

Parent Handbook



Tokyo Union Church Early Learning Center

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Introduction to the Early Learning Center

Philosophy and Program Goals

Tokyo Union Church Early Learning Center offers a high-quality early childhood program, which provides a safe, loving, stimulating and nurturing environment for young children.

Our programs are carefully designed to meet the needs of children from ages 18 months to five in all areas of development. In a Christian, non-competitive, community atmosphere, children can blossom to their fullest potential while being exposed to many experiences that promote creativity, taking initiative, independence, respect, awareness and empathy. Our staff consists of qualified and experienced teachers from a variety of international backgrounds.

Play is highly valued at TUC ELC. It encourages children to explore, to take risks, to make choices and to socialize in a fun and safe way. Most days we have the opportunity to have indoor and outdoor play. In morning free play children can choose activities among table top activities, art activities, floor play (construction and puzzles), dramatic play in the theme corner and quiet reading in the book corner. Our emphasis is on:

- Dramatic Play – regularly changing theme center allows children to act out real life situations and make believe play.
- Constructive Play – children can use a variety of materials to create or construct something from a plan they have in mind.
- Functional Play – during center time children can manipulate and explore toys and other objects to learn in a 'hands on' manner.
- Group Turn Taking Games – encourage children to play together in a non competitive environment according to a set of rules.

We are primarily a school for native English speakers with classes conducted in English. Our student body is made up of a multi-

cultural, international mix. The school warmly welcomes families of all cultures and religious faiths.

We believe that parents are a child's primary educators and we encourage you to participate in the early childhood program at TUC. Your involvement is sought in all areas of our school life. We welcome you as partners in your child's learning experience.

History

In 1985, a group of concerned parents who were members of Tokyo Union Church obtained permission from the Church Council to begin a preschool program for 3- and 4-year-olds. The school operated in a single classroom on the second floor of the church and was expanded in 1989. At this time it was recognized by Tokyo Union Church as a program ministry and came under the direct supervision and support of the Church Council. In 2005, the name of the program changed to Tokyo Union Church (TUC) Early Learning Center.

The school is known as a place that not only serves children but also provides a community for families. In over a decade of operation the Early Learning Center has served hundreds of families in Tokyo's international community, and strives to provide the best in early childhood education as a service and ministry to young children and their families. In addition, Early Learning Center families are invited to take part in the Tokyo Union Church community's adult and children's educational offerings, opportunities for voluntary service, worship and access to pastoral staff.

Professional Organizations

TUC Early Learning Center is a member of the Japan Council of International Schools (JCIS) and an active member of the Tokyo Association of International Preschool – Kindergartens (TAIP) as well as other organizations for the education of young children.

Governance

The TUC Early Learning Center is a program ministry of Tokyo Union Church and falls

under the supervision of the Church Council and the Shukyo Hojin Board. The oversight committee is the Early Learning Center Board. The Early Learning Center Ministry Team offers support and guidance. The Senior Pastor is head of staff.

Business Matters

Payment of Fees

Fees and payment schedules for each program are listed on our Program Cost sheet, which can be obtained from the TUC Early Learning Center office. Program costs may be paid annually or by term. Payment must be made in YEN by check, bank transfer or cash. There is a 10,000 yen fee for late payment.

For Bank transfer - Please make the remittance in the CHILD'S NAME and provide the Early Learning Center Director's office with a copy of your receipt. Payment is net of any bank charges. Remit to:

Tokyo Union Church
Citibank N.A. Akasaka Branch
Pan Japan Building 1F
3-8-17 Akasaka,
Minato-ku, Tokyo
Account Number: 0000485
Account Type – Checking

For international transfers:
SWIFT Code: CITIJPJT
ABA: CITI-NY-0210-0008-9

For Cash or Check payments - Remit cash or check payments to the Director in the TUC Early Learning Center office on the fourth floor.

Financial Assistance

Limited tuition assistance may be granted to some members of the international community who find payment of the regular tuition a hardship. A Financial Assistance Application form can be obtained from the Early Learning Center Director. All financial assistance application information is kept strictly confidential.

