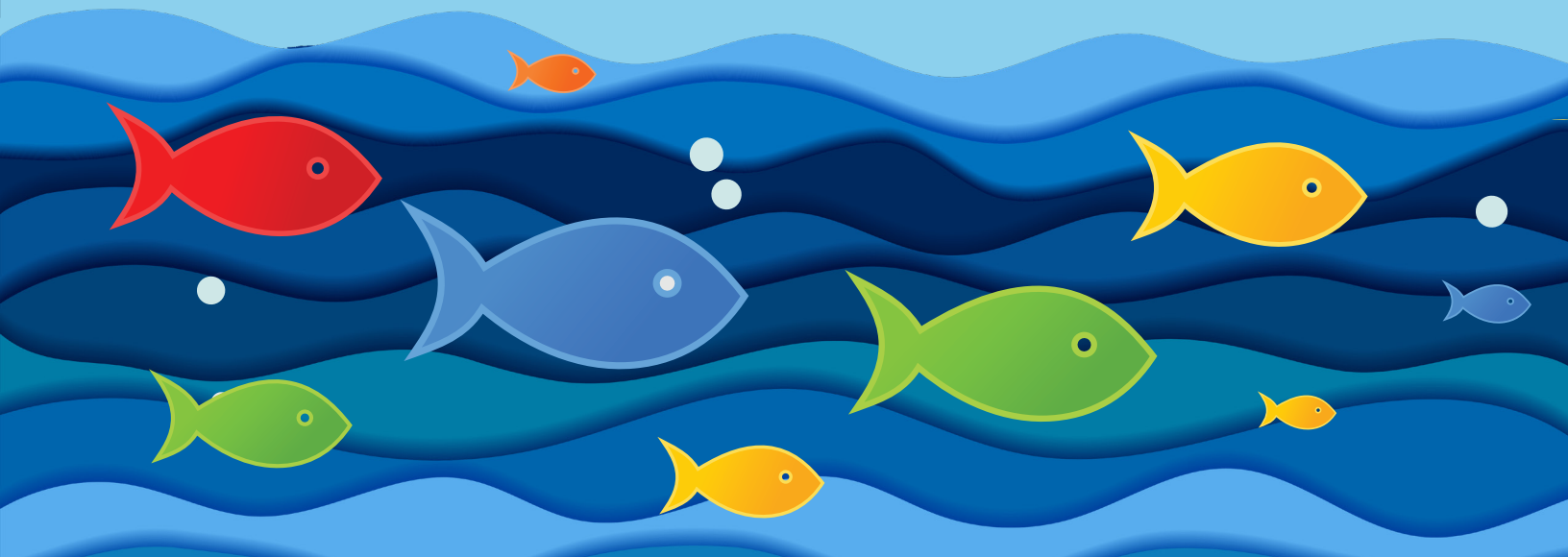


White Memorial Weekday School

2026-2027 Parent Handbook



Welcome

to White Memorial Weekday School. The Weekday School, established in 1950, is a ministry of White Memorial Presbyterian Church and has been nurturing children's lives for 73 years. It serves both church and community children from September to May. White Memorial Weekday School is under the guidance of the White Memorial Weekday School Committee. This committee serves as a subcommittee of the Faith Formation Committee, one of the Sessional committees of the church. Together, we strive to make your child's day at White Memorial Weekday School a happy experience.

Mission Statement

The mission of the school is to provide programs that facilitate spiritual, academic, emotional and social and physical growth at rates that are appropriate for each child.

Philosophy

White Memorial Presbyterian Church's Weekday School has a long-standing tradition of excellence in early childhood education. We strive to provide a nurturing and loving environment each day for every child. We believe that in such an atmosphere the child grows spiritually, mentally, socially, emotionally, and physically to his or her own potential.

We share a common responsibility. Our educational program is a cooperative venture involving the school, the children, and their parents. To receive maximum benefits, all families are encouraged to be active and eager participants in the learning process.

Our program is diverse. We will provide a wide variety of appropriate age-level activities. These activities promote the development and learning of the total child. We seek to create an accepting and safe atmosphere in which our children learn.

Self-regulation promotes connection. We set realistic standards and support our students as they learn to understand their emotions and make choices that benefit themselves and others. Our goal is to build healthy relationships so each child can build lasting confidence and self-esteem.

School Safety

White Memorial Presbyterian Church and White Memorial Weekday School are committed to providing a safe and secure environment for all children, employees, and volunteers who participate in our program. We pledge to conduct our ministry in ways that assure the safety of everyone involved in our preschool family.

