CAROLINA CHRISTIAN SCHOOL

Preschool
Parent/Student Handbook
2026-2027

OUR VISION ~ Leadership, spiritual transformation, and academic excellence for the local and global community.

OUR MISSION ~ To teach the mind and guide the soul through a deeper understanding of God the Creator and His world.

FACTS: STUDENT INFORMATION SYSTEM 3
CCS CONNECT App 3
SCHOOL HOURS 4
GOALS OF THE PRESCHOOL 5
GOALS AND OBJECTIVES FOR THE PARENT AND THE CHILD 6
GOALS AND OBJECTIVES FOR PRESCHOOL CHILDREN 6
COMMUNICATION 9
LUNCH/SNACK 10
PARENT/TEACHER CONFERENCES 10
POTTY TRAINING 10
MEDICAL AND HEALTH AREAS 11
MISCELLANEOUS 12
Matthew 18 Principle 14
R – Show RESPECT 14
O – Follow with OBEDIENCE 15
O – Take OWNERSHIP 15
T – Be a TRUSTWORTHY Team Player 15
E – EDIFY Others and Self 15
D – Be a DOER of the Word 15
BEHAVIOR MANAGEMENT 15
BITING 16
Severe Behavior Problems 18
SCHOOL ACTIVITY FEES 20
CRISIS RESOURCE INFORMATION 20
CCS POLICY AND PROCEDURE COMMITTEE 20
PARENT ACKNOWLEDGEMENT FORMS 20
PARENTAL STATEMENT OF AGREEMENT 22
PS3 AND PS4 POTTY TRAINING PARENTAL AGREEMENT 23

FACTS: STUDENT INFORMATION SYSTEM

FACTS is the Student Information System (SIS) used by Carolina Christian School to manage student information and communication.
Through FACTS, parents and students can:

- View grades and academic progress
- Monitor attendance
- Access class schedules
- Receive school communication and updates

FACTS provides families with a convenient way to stay informed and engaged in their child's education throughout the school year.

1. Go to the FACTS Website
Visit: **https://factsmgt.com**
Click on "Log In" and then select "Family Portal Login"

2. Enter School District Code
- Enter your school's District Code: *[CL-NC]*
- Click "Next"

3. Enter Your Login Information
- Username: Your email address (or the username you created)
- Password: Your FACTS password
- Click "Log In"

CCS CONNECT App

The CCS CONNECT App is designed to enhance the way CCS families connect with our school community. The app provides real-time access to student schedules, grades, homework, school and athletic calendars, and quick access to FACTS payments. The family portal app is free and can be used with Apple and Android devices.

CCS LIONS CONNECT Download Instructions

1. Download the App. From your preferred app store, download our school app: CCS LIONS CONNECT
2. After successfully downloading the CCS LIONS CONNECT app, you will be prompted to set up your profile.
3. CCS LIONS CONNECT will sync with FACTS Family Portal to import your student(s)' information directly to your device. Click on the Gradebook icon, and you will be

directed to the FACTS Family Portal login screen. Use your existing FACTS Family Portal login credentials, including the district code CL-NC. Note: When logging in, be sure to choose the appropriate account type, Parent or Student, depending on the user.

4. Through CCS LIONS CONNECT, we can send push notifications about special events, key reminders, and points of interest. You will choose which notifications you would like to receive based on preset interest tags: Preschool (PS2, PS3, PS4), Lower School (PreK-Grade 4), Middle School (Grades 5-8), High School (Grades 9-12). Athletics Interest tags can be selected from the main menu using the tag icon

SCHOOL HOURS

Carolina Christian School hours for preschool are from 9:00 a.m. until 1:00 p.m., Monday through Thursday.

Our drop-off car line is available from 8:50-9:05 at the preschool doors (2nd overhang set of doors). All students are welcomed by our staff members and escorted to their classrooms directly from the car line. Please do not start the drop-off line or stage near the doors until after 8:35 to line up, as other car lines are still ongoing. The school campus is closed for preschool students until 9:00 AM. Please do not use the playground, walk the grounds, or get out of vehicles until car line starts.