Withdrawal / Refund

Attendance for a period of two weeks or more will require payment for the entire term. For attendance of less than two weeks, payment equaling 25% of the term's tuition shall be paid. Two weeks advance notice in writing of plans to withdraw is required for consideration of any request for a tuition refund. Registration Fee is non-refundable. Please refer to the Program Cost for details.

Continuation

In February or March, Returning Student Applications will be distributed to all enrolled families. Parents who wish to continue their child's enrollment in TUC Early Learning Center for the following school year will be asked to make an advance tuition payment of ¥100,000, payable no later than March 31st. This is a non-refundable deposit, and it will be applied/credited to Program Cost.

School Life

Absence from School

Phone the school office if your child will be absent due to illness or other reasons. Please notify the school in writing if your child will not be in school for an extended period.

Arrival and Dismissal

Our goal is that each child will walk with you from the elevator to the classroom door, say good-bye to you and come into the classroom on his/her own. Parents are always welcome to stay in the classroom briefly, but as a general rule, this is the arrival routine we'd like to establish for the children. We want to help your child develop the inner strength to send you off with a cheerful good-bye. Arrival and Dismissal times are according to the particular class program schedule.

Arrival - Morning classes begin promptly. Parents should bring their children to the classroom five minutes before the start of class.

Lateness - Children arriving late can cause disruption to the teachers, classmates and

the planned activity. Constant lateness can affect the child's accomplishments for the entire day. Please make every effort to have your child in school on time.

Dismissal - A CHILD WILL NOT BE RELEASED TO A PERSON WHO IS NOT AUTHORIZED BY A PARENT TO PICK UP THE CHILD. If for any reason your child is to be picked up by someone other than the designated person, a written statement must be left with the teacher and/or director. A telephone call will not be acceptable, except in cases of emergency. Anyone other than a known parent, guardian or authorized person shall provide identification to the designated staff members. Please notify the school immediately if you are detained for any reason. Any child who is not picked up at dismissal time will be taken back to the classroom or the Director's office to wait. If you are delayed for any reason, please make every effort to notify the school. Then we can explain to your child why you are not there to collect him/her. This helps to minimize the distress.

Communication

We value and work to maintain open and direct communication with parents on a daily basis. Teachers are always available at arrival and dismissal time for quick exchanges with parents. If you feel that your conversation will take some time, please speak to the teacher at the end of the day, so she can concentrate on getting the children settled into their routines. You are encouraged to schedule private conferences with the teacher anytime there is a matter of concern or interest. The Director maintains an open door policy, and welcomes requests to meet for consultation or discussion about any concerns or interests you might have.

Teacher In-service Days

A few teacher in-service days are scheduled during the school year. These are days for teachers to work at school or take part in supplementary training workshops to enhance their skills or add to their professional qualifications. There is no school for children on these days. Please refer to the school calendar.

Inclement Weather

Parents will be notified of school closing due to snow or typhoon warning via the class telephone chain.

Clothing

TUC Early Learning Center does not have a uniform. Please encourage your child to dress him/herself. Provide simple clothing that is comfortable and easy to manage when going to the toilet or outside to the playground. Please avoid sandals or party shoes with slick soles, as the children need to be able to climb stairs and playground equipment in safety. During the winter months, a single layer jacket or warm sweater is usually all that's needed. Please label clothing with your child's name. We discourage children from wearing jewelry to school.

Toilet Skills

Older children are encouraged and expected to use the toilet without assistance when possible. We accept into our Koala Bear program children who are not completely toilet trained and try to work with parents to help each child accomplish this skill. It is a learning process for all preschool-age children, and we expect that there will occasionally be accidents even among the most proficient. Classroom teachers will give specific instructions about providing a change of clothing to leave at school.

Toys from Home

We ask that your child's toys be left at home. Children may be asked to bring items of special interest to share with the group. Each classroom teacher will give specific information about bringing special items from home. TUC Early Learning Center has a strong policy against the use or encouragement of weapons and super-heroes in play, and we encourage parents to support this policy with their children.

