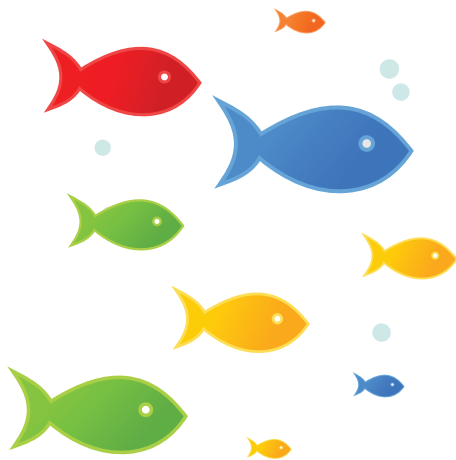




White Memorial Weekday School

faith & education flowing together



An educational beginning at the Weekday School is one of the greatest gifts my children will ever receive. When my boys left the WDS, they were more than prepared for Kindergarten both academically and socially. The WDS provides a solid educational foundation using the Bridges Math Program, Letterland, Exploring Lab, STEM activities and Music. In addition to the loving and nurturing faith-based environment, the children learn social and emotional regulation through Conscious Discipline, resulting in self-confident, well-adjusted children. Not only does the WDS focus on the whole child, but the whole family. The WDS quickly became a home away from home for our entire family and we continue to surround ourselves with friends we met at the WDS. I am so very thankful for the WDS!

-Kimberly Layton, alumni parent

Infants & Toddlers

quick facts: Classes meet two days per week, either Tuesday and Thursday or Wednesday and Friday. All classes meet from either 8:45 a.m. to 12:30 p.m. or 9:00 a.m. to 12:45 p.m.

In order to best meet their developmental needs, infants and toddlers are divided into classes by age. Children who are three months old through nine months old at the beginning of the school year are in the infant class. Children who are ten months old through sixteen months old at the beginning of the school year are in the young toddler class. Children who are seventeen months old through twenty-three months old at the beginning of the school year are in the older toddler class.

A music teacher will come in to sing and play with infants and toddlers each week.

primary purposes:

Infants - To promote healthy separation, bonding with caregivers, and a loving introduction to church and school. Focus will be on building attachments/relationships, especially with other adults. Routines and rituals will be an important part of a child's day. Toys and activities will be designed to facilitate optimal development across domains.

Younger Toddlers - Our goal is to continue developing bonds with caregivers and to begin developing relationships with peers. Focus will continue to be on relationship building. Ideally, children will have at least one caregiver move through the early ages with them. Sensory experiences will be integral to the curriculum and developmentally appropriate practices will continue to be emphasized.

Older Toddlers - To continue developing relationships within the framework of a child's developing independence and growing social skills. Acknowledging, respecting, and supporting a child's emotional development will be critical at this age. Activities and daily routines will have a more organized, orderly feel with times set aside for optional circle time, shared reading, simple art projects, recreation, and music.



2's

quick facts: Classes meet either two, three, or five days per week. Two-day classes meet on Tuesday and Thursday. Three-day classes meet on Monday, Wednesday, and Friday. All classes meet from 8:45 a.m. to 12:30 p.m.

In order to best meet their developmental needs, two-year-old children are divided into classes by age.

Two-year-olds attend a music class twice a week and a movement/gym class once a week.

primary purposes: We strive to help our two-year-olds develop age-appropriate social and emotional skills through play and interaction with peers and adults. We plan activities to facilitate language skills, cognitive development, emerging independence, and connectedness with others. Most of all, we want our two-year-olds to feel safe, loved, and treasured.

typical day: Two-year-olds spend their day engaging in a balance of structured and unstructured activities. Typical centers in our twos classes include dramatic play, story sharing, blocks, sensory tables, and imaginative play. Art activities are planned to encourage self-expression and exploring the process of art. Early learning skills, including counting and color naming are introduced and practiced in developmentally-appropriate ways. Teachers engage with the children as a group using books, nursery rhymes, and simple songs. Children spend time on the playground each day and attend a music class twice a week. Children bring snacks and lunches from home and eat with their classmates. Snack and lunch times allow children to practice emerging social and daily living skills.





3's

quick facts: Classes meet either three, four, or five days per week. Three-day classes meet on Tuesday, Wednesday, and Thursday. Four-day classes meet Monday-Thursday. All classes meet from 9:00 a.m. to 12:45 p.m.

In order to best meet their developmental needs, three-year-old children are divided into classes by age.

Three-year-olds attend a music class twice a week and a movement/gym class each week.