If your student arrives after the car line has completed, please enter through the Family Life Entrance and check in with the front office staff. For safety, no drop-off or pick-up is available through the preschool doors.

Pickup line begins at 12:55. Families will receive car tags and directions for pickup during Preschool Open House.

We encourage you to arrive by 9:00 a.m. each day so your child can participate in all scheduled activities, including free play. Our staff will do everything possible to help your child feel comfortable, welcomed, and engaged as they transition into the classroom.

It is common for children to experience some separation anxiety when beginning school. Tears at drop-off are often a healthy sign of a strong parent-child attachment, and each child adjusts at his or her own pace. While some children adapt quickly, others may need a little more time, and both responses are perfectly normal.

You can help ease the transition by talking positively about school before your child's first day, establishing a consistent morning routine, and offering a confident, reassuring

goodbye at drop-off. Working together, we can help your child develop confidence and enjoy a successful start to the school year.

Prompt pickup at 1:00 p.m. is important. After 1:10 p.m., there will be a late charge of $25 per 15 minutes late charged to your account for any students not picked up by 1:10.

ABOUT THE PRESCHOOL

In Preschool at Carolina Christian School, we desire to nurture each child's relationship with God while providing a safe, loving, and Christ-centered environment where they can grow spiritually, socially, emotionally, physically, and academically.

Because we value every child as a unique creation of God, we are committed to fostering a warm, caring, and healthy atmosphere. Our staff members are expected to uphold the highest moral, ethical, and professional standards, serving as Christ-like examples through their words, actions, and interactions with children and families.

We strive to provide a high standard of Christian early childhood education that is reflected in every aspect of our preschool environment. Through age-appropriate Bible lessons, stories, songs, and activities, children are introduced to God's Word and encouraged to develop a foundational understanding of His love and truth. Prayer is incorporated into our daily routine, helping children recognize the importance of communicating with God and developing a personal relationship with Him.

Throughout the year, children also learn about the meaning and significance of Christian holidays and biblical events, reinforcing the truths of Scripture in meaningful and engaging ways.

Our preschool is dedicated to serving children and families in our community by providing exceptional care and education rooted in biblical principles. We recognize that every child is uniquely created by God, and we strive to meet each child's individual needs with love, respect, patience, and grace as they grow in their relationship with Christ.

GOALS OF THE PRESCHOOL

- To create a nurturing, Christ-centered environment where every child feels valued, loved, safe, and secure.
- To provide meaningful, age-appropriate experiences that encourage each child's spiritual, physical, social, emotional, and intellectual growth.
- To partner with parents by providing encouragement, resources, and information that support them in their God-given role as their child's

primary educator and caregiver.

GOALS AND OBJECTIVES FOR THE PARENT AND THE CHILD

Parents play an important role in helping their child have a positive preschool experience. You can support your child's success by:

- Reassuring your child that school is a safe, loving, and enjoyable place where they will be cared for.
- Talking positively about preschool and, when possible, visiting the school together before the first day.
- Staying informed about your child's progress and maintaining open communication with your child's teacher.
- Informing the teacher of any concerns, challenges, or significant changes that may affect your child's well-being or learning.
- Participating in school events and activities whenever possible.
- Attending parent meetings and teacher conferences to support your child's growth and development.
- Keeping your child's health records, immunizations, emergency contacts, address, and phone numbers current, and promptly notifying the school of any contagious illnesses or medical concerns.
- Reading school newsletters, emails, calendars, and other communications to stay informed about upcoming events and important information.
- Reinforcing classroom learning at home by talking with your child about what they learned, asking questions, reading together, and encouraging curiosity.

By working together, parents and teachers can create a strong partnership that helps each child develop a love for learning and a successful transition into preschool.