Snack and Lunch

Parents will provide a small, healthy snack for children. Children are asked to bring a packed lunch, including drink. There is no provision for refrigeration or heating of food,

so please keep this in mind while planning your child's lunch. Emphasize nutritionally sound foods that will give lasting energy for the afternoon of school. One of our goals is to teach the children about good nutrition and healthy eating. Along with that, we want eating lunch to be an enjoyable and relaxing break in the school day. We expect them to eat all the food that you send for them, and we prefer that they eat their main item (i.e. sandwich or rice) first, and save dessert for last.

Birthdays

Birthdays are very special and important events in the lives of children. If you would like to celebrate your child's birthday in class, consult with teachers ahead of time to set the day and determine the number of treats required. Please do not distribute goodie bags or invitations at school if you are planning a party outside school.

Behavior Management Policy

We believe that every child deserves to learn in a safe environment. To ensure that each child has a pleasant, positive learning experience, appropriate behavior is expected from the children. Our classroom management is based on a positive model which advocates treating children respectfully and restoring any harm that has been done to people or possessions.

- We help children feel a sense of belonging and significance.
- We teach important social and life skills such as respect, concern for others, problem solving and cooperation to contribute to the home, school or larger community.
- We also invite children to discover how capable they are.

To achieve our goals, we employ preventative measures, recognition and provide opportunities for children to restore relationships or mend the situation.

- Preventative measures are implemented by creating explicit age appropriate expectations at the beginning of the school year.
- Each class has their expectations displayed in the classroom and they are discussed regularly.

- If children have a clear understanding of what is expected there will be greater cooperation.

Positive management acknowledges and rewards appropriate behavior. Rewards can be non verbal, verbal or in the form of certificates or stickers. A teacher might recognize a student behaving appropriately by saying "thank you for joining the line", etc. A smile, a thumbs up, a pat on the back are all useful forms of praise we use. Sometimes our teachers will use group rewards to encourage particular behavior.

Children need to learn to make good decisions about their behavior. If verbal warnings are ineffective in guiding the child to behave appropriately, the child will be moved to a different seat or a different area of the classroom under supervision. The teacher will follow up by talking about the behavior from re-occurring using age appropriate language. Typical questions are:

- "What happened?"
- "What were you thinking?"
- "Was that a good decision?"
- "What needs to happen next time?" "Next time, I want you to do..."

Consequences come without warnings only for more egregious behaviors (hitting another child or biting etc.) In those cases, the child will be taken to the school office and parents will be contacted. It is still important for there to be a conversation with the child about what happened and what they can do to make amends. If necessary the teacher, the parents and if appropriate, the child will write an individual behavior plan to address any challenges in the classroom. Our goal is to maintain a safe and positive environment that is conducive to learning for everyone.

School Records/Student Files

The Director's Office keeps on file the Application Form, Health Report Form, an up-to-date Family Record Card with signed permission forms for emergency medical treatment, neighborhood excursions, and parent authorization for an alternate caregiver to pick up their child. It is the responsibility of parents to notify the Director's Office in writing of any change of

address, telephone, or emergency contact information.

Parental Absences

Parents are asked to inform the school in writing if they will be away from Tokyo leaving a substitute caretaker in charge of their children. Notification should include dates of absence, name and telephone number of the adult in charge during the absence, and emergency contact telephone numbers.

Learning Goals

The ELC offers four classes, Koala Bear, Panda Bear, Grizzly Bear and Polar Bear. The Koala Bear Class is for children who will be eighteen months by December 31. The Panda Bear Class is for children who will be two and a half years old by December 31. The Grizzly Bear Class is for children who will be three and an half years old by December 31. The Polar Bear Class is for children who will be four and a half to five years old by December 31. These learning goals are what we expect most children to reach by the end of each school year.

Koala Bear Class

Communication and Language learning

- Follows 2 step command without gestures
- Uses some words to communicate
- Vocalizes wants and needs i.e. "help me please." (2/3 word sentences)
- Names some simple and familiar objects
- Says "Yes" or "No" meaningfully
- Understand simple verbs

Social and Emotional Learning

- Shares toys
- Waits for turn to speak during circle time
- Waits to climb the stairs to the deck
- Says "please" and "thank you."
- Follows the classroom routine
- Manages transitions smoothly.
- Uses "Bye" and "Hi" appropriately