Chapel is introduced at this age. Chapel services are held once a week.

primary purposes: In our three-year-old classes, we build on age-appropriate social and emotional skills begun in our two-year-old classes. We design experiences that assist children in moving from parallel to cooperative play. Language skills are developing rapidly at this age, and we plan a variety of activities to encourage and nurture these skills.

typical day: Three-year-olds spend their day alternating between whole group, small group, and individual activities structured around child-friendly themes. Children of this age build critical thinking skills through play and experimentation in our classroom centers. Typical centers in our threes classes include dramatic play, story sharing, blocks, sensory tables, and imaginative play. Art activities are planned to encourage self-expression and exploring the process of art. Early learning skills, including counting, patterning, and early letter recognition are practiced in developmentally-appropriate ways. Teachers engage with the children as a group using books and songs with attractive art, predictable patterns, and rhyming words. Children spend time on the playground each day and attend a music class twice a week. Once a week, three year olds attend a movement class designed to enhance physical development. Mindfulness practices are included in the movement class. Spiritual development is encouraged through participation in a weekly chapel service. Daily living skills are practiced during snack and lunch times.

4's

quick facts: Classes meet either four days or five days per week. Four-day classes meet Monday-Thursday, and five-day classes meet Monday-Friday. All classes meet from 8:45 a.m. to 12:30 p.m.

Four-year-olds attend a music class twice a week, Exploring Lab (science) once a week, and Movement/Gym once a week.

Children attend weekly Chapel services. They sing in the Chapel Choir approximately once a month.

primary purposes: In our four-year-old classes, we focus on social and emotional development, independence in daily living skills, and pre-academic skills designed to meet children where they are and prepare them for future schooling. Our goal is to develop critical thinkers who are excited about learning.

Typical Day: Four-year-olds spend their day alternating between whole group, small group, and individual activities structured around engaging science and social science themes. Children of this age build critical thinking skills through play and experimentation in classroom centers, large group discussions and demonstrations, and small group time with teachers. Typical centers in our fours classes include dramatic play, art, writing, blocks, science, math, puzzles, and games. Science, technology, engineering, and math (STEM) principles are imbedded in many of our classroom centers. Early learning skills, including patterning, letter recognition, letter sounds, counting, writing, and number skills are practiced in developmentally-appropriate ways. Literacy is highly-valued, and teachers spend time daily reading to the children. Children go out on the playground each day and attend a variety of special classes, including Movement, Exploring Lab, and Music throughout the week. Spiritual development is encouraged through participation in a weekly chapel service. Four-year-olds also spend time each day learning and practicing specific social skills that allow them to build strong relationships with other children and adults.



K's

quick facts: Our kindergarten is a traditional kindergarten designed to prepare students for first grade, however some parents may opt to use it as a transitional year.

Classes meet five days per week from 8:45 a.m. to 12:45 p.m.

Kindergarteners attend a music class twice a week, Exploring Lab (science) once a week, and Movement/Gym once a week.

Children attend weekly Chapel services. They sing in the Chapel Choir approximately once a month.

Classes are equipped with iPads, SMARTboards, and other technological equipment designed to enhance instruction.

Primary Purposes: In our kindergarten classes, our purpose is to prepare students academically for first grade while offering the nurturing, loving environment of a church school. Our students follow the kindergarten curriculum from the North Carolina Department of Public Instruction so that they can go into public or private school confident and well-prepared. We believe that young children learn through active experimentation, hands-on play, and lessons designed to meet individual needs.

Typical Day: Kindergarteners spend their day alternating between whole group, small group, and individual activities designed to meet their unique needs. Children of this age build critical thinking skills through play and experimentation in classroom centers, large group discussions and demonstrations, and small group time with teachers. Skills are taught using engaging materials designed to foster independence, problem-solving, and a love of learning. Science, technology, engineering, and math (STEM) principles are imbedded in many of our classroom lessons and centers. Academic skills, including early reading, writing, and number skills are practiced in developmentally-appropriate ways. Literacy is highly-valued, and teachers spend time daily reading to the children. Children go out on the playground each day and attend a variety of special classes throughout the week, including Movement, Exploring Lab, and Music. Spiritual development and leadership skills are encouraged through participation in a weekly chapel service. Kindergarteners also spend time each day learning and practicing specific social skills that allow them to build strong relationships with other children and adults.



Curriculum

infants, toddlers & 2's

Activities for our infants, toddlers, and twos are developed around guidelines for developmentally appropriate practices outlined by the National Association for the Education of Young Children (naeyc.org/DAP). The Creative Curriculum (teachingstrategies.com/product/the-creative-curriculum-for-infants-toddlers-twos/) is used as a resource for planning and implementation.