GOALS AND OBJECTIVES FOR PRESCHOOL CHILDREN

To strengthen each child's relationship with Christ by:

- Participating in daily prayer and expressions of thankfulness.
- Engaging in age-appropriate Bible lessons and Christian learning activities.
- Becoming familiar with Bible stories, biblical characters, Christian values, and God's plan for their lives.
- Participating in worship through Christian songs and music.
- Building Christ-centered relationships with classmates, families, and staff while

learning to serve others through age-appropriate acts of kindness and community service opportunities.

To develop a positive self-concept by helping each child:

- Recognize that they are uniquely created and deeply loved by God.
- Develop confidence in their abilities and a willingness to try new things.
- Build resilience by learning to celebrate successes and respond positively to challenges and disappointments.
- Develop self-control, responsibility, and respect for others.

To promote healthy growth and school readiness by providing experiences that support:

- **Social-emotional development** through cooperative play, relationship building, and emotional awareness.
- **Cognitive development** through exploration, problem-solving, and hands-on learning experiences.
- **Language and communication skills** through conversation, storytelling, music, and early literacy activities.
- **Physical development** by strengthening both fine and gross motor skills through active play and purposeful movement.
- **Independence and self-help skills** by encouraging responsibility, decision-making, and age-appropriate daily routines.

Our preschool curriculum is designed to build these foundational skills through play-based learning, structured routines, and meaningful everyday experiences. We believe young children learn best in an engaging, nurturing environment where they are encouraged to explore, discover, and grow academically, socially, spiritually, and emotionally.

1. Social-Emotional Development

- Emotional regulation: Learning to identify basic feelings (happy, sad, frustrated) and using words to express needs rather than throwing tantrums.
- Socialization: Developing skills to share toys, take turns during games, and show kindness or empathy toward peers.
- Confidence: Approaching new activities with a sense of security and separating comfortably from parents.

2. Cognitive & Early Academic Skills

- Literacy: Enjoying stories, understanding that print carries a message, and

recognizing some letters, sounds, and rhyming patterns.
- Numeracy: Practicing rote counting (up to 10 or 20), identifying basic shapes, and sorting physical objects by color or size.
- Curiosity & Logic: Completing simple puzzles, engaging in imaginative play, and concentrating on a specific task.

3. Language & Communication Skills

- Expression: Speaking clearly in full sentences and being able to retell a simple story or share a personal experience.
- Listening: Following 2-to-3-step directions and actively listening to stories read aloud.

4. Physical Development

- Fine motor skills: Holding markers or crayons with fingers, properly using safety scissors, and manipulating playdough.
- Gross motor skills: Practicing balance and coordination through activities like running, jumping, hopping, and catching a ball.

5. Independence & Self-Help

- Personal care: Dressing and undressing (managing coats, hats, and shoes) and mastering independent bathroom use.
- Task management: Following daily routines, caring for personal belongings, and helping to clean up after playtime.

To begin the process of social development by:

- developing warm relationships with teachers and other children
- learning to share
- learning the meaning of respect
- interacting in fair play with the other children
- caring for others

To increase the use of language by:

- developing a meaningful vocabulary
- using language as a successful means of communication
- learning to express feelings verbally

To advance in intellectual development by:

- interacting and learning from the environment
- learning to follow directions
- being able to understand new concepts
- becoming interested and motivated in learning activities

To work on acquiring physical coordination by:

- advancing in gross motor development
- advancing in fine motor coordination

To participate in creative experiences by:

- engaging with art materials and determining the creative setup of those materials
- participating in experiences that offer the use of the imagination

COMMUNICATION

We believe that open, respectful communication between home and school is essential to a child's success. If you have a question or concern, we encourage you to first discuss it with the individual most directly involved, such as your child's teacher. In most cases, concerns can be resolved through open communication. If a resolution cannot be reached, you are encouraged to contact the Principal for further assistance.

We also welcome your suggestions and feedback regarding our preschool program. Your input helps us continually improve and better serve our students and families. Whether through conversation, email, or written correspondence, we value your partnership and appreciate your support. Parenting is one of life's greatest responsibilities, and we are committed to partnering with you as you nurture your child's growth and development.