Mathematical Learning

- Identifies numbers 1-3
- Knows number correspondence for 1 and

2

- Rote counting to 3
- Knowledge of some basic shapes
- Identifies 3 colors

Knowledge and Understanding of the World

- Recognizes familiar faces
- Knows the teachers' names
- Takes part in thematic units
- Block building-trying different ways to make a tower that will not fall over
- Is aware of classroom routines

Health and Physical Learning

Basic self-care skills- most areas with assistance :

- Wipes own nose
- Washes hands independently
- Pulls up sleeves
- Sits on the toilet
- Takes off and puts on clothes as necessary for toilet training

Fine motor skills:

- Picks up small objects with pincer grip
- Holds crayon
- Snips on line using scissors
- Builds tower using some cubes
- Imitates strokes on paper with a crayon or marker

Gross motor skills:

- Jumps
- Walks up and down stairs
- Kicks a ball

Creative Learning

- Participates in basic pretend play
- Can sing at least 3-4 familiar nursery rhymes
- Scribbles
- Uses an object for another purpose - i.e phone made out of a block
- Participates in music lessons
- Marches in time to music
- participates in songs, rhyme and finger play

Panda Bear Class

Communication and Language learning

- Communicates needs and wants
- Participates in conversations with adults and children
- Attempts to solve problems with words
- Follows a series of two or more related directions

- Speaks clearly and can be understood by most listeners
- Recognizes own name, some of the classmates and the teachers
- Identifies some uppercase letters
- Shows an interest in stories

Social and Emotional Learning

- Expresses affection openly
- Shares and take turns with assistance
- Waits for turn to speak during Circle Time
- Sits without moving when involved in activity
- Interacts easily with adults
- Transfers from one activity to the next
- Says "Thank you" when appropriate. Say "Please" with requests

Mathematical Learning

- Recognizes and names common shapes
- Sorts according to shape, color, size, and length
- Counts in sequence and recognize 0-5
- Understands concept of more/ less
- Understands concept of same/ different
- Recognizes and copy a simple pattern
- Completes 3 or 4 piece jigsaw puzzles
- Recognizes colors –red, blue, yellow, green

Knowledge and Understanding of the World

- Explore the environment using simple scientific tools (magnifying glasses, measuring devices and their five senses)
- Identify what the weather is like today
- Actively seek information through why and how questions

Health and Physical Learning

- Draw lines and circles
- Cut across paper following curved line/ circle
- Hold crayons/pencils appropriately
- Put together puzzles
- Dress himself/ herself with assistance
- Use toilet independently
- Stand, balance and hop on one foot
- Pedal tricycle
- Walk up and down stairs with alternating feet
- Catch and throw a ball in an intended direction
- Can use utensils to feed themselves

Creative Learning

- Imitates housework or other chores
- Assigns roles in pretend play
- Plays make-believe with dolls, animals, and people
- Plays on rhythm instruments
- Sings with set actions
- Shows interest in drawing/ writing with lines and curves
- Participates in Japanese lessons
- Participates in music lessons

Grizzly Bear Class

Communication and Language learning

- Speaks clearly enough to be understood by most listeners
- Uses words to express needs and feelings
- Listens and gains meaning from listening
- Uses pronouns(he, his, she, her) and some plurals
- Uses sentences of increasing length most of the time
- Participates in group discussions and shares experiences with peers and teachers
- Shows interest in books, attends to stories and listens with interest
- Understands some opposite words
- Shows beginning understanding of the use of writing to communicate
- Knows and can write letters of own name
- Identifies the letters of the alphabet
- Demonstrates phonological awareness – beginning sounds, rhyming
- Understands and follows simple 3-step directions
- Consistently uses greetings and polite expressions.
- Understands sentences involving time concepts
- Narrates past experiences

Social and Emotional Learning

- Separates easily from parent or caregiver
- Interacts with one or more classmates
- Interacts easily with adults
- Speaks and acts kindly to classmates
- Waits for turn and shares classroom resources
- Understands and participates in group activities
- Uses words rather than physical means to solve problems and express anger
- Manages transitions/changes of schedule
- Follows classroom rules and routines

- Demonstrates appropriate use and care of classroom toys and materials
- Shows self direction and self control
- Takes care of personal needs (hygiene, belongings)