Safe Sanctuary

Each person who plans to participate in our program as a staff member, substitute teacher, parent or volunteer is required to read and sign our safe sanctuary covenant. Additionally, every person who wishes to be employed or volunteer with the children must complete a background check. The complete Safe Sanctuary program is available in the Weekday School office or can be found on White Memorial Presbyterian Church's website.

Emergency Protocols

All staff members are given emergency protocols to follow in the event of fire, inclement weather, threat to campus, lost child, or medical emergency. Our protocols are evaluated and revised periodically by a Safety Task force, made up of members of our Weekday School Committee.

Officer on Campus

We have a member of the Raleigh Police Department present during the school day and during many after-hours school events. Officers bring a marked police car, which is clearly visible on McDonald Lane during the school day.

Access to Classrooms

Doors to our classroom hallways are locked from 9:15 a.m. to 12:30 p.m. Visitors may ring a buzzer to be let into the building during this time. All visitors sign in and out at the office. Teachers are given key fobs so that they can move freely through the campus with their classes.

Weekday School Code of Conduct

The Weekday School prides itself on a community that is centered in shared values of kindness, love, acceptance, tolerance, and safety.

We expect all staff, parents, caregivers, board members, and other adults who are part of the Weekday School community to uphold basic standards of conduct. Inappropriate behavior and harassment of any kind towards a student, parent, or staff member will result in intervention up to and including expulsion from the Weekday School. This type of behavior includes, but is not limited to, harassment and/or intimidation by written notes, emails, texts, social media posts and messages, verbal exchanges, gestures, and/or body language. Gossip and public criticism are unacceptable behavior from families and staff.

Drinking or possession of alcohol or use of illegal substances on church campus is strictly prohibited. Alcohol and illegal substances are also prohibited at off-campus, school-sponsored events with students in attendance.

Registration/Tuition/Withdrawals

Registration

Applications for the 2026-2027 school year will be on our website by the time our Christmas break begins.

Registration for the 2026-2027 school year ends at 1:30 p.m. on January 23. If you would like to complete your form(s) as soon as they are posted, you may do so. There is no advantage to an early submission, but it may give you peace of mind to check it off your list. Early submissions will be held in our online portal until January 23.

Formal registration will close at 1:30 p.m. on Friday, January 23, but applications will continue to be accepted as long as space is available. We will then sort registration forms according to priority:

1. Current Students
2. Members of White Memorial Presbyterian Church
3. Siblings of Current and Former Students and Children of former students
4. General Public

You will be notified of enrollment by email on or before February 6.

IMPORTANT DETAILS:

- A non-refundable Registration Fee, equal to one month's tuition, will be charged to all families who are offered enrollment during the initial registration period. There is a \$700 maximum per family for members of White Memorial Presbyterian Church. The registration fee is due once a space is confirmed without exception.
- Please make sure to follow the birth date guidelines on the registration form(s). Contact the Weekday School office if you would like us to consider a birthdate exception. Please note that exceptions are not often allowed.
- Lottery drawings will be held for each age level and class group, if needed.
- If you are placed on a waiting list, we will not process your registration fee.
- Tuition payments are due the first day of each month and considered late after the 15th of the month. Withdrawals must be in writing.
- Financial assistance is available. For more information, contact the Weekday School at 919-745-8016.

Tuition Policies

- Tuition is due the first day of each month starting September 1 and ending April 1. One month advance tuition is paid in May 2026 for most students.
- The registration fee is non-refundable.
- Each month's tuition must be paid although the child may be absent all or part of the month.
- Monthly tuition is paid through your Procure portal.

Monthly Tuition Rates for 2026-2027

A one-month, non-refundable advance tuition payment is required for ALL students and is due on May 1, 2026. This payment covers tuition for the following May (May 2027). The remaining tuition payments are due the first of each month, beginning September 1, 2026 and continuing through April 1, 2027.