Each classroom teacher will communicate with families using methods that best support their class, which may include newsletters, emails, classroom communication apps, parent conferences, or other regular updates.

Most school-wide communication is distributed electronically through FACTS. On occasion, printed copies may also be sent home. Urgent announcements, including school closings, delayed openings, schedule changes, or other important notifications, will be sent through FACTS via both email and text message.

LUNCH/SNACK

Lunchtime is an important part of the preschool day. In addition to providing nourishment, it offers children opportunities to develop healthy eating habits, practice independence, and enjoy social interaction with their classmates.

Please send a nutritious lunch from home each day. To encourage healthy choices, we ask that lunches not include candy, desserts, sugary snacks, or soft drinks.

Students need to bring a water bottle filled with water only.

For your child's safety, please:

- Cut food into small, bite-sized pieces that are appropriate for young children.
- Avoid sending unsliced foods that may present a choking hazard, such as grapes, hot dogs, cherry tomatoes, and similar items.
- Avoid sending foods or containers with pull-tab lids or other packaging that may be difficult or unsafe for young children to open.
- Pack your child's lunch in a divided container with a single, easy-to-open lid whenever possible. This helps children develop independence and allows teachers to focus on supervising and assisting the entire class.
- Please pack appropriate utensils.

Please note that we are unable to heat lunches or refrigerate food. If needed, use an insulated lunch box with an ice pack or thermos to keep food at a safe temperature until lunchtime.

Thank you for helping us provide a safe, healthy, and enjoyable lunchtime experience for every child.

PARENT/TEACHER CONFERENCES

Typically, conferences are not held unless requested. A specific written assessment is shared with parents, as well as informal observation information. It is important at these conferences to discuss your goals for your child.

POTTY TRAINING

All children enrolled in PS3 and PS4 must be fully potty-trained. Parents will be required to sign a form acknowledging that their child is or will be potty-trained by the first day of school. If the child comes to school and has several accidents over the first few weeks,

there will be a conference with the parents to discuss a remedy. The teachers in PS3 and PS4 are not equipped to change "accidents."

PS2 children will begin potty training when the parents and teacher have discussed and agree that the child is ready.

MEDICAL AND HEALTH AREAS

Carolina Christian School offers traditional classroom instruction. We reserve the right to modify calendar events, hours of operation, and other areas of protocol necessary for the care and safety of our students, staff, and families.

Carolina Christian School follows all health and safety guidance from the North Carolina Department of Health and Human Services and/or the U.S. Centers for Disease Control (CDC). Changes to medical protocol and policies will be communicated to parents during weekly newsletters or special emails as needed.

Absences from School

Students should stay home from school any time they have:

- a fever (greater than 100.4)
- diarrhea (defined as loose, watery, or abnormally frequent bowel movements. In children, it is typically defined as passing three or more loose stools in a single day)
- Vomiting (any forceful expulsion of stomach contents from the mouth)
- rash of unknown origin
- any diagnosis of a contagious disease

Students may return to school after 24 hours symptom-free without use of medications and they feel well enough to participate in the daily schedule.

Immunization Records

Due to the rise of contagious diseases, we ask that parents provide a copy of any vaccination records for students. This will assist in any possible contact tracing that may be required during the school year. Immunization records can be obtained from primary care doctors' offices and forwarded to the school nurse at any time. Any student/family that has opted out of state-required vaccinations for religious or medical reasons must complete state exemption forms and have them on file before the first day of school.

Administration of Medications to Students

The administration recognizes that students may need to take medication during school

hours. To minimize disruptions to the school day, medicines should be taken at home rather than at school whenever feasible.

Parental consent *and written authorization from a licensed healthcare provider* are required when your child must receive either prescription or over-the-counter medications during school hours. Medical Authorization Form must be completed, signed by a healthcare provider, and on file in the Nurse's office before medications can be administered per North Carolina law.

Students will not be permitted to take medications without oversight. For students at risk for a medical emergency and who require the use of insulin pumps, asthma inhalers, antiseizure medications, and/or EpiPens, classroom teachers will be trained and overseen by the school nurse on the administration of emergency medications.