Relationship-building and self-regulation skills are taught using guidelines from Conscious Discipline (consciousdiscipline.com). Specific Conscious Discipline components for infants, toddlers, and twos include Baby Doll Circle Time and I Love You Rituals.

3's

We do not use a specific academic curriculum for three-year-olds, although pre-academic skills are introduced when children are ready. Activities are developed around guidelines for developmentally appropriate practices outlined by the National Association for the Education of Young Children (naeyc.org/DAP).

Relationship building and self-regulation skills are taught using guidelines from Conscious Discipline (consciousdiscipline.com).

4's

Early literacy skills are taught using Letterland, a child-friendly approach to letter and sound recognition and early reading. Most public schools in Wake County and many private elementary schools in our area use Letterland in the early grades. (letterland.com)

Phonemic Awareness skills are taught using Heggerty Curriculum. (heggerty.org)

Math and science skills are taught using activities that incorporate STEM principles (drpfconsults.com/understanding-the-basics-of-stem-education)

Relationship-building and self-regulation skills are taught using guidelines from Conscious Discipline (consciousdiscipline.com).

Project-based learning is an integral part of our curriculum. Classes use this style of learning in varying degrees, depending on the needs and interests of the students. Teachers whose classes are primarily project-based are trained through The Duke School (theeducatorsinstitute.org).

k's

Literacy skills are taught using Letterland, a child-friendly approach to letter and sound recognition and early reading. Most public schools in Wake County and many private elementary schools in our area use Letterland in the early grades. (letterland.com)

Phonemic Awareness skills are taught using Heggerty Curriculum. (heggerty.org)

Math is taught using the Bridges in Mathematics. (mathlearningcenter.org/bridges)

Science skills are taught using activities that incorporate STEM principles (drpfconsults.com/understanding-the-basics-of-stem-education) and follow guidelines from the NC Department of Public Instruction.

Relationship-building and self-regulation skills are taught using guidelines from Conscious Discipline (consciousdiscipline.com).



We love White Memorial because it caters to each of our children in unique ways. My oldest son loves Exploring Lab. My middle son can't wait for his Movement class. My youngest son loves listening to the piano because music is his favorite. White Memorial offers something for every child, but most importantly it's a warm, loving, Christ-based school that is shaping our little people to go out into the world and share God's love in all that they do.

-Margaret Ann Gonella, alumni parent

White Memorial Weekday School quickly felt like home when we moved to town. The sense of community that our family felt right away was remarkable. A loving environment filled with active learning, music, science, worship, as well as play, make White Memorial Weekday School a special place. My children feel loved when they are welcomed by name each morning at the front door and dismissed each day with a personal goodbye and a Skittle!

-Lydia Anders, alumni parent

Chapel

Chapel is a special time each week when our school family comes together to worship God. Bible stories are shared by members of our church staff and others in our community. Children in four-year-old and kindergarten classes have leadership opportunities in the service, including singing in the choir and offering the benediction. At the Weekday School, we strive to imbed our Chapel benediction, “God Loves You Very, Very Much,” in all that we do.

Chapel is a unique opportunity for our children to fully participate in a weekly worship service through songs and biblical stories tailored just for them. It's so special that parents and other loved ones have the ability to take part as well.

-Sarah Hoverstad, parent



Music

Every child at the Weekday School attends a music class to joyfully celebrate life and God's love for them through musical activities and song.

My son told me that music makes his heart feel happy. As a parent, I feel like music is an important way for children to be able to express themselves and feel connected to one another. Music can be celebratory and worshipful, which is a special part of a church pre-school environment.

-Ashley Silverman, alumni parent
& teacher





Exploring Lab

Exploring Lab teaches children about the wonders of the natural world and nurtures their instinctive connection and curiosity through inquiry-based learning, simple science experiments and interaction with objects and specimens from nature. 4's and K's attend weekly.

Our children tell me that the day they go to their Exploring Lab class is their favorite day of the week. The Exploring Lab teachers teach them about the world they live in and make it interesting by providing hands on experiences and crafts that my children love to bring home to share their learning with me.

-Stephanie Ferrell, alumni parent



Movement

In Movement, we work on improving each student's gross motor skills, core and upper body strength, following multi-step instructions and sportsmanship.

I believe that creating a positive learning environment is not just about reading and writing. We know that giving our kids the encouragement and space for physical movement helps them think better, sleep better, and even express themselves better! I love how the Movement class at White Memorial is created with energy and thought and makes moving fun for my kids.

