulling at Ears
- Mouth or Lips with Sores
 - A. Sore Throat
 - B. Difficulty Swallowing
 - C. Excessive Drooling
 - D. Appearance of Urine/Stool
 - E. Gray or White stool
 - F. Black or Blood-Flecked stool
 - G. Unusually Dark or Tea-Colored Urine



IMPORTANT INFORMATION

Location Students Will Be Taken For Emergency Care:

Piedmont Henry Hospital
1133 Eagles Landing Parkway
Stockbridge, GA 30281
Phone: (678) 604-1000

Months of Operation for One Nation Academy:

Twelve (12) months each year; January – December

Backup Medication Administrator

Ms. Tabatha Hardeman
Assistant Director

Person Responsible for Notifying Parent, Bright from the Start, and/or Emergency Medical Services in the Event of an Emergency:

Dr. Andrene M. Monk
Educational Director

OTHER IMPORTANT INFORMATION:

- Parents must escort students in and out of the facility.
- Statements indicating Child Protective Services will be notified if abuse and neglect are suspected.
- Local Health Department will be notified in the event you have three (3) or more of any communicable disease statements.

A FINAL THOUGHT

Thank you for enrolling your child at One Nation Academy. We understand that you trust us to care for your child and we take this responsibility very seriously. We look forward to the opportunity to care for your child, while providing a positive influence in your child's life, as well as seeing your child grow through the years with us in all areas of his/her life – mentally, physically, emotionally, and spiritually!

Dr. Andrene Maria Monk
Educational Director
One Nation Academy



PARENT-PROVIDER CHILD CARE AGREEMENT

I. The following contract is between _____,
(Parent's Name)

parent(s) of _____, and
(Child's Name in Care)

One Nation Academy, located at 2560 Highway 138 (Stockbridge Road), Jonesboro,
Georgia, 30236.

Child's Date of Birth _____
(month; day; year)

II. Standard Rates and Payment Policies:

1. A deposit of \$150.00 or \$135.00 for the first week is required.
2. A \$65.00 registration is also required upon registering your child.
3. Payments are to be made weekly every Friday.
4. One Nation Academy will provide:
 - Breakfast
 - Lunch
 - Morning Snack
 - Afternoon Snack

5. The parent(s)/guardian(s) will provide the following:
 - Change of Clothes
 - Formula/Breast Milk
 - Diapers
 - Special Infant Food

III. Rates for Holidays, Absences, and Vacations:

1. Although care will not be provided on certain holidays, the regular weekly payment will remain the same and is due every Friday.
2. One Nation Academy must be notified by the child's parent or guardian if the child will be absent for the day and the regular weekly payment will remain the same and is due every Friday.
3. If for any reason One Nation Academy is unable to provide service for the child because of an emergency, the parent/guardian will be immediately notified and payment for that time will be rescinded.
4. If the parent/guardian drops off the child earlier or picks up the child later than the times specified above, the following overtime rate will be charged:

\$1.00 for every minute before or after the designated time.



IV. Damages:

If damage to toys, furniture, or supplies is caused by the child(ren) while in the care of One Nation Academy, unless caused by the negligence of One Nation Academy, the parent shall offer to replace the item. This does not apply to normal wear and tear of toys and furniture; it only applies to damages.

V. Termination Procedure:

This contract begins on _____ and may be terminated by either
(Date: Month; Day; Year)

parent/guardian or provider by giving two (2) weeks' written notice. One Nation Academy may terminate the contract without notice if the parent/guardian is over two (2) weeks late with scheduled payments. Parent/guardian may terminate the contract without notice if One Nation Academy does not comply with Georgia's Bright from the Start childcare regulations/laws. Changes to the contract, desired by either One Nation Academy or the parent/guardian, must be made in writing and acknowledged in writing by the other parties at least two (2) weeks before the desired change takes effect. A new contract may be signed at that time to reflect the changes.

VI. Signatures:

By signing this contract, all parties agree to all the above terms and policies, including financial responsibility for childcare provided. One Nation Academy is responsible for providing all parties a copy of the signed contract.

(Educational Director, One Nation Academy)

Date

Mother/Legal Guardian

Date

Address of Mother/Legal Guardian

Phone Number

Father/Legal Guardian

Date

Address of Father/Legal Guardian

Phone Number

Co-signer's Signature

Date

(Required if parent/legal guardian is under 18 years old. Co-signer must be 18 or older and by signing assumes financial responsibility in case the parent/guardian fails to pay for care provided).