No medication, including over-the-counter medications, will be administered to a student by non-authorized staff. All medications will be kept locked in the nurse's office, along with the parent permission form and prescription information. Teachers will not keep medications in their classrooms for individual students with the exception of EpiPens and inhalers, as directed by the school nurse.

New authorization forms are required at the beginning of each school year. A separate Medical Release Form is required for all medication, and the form is posted on the CCS Website. Parents are asked to have this form completed and signed by their child's physician within the first week of the school year.

Each medication must be in an appropriately labeled original container from the pharmacy or healthcare provider's office. Most pharmacies will provide an extra container for school use upon request.

Non-prescription medicines must be in the original package and labeled with the child's name and instructions on when and how the medicine is to be given. Over-the–counter medications will be administered according to the healthcare provider's instructions.

The school nurse will:

- Keep all medications in a secure, locked location.
- Maintain a record of all medications given to a student.
- Communicate with parents when as-needed medications are provided.
- Release unused or expired medications to the parent/guardian only.

MISCELLANEOUS

Extra Clothes

Two extra complete sets of seasonal clothes should be available for each child at all times.

Please make sure all items are labeled in a Ziploc bag.

Labeling Names on Objects

Please help us by labeling your child's name on ALL PERSONAL ITEMS such as jackets, extra clothing, tote bags, lunch boxes, thermos bottles, containers, etc. It is very difficult for teachers at the beginning of the year, as well as for substitutes, to keep track of things for each child. Names on items are especially helpful when items show up in our "Lost & Found".

Diaper Creams

Special ointments should be given directly to the teacher to lock up & will require a signed permission to administer form for the school year. Please label with the child's name. If the cream has prescribed medication in it, please complete the Medication Form and have the healthcare provider's signature on it.

Birthday Parties

We are happy to celebrate birthdays. You are welcome to send in a store-bought cupcake/cookie (bite-size). Due to allergies, some of the teachers prefer to give ice pops for birthdays (provided by the teacher), so please check with your child's teacher before sending something in.

Release / Pick Up of Children

For your child's safety, we require written permission for your child to leave with anyone other than parents. Our registration form allows you to name any such person. A new person can be added to the list on your original application. The new person should be prepared to show identification. We will NOT release your child to new individuals without identification and appropriate written authorization. Phone or verbal requests to release your child to individuals other than those listed on your application will not be acceptable. You may email or fax us the information (name of the release person, date, and signature) in an emergency.

Parents in a child custody situation are required to notify the preschool immediately of any such action that dictates who may or may not pick up the child from this preschool, and provide copies of such court actions. Parents in the midst of divorce should understand that release of their child(ren) would be to the individuals listed on their enrollment form, unless a court order to the contrary is provided

School Closing

Thanksgiving, Christmas, and spring holidays, as well as workdays, we follow the Carolina Christian School calendar. When bad weather warrants the closing of our school, the

preschool will follow the same schedule as Carolina Christian School. If school is delayed more than one hour, we will begin class 30 minutes later (Ex, if CCS begins at 10:00, we will begin at 10:30).

Clothing

Dress your child in clothing that allows participation in active play (inside and outside). Inside play activities include the use of materials such as water, paint, glue, sand, etc., and therefore require play clothes as well. We try to use paint smocks, but we encourage you to dress your child in clothes that may get paint, dirt, etc. on them.

Safety is of utmost importance to us, and therefore, we need all children to wear well-supported, closed-toe shoes. In addition to safety, the reasoning for this is to focus on preventing frustration with mulch getting inside sandals, etc. A Velcro or tie tennis/leather shoe is the safest shoe. Please do not send your child in flip-flops, Crocs, sandals, etc., with no support in the back or front.

Forms

To meet your needs and provide better service, we maintain written documentation of various changes you might need to make (phone numbers, release individuals, notice of withdrawal).