-Katherine Andrew, alumni parent



White Memorial Weekday School has provided my children with the opportunity to not only grow in faith but grow with their development and social skills. It is an incredibly loving environment. Listening to them sing the songs they have learned in music and hearing all about what they have discovered in Exploring Lab are just two highlights that reinforce they are right where they need to be during the most important years of growing and learning. We are very fortunate have the Weekday School be a part of our lives and our children's lives!

-Carolyn McGowan, alumni parent



Literacy

Literacy activities are designed to help children develop an appreciation and enjoyment of literature. Early literacy skills include vocabulary, print motivation, print awareness, narrative skills, letter knowledge, and phonological awareness. These important foundational skills are the building blocks for learning to read and write.

Letterland

Letterland is a phonics-based early reading, writing and spelling program. Children learn about letters and words through an imaginary world of characters, settings and stories. We strive to instill a love of reading by engaging children in a developmentally appropriate, fun journey through Letterland!

Heggerty

Phonemic Awareness is a foundational skill in learning to read and is a crucial piece to early literacy instruction. Phonemic Awareness skills are taught to our fourth and kindergarten students using the Heggerty Phonemic Awareness Program. Heggerty is taught daily to provide practice and exposure to a variety of phonemic awareness skills, including rhyming, blending, and phoneme isolation.



Project-Based Learning

Project-Based Learning is a style of active and inquiry-based learning where students learn about a subject by working for an extended period of time to investigate and respond to complex questions, challenges, or problems. Children learn critical thinking skills while engaging in activities designed around a concrete project topic that appeals to the individuals in the classroom. At the Weekday School, many teachers are specifically trained in this model so that they can guide their students through the phases of this exciting approach to teaching and learning.

We love the way the Project Based Learning approach is teaching our child to enjoy learning! It has allowed him to engage in multiple learning tools through hands on involvement and his personal curiosity. The pizza project his class did became a family favorite as his interest, excitement, and exploration continued at home!

- Meg Groves, parent

STEM

At the Weekday School we make it a priority to integrate science, technology, engineering and math (STEM) activities into our curriculum on a daily basis. This gives children opportunities to explore, create, question, and make discoveries about their environment. Young children delight in experiencing the world through open-ended materials and play-based inquiry. We believe in teaching children how to think instead of telling them what to think.





Minnows

Minnows is a structured playgroup for young toddlers with their parents and caregivers. Enrollment for Minnows occurs in the spring, and the group meets twice a month during the traditional school year. The group is led by Weekday School leadership staff and features time for socialization, bonding, make-and-takes, music, and a few tips and tricks.

Minnows has been an excellent experience for my son and me! The class has provided a loving, play based environment for us to connect one-on-one, as well as with teachers and peers. My son gets very excited for class and loves his time of exploration, socialization and sensory fun. The “I Love You” rituals and other parenting tricks I’ve learned have been particularly helpful. We have also enjoyed meeting new friends that we now see in and outside of class.

- Katherine Womble, current parent

functions:

Promote family involvement in the school.
Provide educational opportunities. Promote events.

meetings:

Held the second Thursday of each month.

education:

Parenting seminars are held throughout the year.

committees:

FINS is comprised of the following committees:

Helping hands: Provides a meal, card or flowers to families and staff during major life transitions.

Creative Crafts: Helps with easy classroom or school-wide craft projects.

Special Events: Plans and helps with Letterland Day, Valentine's Dance and more.

Teacher Treats: Provides monthly goodies to teachers to thank them for all they do.



FINS stands for Families Involved in Nurturing our School. Joining FINS is a great way for parents to get involved in our school community. FINS is made up of several committees which provide many ways for volunteers to share their talents throughout the year. FINS makes White Memorial Weekday School a unique school community.

What is FINS?

FINS, or Families Involved in Nurturing our School, is an organization of parents and caregivers that supports White Memorial Weekday School.

Choosing the right school for your child and family is such an important decision. Thank you for including White Memorial Weekday School in your search. We hope that reading this booklet and visiting us has given you a glimpse of a few of the many things that make our school unique.

At the Weekday School we strive to provide an environment that promotes spiritual, emotional, social, physical and academic development. Our curriculum is designed to engage children in a developmentally appropriate way, build imagination, and foster problem-solving skills that will create 21st century learners. Most of all, we want children to feel loved, connected and capable.

There are many ways to be involved as a parent at White Memorial Weekday School. We strive to build community through our parents' council (FINS), special events, classroom participation, weekly Chapel services and parent classes. Our families choose what level of participation meets their needs. There is truly something for everyone.

We welcome your questions and hope that you will call or come back and visit us again.



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