Tuition rates for the 2026-2027 school year are:

- ★ Two Day Infants (T/TH and W/F, 9:00-12:30, \$390.00)
- ★ Two Day Toddlers (T/TH and W/F, 8:45-12:30, \$390.00)
- ★ Two Day Twos (Tuesday and Thursday, 8:45-12:30, \$390.00)
- ★ Three Day Twos (Monday, Wednesday, Friday, 8:45-12:30, \$455.00)
- ★ Five Day Twos (**Fall Birthdays Only**, Monday through Friday, 8:45-12:30, \$560.00)
- ★ Three Day Threes (Tuesday, Wednesday, Thursday, 9:00-12:45, \$455.00)
- ★ Four Day Threes (Monday through Thursday, 9:00-12:45, \$515.00)
- ★ Five Day Threes (Monday through Friday, 9:00-12:45, \$560.00)
- ★ Four Day Fours (Monday through Thursday, 8:45-12:30, \$515.00)
- ★ Five Day Fours (Monday through Friday, 8:45-12:30, \$560.00)
- ★ Kindergarten (Monday through Friday, 8:45-12:45, \$560.00)

Withdrawals

- A month's notice is required should a child be withdrawn from school.
- The Weekday School Committee has the right to ask for the withdrawal of any child if it is in the best interests of the child and/or school.
- Any child attending one day within a given month will be charged tuition for the entire month. Advance tuition is not refundable.

Inclement Weather Policy

When we have inclement weather, we follow Wake County Public Schools for closings. If they are closed, so are we. If Wake County releases early, we release at noon. In the event of an unplanned early release for any emergency, including, but not limited to inclement weather, parents are required to pick their child up at the announced closing time. If Wake County has a delayed opening (one, two, or three hours), we begin at 10:00. Sometimes Wake County will close long before anything actually happens. We still follow their closing plan because we have many teachers with children in the public school system and many families with siblings in Wake County schools. Unlike Wake County, we do not make up the first six days of school that are lost because of inclement weather. If we miss more than six days, we choose our own make-up schedule. In the event of an excessive number of absences, the Weekday School Committee reserves the right to temporarily modify this policy.

Health Requirements

Before attending school, students must have a physical examination completed and signed by a licensed physician or certified nurse practitioner. In addition, immunizations must be current. We ask that families turn in their immunization record and completed health report by September 6th.

General Guidelines for Illness

White Memorial Weekday School is committed to promoting the health and safety of all students, staff, and teachers. Our ability to successfully provide a meaningful child development experience depends upon each member of the Weekday School community adhering to policies adopted for our collective health and safety. Each person has a responsibility to know and act in accordance with these policies.

- Children should stay home from school if they are not feeling well.
- Children should be fever-free without fever reducing medication for 24 hours before returning to school.
- Children should be free of GI symptoms for 24 hours before returning to school.
- Children should stay home from school if they have a new and/or frequent cough.
- Children should stay home if they have a contagious illness or rash.
- Children should stay home from school if they have live lice and may return to school after all live lice have been treated and removed.
- For other illnesses and/or conditions please consult your pediatrician and the school directors.

Arrival/Dismissal

Drop-off and pick-up is staggered to help with congestion and parking. Drop-off will take place between 8:45 and 9:00, and pick-up will take place between 12:30 and 12:45.

Age Level	Drop Off Time	Pick Up Time	Pick Up Location
Infants	9:00	12:45	Classroom
Toddlers	8:45	12:30	Classroom
Twos	8:45	12:30	Classroom
Threes	9:00	12:45	Gym Door
Fours	8:45	12:30	Gym Door
Kindergarten	8:45	12:45	Playground Area

All parents and caregivers of children in a first-floor classroom (infants and some toddlers) will enter the doors at the McDonald Lane courtyard and turn right upon entry. If you have multiple children with you, drop off and pick up on the first floor first and then use the stairs closest to McDonald Lane to access the second and third floors.

All parents and caregivers of children in second or third floor classrooms (some toddlers and all twos) may enter either the Oberlin Road door or the doors at the McDonald Lane courtyard. Parents of infants, toddlers and twos will pick their child up at the classroom. Parents of threes and fours will pick up at the gym. The gym is located directly off the McDonald Lane Courtyard. Parents of kindergarteners will pick up their children from the Colonial Road playground or playground area.

Staff will be outside and in the hallways to direct parents and caregivers.

We respectfully request that parents and caregivers move in and out of the building or gym area quickly. We ask that you set up individual times to meet with teachers or communicate via e-mail instead of talking in the doorways or hallways.

Parent/Teacher Communication

Schoolwide and classroom newsletters will come to your home by e-mail at the beginning of each month. Other classroom reminders and school-wide announcements will be sent by e-mail as needed, via text message, or through the ProCare App. Please read these publications carefully and post important dates on your home calendars. Feel free to call the Weekday School with any type of question and to speak with your child's teacher if desired. Notes sent to school will be answered in a timely fashion.

Parent-teacher conferences will be offered in the fall for the twos, threes, fours and kindergarten classes. Winter conferences will be offered to all students. The winter conference is a great time to discuss your plans before registering for the 2025-2026 school year. Conferences are also used to discuss your child's progress and experience in their classroom.