Matthew 18 Principle

Teachers, students, and our CCS Community as a whole are expected to follow the Matthew 18 Principle. Discuss any concerns (academic, social, or behavioral) before leaving school for the day with the person it concerns.

ROOTED

Colossians 2:6–7

"Therefore, as you received Christ Jesus the Lord, so walk in Him, rooted and built up in Him and established in the faith…abounding in thanksgiving."

At Carolina Christian School, we strive to honor God in all we do. The ROOTED principles help guide our character and conduct:

R – Show RESPECT

Honor those God has placed in your life.
✅ Listen well
✅ Show appreciation

✅ Choose a respectful attitude

O – Follow with OBEDIENCE

Follow God's Word and school expectations with a willing heart.
✅ Actions reflect your faith
✅ Obedience is a form of worship
✅ Lead by example

O – Take OWNERSHIP

Take responsibility for your behavior, growth, and environment.
✅ Own your choices
✅ Care for school and church property
✅ Be a good steward

T – Be a TRUSTWORTHY Team Player

Live with integrity and honor God with your body.
✅ Make wise, God-honoring choices
✅ Avoid dishonoring influences
✅ Protect your heart and body

E – EDIFY Others and Self

Do your best in all things—for God's glory.
✅ Be kind and helpful
✅ Show care for people and places
✅ Uplift others made in God's image

D – Be a DOER of the Word

Grow in Christ and help others do the same.
✅ Seek Jesus daily
✅ Encourage and walk with others
✅ Be a light wherever you go

By embracing these principles, we create a nurturing and respectful environment that reflects our shared commitment to faith and excellence.

BEHAVIOR MANAGEMENT

Prevention of discipline problems is the key to any good behavior management program.

With this in mind, the following are provided for in our program to eliminate most problems:

- An environment that provides love, encouragement, and the promotion of positive self-esteem. Use a calm, moderate voice level.
- Safe, exciting environment, with some new materials rotated regularly.
- Teacher/child supervision and interaction during free play.
- Children's awareness of classroom rules and expectations for behavior. The teacher will refer to the rules positively (e.g., "Mary, you need to walk" versus "Stop running").
- Teacher awareness of each child's individual needs.
- Low child-to-teacher ratio to provide children with as much individual attention as possible.
- Use of redirection when appropriate.
- Use of logical consequences (e.g., one does not move on to another activity until the first activity is cleaned up).
- Maintenance of a well-organized environment that facilitates cooperation.
- Use of humor when possible and appropriate.
- Use of reflective listening and "I-messages" to help children cooperate as well as to acquire these communication skills themselves.
- Rewards are given for appropriate behavior; material rewards are always given with verbal praise and encouragement. From time to time, serious problems require the use of "time-in". "Time in" is reserved for **serious problems** when all else fails. It is viewed as an opportunity to explain and guide the child's behavior. Toddler rooms use redirection as a primary method to communicate appropriate behaviors. The following is adhered to when "time-in" is used: The child is firmly but calmly told specifically what the appropriate behavior is (e.g., "We need to be kind to our friends, use gentle touches").
    - The child is to sit while the teacher talks to him/her.
    - The child and teacher calmly talk about the incident. The teacher asks the child why he or she had to sit to ensure adequate understanding.
    - The teacher helps the child return to play.

BITING

Biting is a behavior that is very disturbing to all concerned. It frightens the child who is bitten and alarms his parents. It also worries the parents of the child who bites – and often scares the biter as well.

Although most children do not bite, especially after age 3, biting is by no means rare in groups of young children. When it does occur, biting cannot be ignored. Children bite for different reasons. Sometimes they feel frustrated or threatened; in other cases, they get a sense of power over others. We try to help children recognize their feelings and learn words to express them.

We must clearly label biting as unacceptable and explain the reason in words that the child can understand. After first comforting and caring for the child who was bitten, we say something like this: "See, your friend is crying because you hurt him/her" (show bite mark), "I do not allow other people to hurt you, and I will not allow you to hurt other people. You may not hurt anyone." "We use gentle touches." We emphasize the appropriate behaviors and avoid using the term "bite".