Mathematical Learning

- Recognizes basic colors
- Recognizes and names basic shapes: square, circle, triangle, rectangle
- Able to rote count to 20
- Can recognize numbers 1 – 10
- Understands 1 to 1 correspondence to 10
- sorts objects into subgroups that vary by one or two attributes
- Demonstrates understanding of positional words (in, behind, in front of, next to)
- Knows Birthday
- Recognizes, copies and continues patterns.
- Understands the concepts of time – morning/night

Knowledge and Understanding of the World

- Is able to attend during circle time
- Exhibits interest in more than two centers
- Remembers and follows routines
- Can carry out tasks independently
- Persists in a task and seeks help when encountering a problem
- Tries new experiences and is able to be flexible and inventive
- Expresses own ideas and develops own solutions
- Expresses some curiosity and wonder about the natural world
- Shows scientific thinking – asks questions and uses senses to observe and explore materials and natural phenomena.
- Shows awareness of other cultures and languages

Health and Physical Learning

- Grips pencil correctly and uses with ease
- Shows skill in the use of several art tools
- Cuts with scissors using preferred hand
- Manipulates playdough, sand, water, glue
- Exhibits hand/eye coordination-putting puzzles together, stringing beads, building with blocks
- Can trace letters with pencil/finger
- Can use utensils effectively to feed self
- Can coordinate movements to perform complex tasks such as climbing ladders, pedal tricycle,
- jump with both feet, hop on one foot.
- Is beginning to skip.

- Climb stairs with ease
- Moves with balance and control – able to run without falling and can stop, start and turn.

Creative Learning

- Uses different art media and materials to express self
- Progresses in ability to create more detailed, complex, creative artwork/models
- Participates and enjoys a variety of musical activities
- Expresses her/himself through movement
- Engages in dramatic role play

Polar Bear Class

Communication and Language Learning

- Attends to stories and listens with interest
- Listens with understanding to directions and conversations
- Follows 3 and 4-step directions
- Understands that words represent spoken language
- Shows understanding during a group discussion
- Speaks clearly enough to be understood by most listeners
- Uses sentences most of the time
- Participates in group discussions and shares experiences
- Participates in informal conversations with peers and adults
- Shows interest in books
- Demonstrates concepts of print (front of book, left to right orientation, etc.)
- Predicts, recalls and retells the main events in a story
- Identifies words that rhyme from listening, text, or pictures
- Identifies all uppercase and lowercase letters
- Identifies consonant and short vowel sounds
- Recognizes own name and names of some classmates
- Recognizes beginning sight words
- Writes upper case letters
- Writes lower case letters
- Writes own first and second name
- Create stories through pictures, dictation and has beginning writing skills
- Uses developmental spelling (blends sounds into words) in writing
- Uses conventional spelling in writing

Social and Emotional Learning

- Separates easily from parent or caregiver
- Interacts easily with classmates
- Takes turns and shares
- Speaks and acts kindly to classmates
- Interacts easily with adults
- Understands and participates in the group activities
- Is able to attend during circle
- Exhibits interest in more than two centers/activities
- Uses toys and materials in an appropriate manner
- Takes care of personal needs (restroom, coat, hands)

Mathematical Learning

- Recognizes basic colors
- Recognizes, names and draws a triangle, square, circle and rectangle
- Recognizes the numbers 1-30
- Writes the numbers 1-10
- Rote counts in order 1-31
- Sorts objects by different attributes
- Generates, continues, and copies patterns
- Understands simple graphs
- Understands opposite words
- Tells the time by the hour
- Knows birthday
- Identifies and forms groups (sets) of 0 – 5 or more
- Compares objects by sizes and weights (taller, shorter, heavier, lighter, and so on)
- Reads calendar

Knowledge and Understanding of the World

- Shows awareness of other cultures and languages
- Persists in a task and seeks help when encountering a problem
- Tries new experiences and is able to be flexible and inventive
- Expresses own ideas and develops own solutions
- Expresses some curiosity and wonder about the natural world

Health and Physical Learning

- Shows beginning skill in the use of several art tools
- Cuts with scissors and uses the preferred hand
- Manipulates playdough, sand, water, glue, paint
- Can tie a knot

- Exhibits eye/hand coordination by putting puzzles together stringing beads, building blocks
- Can coordinate movements to perform complex tasks such as: climbing ladders, pedal tricycle, jump up with both feet skipping
- Is able to run without falling and can start, stop and turn with ease
- Demonstrates self help skills independently- washing hands, using toilet, putting belongings away.