Our staff is always willing to spend time with you to discuss the joys or concerns you may have regarding your child, however arrival and dismissal times are not the best times for these conversations. Longer conversations or conferences will need to be scheduled at other times by the teacher, parent, or director.

Birthdays

We enjoy celebrating birthdays in the classroom. Please contact your child's teacher before sending in snacks or goodies for the class. Please be mindful of any allergies present in your child's classroom. Children with summer birthdays can also be recognized, so please communicate with your child's teacher should you like to arrange this for your child!

Discipline Policy

White Memorial Weekday School uses positive and consistent guidance to:

- Help children learn self-control which enables them to interact well with others.
- Promote socially acceptable behavior
- Aid in the development of self-confidence and high self-esteem.
- Help children develop problem solving skills to find their own solutions.

It is our policy that under no circumstances will corporal punishment be administered by our staff. Techniques which are frightening or humiliating to a child, such as punishment associated with food, rest, or toileting, as well as rough handling of a child are not a part of our program. No verbal abuse, intimidation or fear tactics will be used. When a child does experience difficulty in the classroom and does not respond to a positive intervention, teachers will encourage a student to move to the safe space to and the teacher will help children move through the five stages of self-regulation. When the behavior ceases, the child may return to the group and rejoin the classroom activity.

Behavioral Intervention

If behavior problems persist, the preschool staff will use strategies for behavior management and the local resources available to help children learn appropriate behavior for the classroom. For ongoing behavior issues in the classroom, the following steps will be taken:

- Parents will be brought in for a conference to discuss the behaviors and create a plan for intervention
- Teachers will use their training in Conscious Discipline and other positive discipline techniques to aid in helping each child be successful in the classroom.
- Outside resources will be utilized, typically beginning with a Teacher- Parent Consultation from Project

Enlightenment, a Wake County Public Schools service that provides classroom observation and assistance for parents and teachers.

- If recommended, developmental or social/emotional evaluation for the child to determine any other needs to be addressed.
- Implementation of recommended services or placement based on any observations or screenings conducted.

For all strategies and steps listed, the Weekday School requires the full participation and cooperation of the parents so that safety can be maintained in all our classrooms. We seek to be inclusive and accommodating to all children, and only through cooperation between home and school can this occur! Aggressive behavior that transcends standard disciplinary measures will be reviewed by the Weekday School Directors and/or our Weekday School Committee on a case-by-case basis. The Weekday School reserves the right to require additional parent involvement and review to maintain a child's placement in our school program.

Parent Education

Circle of Security

Circle of Security Parenting is a 10-week, research-informed, parent education program, focused on strengthening the parent-child bond. Parents and caregivers learn how to respond to a child's needs in a way that enhances connection and can lead to changes in the child's behavior. Children will feel more secure and confident so they can explore, learn, grow, and build positive relationships.

The Weekday School offers two Circle of Security Parenting groups, one in the fall and another one in the spring. We strongly encourage our families to participate. The groups are held at White Memorial, on Wednesdays after chapel, and are offered at no cost. Childcare is available.

Lunch and Learn

White Memorial Weekday School offers two Lunch and Learn workshops, one in the fall and one in the spring. During these learning times, the focus is on curriculum, developmentally appropriate practices and other learning experiences. Parents learn about our Learning Foundations and ways they can help their child's growth in all developmental domains.

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.

Project Enlightenment

Project Enlightenment is an early childhood education and prevention program of the Wake County Public School System. Services are available to Wake County teachers and parents of young children, birth through kindergarten age. We inform our Weekday School families of Project Enlightenment's parent workshops and work closely with Project to strengthen parents' and teachers' skills in order to work effectively with their children.

SchoolUp Wake

In the fall, the Weekday School, in partnership with SchoolUp Wake, offers a virtual information session to our Weekday School families about school choice. The information session gives our families the knowledge, research, and clarity they need to make the best school choice for their children once they leave the Weekday School.

FINS

FINS, or Families Involved in Nurturing our School, is an organization of parents and caregivers that supports White Memorial Weekday School. FINS works hard to promote family involvement in the school, provide educational opportunities for parents, and promote school events. FINS makes White Memorial Weekday School a unique school community.

Your membership dues of \$50/family will make the following special events possible:

- ★ Fall Family Night
- ★ Polar Express
- ★ Valentine's Day Dance
- ★ Letterland Day
- ★ Teacher Appreciation Week
- ★ Lunch and Learns for Parents
- AND MORE!