If biting happens again, we may remove the child from the other children to discuss the situation. We will explain that he/she can play with the others only if he/she uses words. We make it a major priority to prevent further biting, both to avoid damage to potential "bitees" and because the shrieks and tears of another child are often rewarding to the biter – increasing the chances of still more biting. Other children in the group may decide to try biting, too.

We assign an adult to stick close to the child who has bitten, ready to jump in and prevent a bite. We literally have a staff member become the child's shadow. Of course, we also talk with the child's parents to ensure that we're all responding consistently – at home and at school. In addition, we want to see what parents notice about the biting, such as cues that the child is about to bite or observations about situations in which biting seems to happen.

We want all parents to know that we take prompt, determined action to eliminate biting in our classrooms. In the past, our methods have worked. Biting stopped quickly and has never been a major problem. We will inform all parents involved in the biting situation. An accident form is provided. The name of the child who bit is not disclosed. An incident report is completed for the child who did the biting. Each situation is unique, and we work closely with parents and staff to solve the problem.

Physical Aggression Toward Staff

Carolina Christian School is committed to providing a safe and respectful learning environment for all students and staff. Physical aggression toward any faculty or staff

member will not be tolerated. Physical aggression includes, but is not limited to, hitting, kicking, pushing, biting, shoving, or any intentional physical contact intended to harm or intimidate a staff member.

The following disciplinary consequences will apply:

- **First Offense:** Immediate early dismissal from school for the remainder of the day.
- **Second Offense:** Two (2) days of out-of-school suspension.
- **Third Offense:** Five (5) days of out-of-school suspension.
- **Fourth and Subsequent Offenses:** May result in dismissal from Carolina Christian School, at the discretion of the Head of School.

The school administration reserves the right to adjust disciplinary consequences based on the severity of the incident, the safety of students and staff, and any extenuating circumstances. Law enforcement may be contacted when warranted.

Severe Behavior Problems

Carolina Christian School is committed to maintaining a safe, respectful, and Christ-centered learning environment for all students and staff. While we believe in partnering with families to help students develop appropriate behaviors, the safety and well-being of our school community must always remain the highest priority.

Severe behavior is defined as any behavior that poses a significant risk to the safety, well-being, or learning environment of others or substantially disrupts the operation of the school. Examples of severe behavior include, but are not limited to:

- Physical aggression toward students (hitting, kicking, biting, punching, scratching, pushing, spitting, throwing objects at others, or attempting to cause physical harm)
- Threats of violence or intimidation
- Deliberate destruction of school or personal property
- Repeated elopement (running away from staff or designated areas) that creates a safety concern
- Possession or use of a weapon or dangerous object
- Bullying, harassment, or aggressive intimidation that places others at risk
- Behavior requiring staff to physically intervene to protect the student or others
- Any conduct that significantly compromises the safety of students, staff, or visitors

The Principal, in consultation with the Head of School, reserves the right to suspend or dismiss a student at any time for severe behavior that threatens the safety of students, staff, or the school community. Depending on the severity of the incident, immediate disciplinary action, including suspension or dismissal, may occur without following the progressive intervention process outlined below.

For behaviors that do not require immediate removal from the program, the school will partner with parents through the following intervention process:

1. **Behavior Support Meeting:** The teacher, parents, and administration will meet to discuss concerns and develop a written Behavior Improvement Plan. Parents will provide input regarding strategies to be implemented both at school and at home.
2. **Progress Review:** After the student has attended approximately six (6) class sessions, a second meeting will be held to evaluate progress toward the goals established in the Behavior Improvement Plan.
3. **Plan Revision:** If little or no progress has been demonstrated, the Behavior Improvement Plan will be modified, and additional intervention strategies and supports will be discussed.
4. **Enrollment Review:** After approximately four (4) additional class sessions, a third meeting will be held to determine whether sufficient progress has been made. At that time, administration will determine whether the student may continue enrollment and identify any further behavior management strategies or accommodations that may be appropriate.