Creative Learning

- Participates in Music lessons
- Participates in Japanese lessons
- Engages in dramatic role play
- Creates pictures using a variety of medium
- Works well in a team

Japanese Lessons

Japanese lessons are offered once or twice a week depending on the class to encourage learning Japanese language and culture in a fun and happy environment. All lessons are mainly planned with lots of games, songs, movements, role plays and arts and crafts activities. We celebrate Japanese cultural events throughout the year.

Music and Movement

Music and Movement class is offered once a week and emphasis is on singing, movement, musical games, rhythm, playing instruments and music concepts such as notes and tempo.

Big Bear Little Bear Day

Once a week, children from all classes gather together in the Sanctuary. A Bible story is read by one of the teachers or pastors. Children are then assigned to one of three mixed age groups to participate in physical education in the Fellowship Hall or on the deck, a craft activity related to the day's Bible story and free play in one of the ELC classrooms. Children then sing bible story songs before returning to class.

Assessment and Progress Report

Children are assessed periodically and the teachers keep records of their work and achievements. Progress reports are distributed twice a year and parent teacher conferences are scheduled around November and May. Parents are welcome to

speak to the teachers anytime throughout the year to discuss any concerns they may have.

Parental Involvement

Visiting Classrooms

Parents are always welcome to visit the classrooms. Please speak with the teacher to make prior arrangements to avoid disrupting the class.

Classroom Volunteers

Teachers will make opportunities available for volunteering in the classroom. In addition to helping in the classroom, parents are needed to serve as chaperones for class outings and to help with special school events such as Harvest Celebration, Christmas program, Sakura Party, and the End-of-Year program.

Room Mothers

Each class has one or two room mothers. Duties include:

1. Planning at least one social gathering for parents each term.
2. Welcoming and orienting new parents who join the class.
3. Serving as a communication link with other parents, as requested by teachers or Early Learning Center Director.
4. Assisting teachers with classroom celebrations by providing special snacks, decorations, and classroom assistance as needed.

Parent Resource Library

The Early Learning Center has an extensive collection of books on parenting, child development and topics of interest to our parents. Books are kept in the library and are available to borrow. We are continually adding to our collection, and welcome suggestions and donations of books.

Health

Illness

In case of illness, we ask that you keep your child at home if he/she exhibits any of the following symptoms:

- Fever - 100F / 38C temperature or higher
- Coughing - deep or excessive cough
- Nasal drainage - Excessive drainage from nose coupled with a secondary symptom (crankiness, low-grade fever, coughing, etc.)
- Persistent diarrhea (2 times)
- Vomiting (once)
- Pinkeye - Tears, redness of eyelid lining, followed by swelling and discharge of pus
- Unidentified rashes
- Sore throat or trouble swallowing
- Contagious disease (Chicken Pox, German Measles, Measles, Mumps, Whooping Cough, Strep Throat, Infectious eye disease, Head lice)

If your child appears cranky or less active than usual, cries more than usual, or just seems generally unwell at home, you are asked to watch carefully for the development of any of the above symptoms. If in doubt, please keep a child who seems to be unwell out of school for the day.

A CHILD MAY NOT ATTEND SCHOOL if he/she has a temperature over 100 F / 38C, has a contagious disease, or has vomited or had diarrhea within 24 hours of the start of the school day.

In the case of contagious diseases, children are required to remain at home until the following conditions are met:

- Chicken pox: All blisters have become dry scabs
- German measles: Rash has disappeared
- Measles: Three days after the fever has gone
- Mumps: The swelling subsides
- Whooping Cough: The cough ceases
- Strep Throat: On doctor's recommendation
- Infectious eye disease: Clearance from a doctor
- Head lice: Written clearance from a doctor or health care provider

AFTER AN ILLNESS, please keep your child at home:

- For 24 hours after beginning an antibiotic for any nose or throat infection
- For 24 hours after his/her temperature has returned to normal in the case of fever

- For 24 hours after the cessation of diarrhea or vomiting
- Until nasal discharge is clear (not thick and yellow)

Please do not rely on your child's wish to return to school as a valid way of deciding whether he/she is healthy enough. Parents will be notified promptly if a child develops any of these symptoms at school, and will be asked to come immediately to take the child home. He/she will be kept in a quiet area away from the other children until parent or caregiver arrives.

Health Report Form

This form detailing health history and immunization record must be on file in the Director's office before a child can attend class. It is the parents' responsibility to update this record with any pertinent information regarding serious illness, immunizations or hospitalization. Due to the variety of regulations about childhood immunizations in the home countries of our families, TUC Early Learning Center does not have a set requirement about immunizations. Parents are strongly recommended to comply with the requirements in their home country, particularly if they intend to return and enroll their children in school at some future date.

Injury

In case of severe injury requiring emergency medical care, parents are asked to sign a permission form authorizing TUC Early Learning Center staff to take an injured child to the nearest medical facility. Parents will be notified immediately in such a case.

For less serious injuries, appropriate first aid will be administered. Parents will be notified of any injury and treatment that occurs in school.

Emergencies and Safety

Safety rules for children

1. Stairs: walk single-file, holding handrail; no jumping or skipping steps.

2. Wash hands with soap after being on playground and before eating and after using the toilet.
3. Children may not enter playground without a teacher present.
4. Elevator: Children may not enter the elevator without an adult. Children may not push elevator buttons.
5. Quiet feet and bodies in the elevator, no jumping or jostling.
6. Running is not allowed in the building; this includes the classroom, on stairways or anywhere in the 1F church lobby.

Emergency evacuation procedures

Emergency evacuation of the building in case of fire is via the two stairways on each side of the building. Emergency evacuation procedures are posted in each location the children may be (classrooms, 3F deck and B1 Fellowship Hall). We practice this evacuation route with the children on a monthly basis.

In case the inside stairways are blocked, the church has installed emergency evacuation stairs from the 4F classroom balcony to the 3F deck, and from the deck we are able to use the outside fire escape to the street.

Earthquake emergency

If there should be a major earthquake in the Tokyo area during school hours, it is possible that parents will be unable to reach school for some time. We are equipped with food and water, first aid supplies and blankets to keep the children safe. In case of the need to evacuate the building, the church's nearest evacuation Center is by the water fountain in Yoyogi Park.

An extensive project to assess and develop TUC Early Learning Center's earthquake preparedness plan was carried out during the 1998-99 school year, and we have continued to update this each year. The Emergency Response Team from TUC continually reviews our procedures.

Visitor Screening

All visitors to the Early Learning Center must check in at the school office on the 4th floor or the Church Office on the 1st floor/lobby.

Dismissal Procedures

The teachers will decide in the beginning of the school year to dismiss the children from the classroom or in the Lobby to avoid congestions. Parents will be informed where each class will be dismissed.

CPR Training

TUC Early Learning Center staff members receive annual certification in Infant and Child CPR by the American Red Cross.

Building Use

Entrance Doors

Besides the main entrance doors facing Omotesando, you can enter the church building through the side entrance inside the garage. You can use this door if you find the front doors locked, or when parking on the side streets behind the building. If you are exiting the building through the garage with your children, please take extra care that they do not run into the street. The street is narrow and visibility for oncoming cars is very limited.

Lobby

Tokyo Union Church is a busy place, and there are many people other than Early Learning Center families who use it throughout the week. You are welcome to sit in the lobby while you wait for dismissal, but once the children are dismissed we ask that you leave the building with them as soon as possible. It can become very noisy and disruptive to others who work in the office or at the reception desk. Please note that there is to be NO FOOD OR DRINK in the lobby. We would like the children to be respectful of the furniture and display items, which are there for many other people to use. There should be no running at any time in the lobby. The tile floor is very hard and rough and a fall could be quite dangerous.