Carolina Christian School recognizes that every child is unique and will consider individual circumstances when making disciplinary decisions. However, the school reserves the right to take immediate action whenever student behavior presents a serious safety concern or significantly disrupts the educational environment.

School administration reserves the right to additionally assign a consequence for the non-preferred behaviors listed above:

- **First Offense:** Immediate early dismissal from school for the remainder of the day.
- **Second Offense:** Two (2) days of out-of-school suspension.
- **Third Offense:** Five (5) days of out-of-school suspension.
- **Fourth and Subsequent Offenses:** May result in dismissal from Carolina Christian School, at the discretion of the Head of School.

SCHOOL ACTIVITY FEES

The following fees are not included in enrollment or tuition costs. These fees are assessed only when a parent or guardian elects for their student to participate in the associated activity, program, service, or event. Fees are subject to change and will be communicated in advance when applicable.

Preschool (P2–P4)

The following fees (billed through FACTS) may apply to Preschool students:

- Graduation Cap and Gown Fee (P4 students only) approximately $30.00
- Field Trips as planned

Property Damage and Misuse

Students and/or parents may be assessed fees for the repair or replacement of school property that is damaged, lost, or misused. This includes, but is not limited to, damage to facilities, equipment, furniture, technology, and other school-owned property.
Carolina Christian School reserves the right to assess fees as necessary to cover the cost of repairs, replacements, or participation in optional programs and activities.

CRISIS RESOURCE INFORMATION

Suicide & Crisis Lifeline
Call 988 or text HOME to 741741

NC Peer Warmline
Call 855-733-7762

CCS POLICY AND PROCEDURE COMMITTEE

These policies and procedures have been developed, reviewed, and approved by the CCS Policy and Procedure Committee. Parents who have questions, concerns, or suggestions regarding any policy or procedure contained in this handbook are encouraged to submit an inquiry through the CCS Policy and Procedure Google Form
https://docs.google.com/forms/d/e/1FAIpQLSdFIlVIBGpgFv85YoS3i_pt4iKgkM7SjiW0TR_ph17c89N61Q/viewform?usp=dialog

PARENT ACKNOWLEDGEMENT FORMS

Please complete the following acknowledgement form once you have completed a review of the handbook.

Parent Acknowledgement

https://docs.google.com/forms/d/e/1FAIpQLSf41yU8NqkgdARHAGxbdsdZ6VhKNBKvJE69ZNBaJ5PeHP0WRg/viewform?usp=sharing&ouid=105775470431127830693

CCS Preschool Handbook 2026-2027

PARENTAL STATEMENT OF AGREEMENT

After reading through the CCS Preschool Handbook 2026-2027, please initial each line, print and sign your name, and return this form to your child's teacher by August 18, 2026.

_____ I have read and understand the school's philosophy of Christian education and the statement of faith and am in full agreement with the purpose and philosophy of Carolina Christian Preschool.

_____ I, as parent(s), accept the challenge to *"train up a child in the way he should go"* according to Proverbs 22:6. I place my trust in Carolina Christian Preschool to expand that training.

_____ I uphold and support the school in prayer and a positive attitude and are committed to sharing any concerns with the appropriate people following the proper channels.

_____ I will support the school by involvement in parent/teacher fellowships, open houses, parent/teacher conferences, workdays, and other school sponsored meetings and activities.

_____ I understand and will fulfill the financial commitment to pay for the services the school is providing for my child.

Student's Name Printed _____

Parent's Name Printed _____

Parent's Signature _____

Date _____

CCS Preschool Handbook 2026-2027

PS3 AND PS4 POTTY TRAINING PARENTAL AGREEMENT

Please return this form to your child's teacher by August 18, 2026.

I/we acknowledge that _____ is or will be potty trained by the first day of school, August 18, 2026. If my child comes to school and has several accidents over the first few weeks, I understand that there will be a conference with the principal to discuss a remedy.

Student's Name Printed _____

Parent's Name Printed _____

Parent's Signature _____

Date _____