Teachers go over these rules with the children from time to time. It is important that they be followed at all times the children are in the church building. They also apply to younger siblings who may be waiting at

opening or dismissal time. Please help your child to follow them:

1. Speak in quiet voices.
2. Walking only - no running or chasing games.
3. While waiting in the lobby; sit quietly looking at books, bring drawing materials or quiet toys, and tidy up before you leave.
4. Never stand or jump on the furniture.
5. Don't eat or drink while in the lobby.
6. Children may not wander to any other part of the building, including the stairway up to the Sanctuary.

Parking

There is no parking available at the church garage. The small parking garage is strictly reserved for church staff. Do not park in front of this area even for a short time. Metered parking is available on Omotesando. There is usually temporary parking available on the side streets behind the church. Please note that illegally parked cars will be towed away, which is very expensive as well as having points put on your license.

Tokyo Union Church

Description

Founded in 1872, Tokyo Union Church is an international, ecumenical and English-speaking congregation. It is one of more than 100 similar international English-speaking churches throughout the world, and is a widely diversified congregation of many denominations and nationalities, all united by a common faith in the Lord Jesus Christ. Our website is <http://www.tokyounion.org>

Worship Services

There are two services on Sunday mornings, 8:30 and 11:00. Holy Communion is served weekly at the 8:30 service and on the first Sunday of the month at the 11:00 service. An Evening Praise service is held the first Sunday of each month at 4:00 p.m.

Pastoral Staff

The Tokyo Union Church pastoral staff is eager to meet you and answer any questions you might have about the church. TUC Early Learning Center parents are invited to call on the pastoral staff at any time and especially if

there is a need for the pastors' services, friendship and or support, such as when facing a serious family problem; if you need to make an important decision or you need someone to talk with in confidence; when you celebrate the birth of a child or other celebration; if you are facing a spiritual struggle and need guidance.

Koinonia

The monthly newsletter of TUC, Koinonia, is available in the church lobby. It contains news of all Church activities, volunteer and service opportunities, and a monthly message from the pastors.

Sunday School

Christian Education hour (between worship services) is at 9:45 a.m., with classes for adults as well as children from 3 years through high school. Nursery care is available for infants up to age 3, and Kinder Bible Corner is provided during both worship services for children ages 3 to 5.

Church Membership

TUC is continually strengthened, renewed and enriched, as new people become members of its fellowship. All are cordially invited to unite in membership. The Church Council receives new members monthly in one of the following ways: Profession of Faith (and Baptism), Letter of Transfer, Reaffirmation of Faith, or Associate Membership. Persons can maintain their membership in a church in their home country while still being actively involved as full members of Tokyo Union Church.

TUC Women's Society

TUC Women's Society is an autonomous, self-supporting, non-profit arm of Tokyo Union Church that attempts to serve the spiritual, cultural, and emotional needs of over 200 members. Women from different cultures and varying faiths join TUC Women's Society because it offers a place to meet and exchange ideas and talents, and an opportunity to be of service to someone else. *Open Circle*, the Women's Society newsletter, is distributed monthly to the parents of Early Learning Center students.

Just Playing

(Original Author Unknown)

When I'm building in the block room,
Please don't say I'm "Just Playing."
For, you see, I'm learning to play,
About balance, I may be an architect someday.

When I'm getting all dressed up,
Setting the table, Caring for the babies,
Don't get the idea I'm "I'm Playing."
I may be a mother or father someday.

When you see me up to my elbows in paint,
Or standing at the easel, or molding and shaping Clay,
Please don't let me hear you say, "He is Just Playing."
For, you see, I'm learning as I play.
I just might be a teacher someday.

When you see me engrossed in a puzzle or some "playing" at my school,
Please don't feel the time is wasted in "play."
For you see, I'm learning as I play.
I'm learning to solve problems and concentrate.
I may be in business someday.

When you see me cooking or tasting foods,
Please don't think that because I enjoy it, it is "Just Play."
I'm learning to follow directions and see the differences.
I may be a cook someday.

When you see me learning to skip, hop, run and move my body,
Please don't say I'm "Just Playing."
For, you see, I'm learning how my body works.
I may be a doctor, nurse, or athlete someday.

When you ask me what I've done at school today,
And I say, "I just played."
Please don't misunderstand me.
For, you see, I'm learning as I play.
I'm learning to enjoy and be successful in my work.
I'm preparing for tomorrow.

Today, I am a child and my work is play.