Your contributions also help us show love to our teachers and school community:

- ★ Teacher Treats Committee
 - Stocking the Teachers' Lounge
 - Monthly Treats & Raffles
 - Christmas & End of Year Gifts
 - Teacher Appreciation Week
 - Workdays/Conference Day Lunches
 - Classroom Wish lists
- ★ Helping Hands Committee
 - Provides a meal, flowers, or cards to families during major life transitions

Membership dues will automatically be drafted from your account unless you opt out by September 15.

Infants/Toddlers

Contact Bridget Cobb in the office to opt out.

Programs

- ★ Classes meet two days per week. Classes meet 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.
- ★ 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.

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** – To continue developing bonds with caregivers and to begin developing relationships with peers. The 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

Twos

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.

★ 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.

★ 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 explore the process of art. Early learning skills, including counting and color naming, are introduced and practiced in developmentally appropriate ways.

Threes

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.

★ Classes meet either 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.

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 groups, small groups, 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 explore 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

Fours

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.

- ★ 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 every six weeks.

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 groups, small groups, 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 embedded 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.

Kindergarten

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.

- ★ Our kindergarten is a traditional kindergarten designed to prepare students for first grade. Some parents may opt to use it as a transitional year for social/emotional reasons.
- ★ 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 every other 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 confidently 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 groups, small groups, 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 embedded 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, Music, and Technology Lab. 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

We believe preschoolers learn best through play and offer an enjoyable program that encourages creativity and a lifelong love of learning. Our teachers are experienced and knowledgeable in child development and love and understand the young child. Each staff member continues his or her academic training by attending workshops and courses related to early childhood education and development.

Infants, Toddlers and Twos:

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.

Threes

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).

Fours

- 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).

Kindergarten

- 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).

Position Statement on the Use of Screens & Technology

Our Position

At the Weekday School, we believe that young children learn best through hands-on exploration, meaningful relationships, imaginative play, movement, conversation, and direct interaction with the world around them. Technology and screens are not a replacement for these essential early childhood experiences. Instead, when used thoughtfully and intentionally, technology may serve as an occasional tool to support and enhance learning for older preschool-aged children.

Infant, Toddler, Twos and Three-Year Old Classes

Children in infant, toddler, 2s, and 3s classes will not use screens as part of the school day. During these foundational years, our program prioritizes responsive caregiving, sensory exploration, language-rich interactions, music, movement, outdoor play, and social-emotional connection. Any three-year teacher wishing to use technology outside of the guidelines above must receive prior written approval from program directors.

Four-Year-Old Classes

In 4s classrooms, screen and technology use is the exception rather than the norm and should occur only occasionally when it provides a meaningful learning opportunity that cannot reasonably be achieved through traditional classroom materials, discussion, or hands-on activities. Any teacher choosing to incorporate technology should be able to identify its specific educational purpose and ensure that use remains brief, interactive, and teacher guided.

Kindergarten Classes

In Kindergarten classrooms, technology use should be used to supplement, not replace, teacher instruction, collaborative learning, creative play, hands-on exploration, or traditional classroom materials. Technology will be used sparingly and only when it provides a clear educational benefit that cannot reasonably be achieved through non-screen-based methods.

Our Commitment

We are committed to maintaining a learning environment that values active engagement, creativity, social connection, and play-based learning. Technology will be used thoughtfully, sparingly, and intentionally in ways that support — rather than replace — meaningful early childhood experiences.

Additional Programs

Chapel

Chapel is a special time each week when our threes, fours, and kindergarten classes come 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 imbue our Chapel benediction, “God Loves You Very, Very Much,” in all that we do.

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 and our Exploring Lab teachers visit our five-day 3’s classes to enrich and support their learning.

Movement

In Movement, we work on improving each 2’s, 3’s, 4’s and K student’s gross motor skills, core and upper body strength, following multi-step instructions and sportsmanship.

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.

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.

Sensory Room

Children of all ages visit our sensory room throughout the week. Time spent in our sensory room helps children improve their visual, auditory and tactile processing, as well as fine and gross motor skills. Sensory play encourages learning through exploration, curiosity, problem solving and creativity. It helps to build nerve connections in the brain and encourages the development of language and motor skills as well as helps children learn to self-regulate their behaviors.

Sing-a-Longs

Children in twos, threes, fours, and kindergarten classes participate in four group sing-a-longs each year.

Parents are invited to attend two of these sing-a-longs, one near Halloween and the other near President's Day.

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.

What Do We Do in Preschool?

The preschool years are vital in providing experiences through which each child can develop self-esteem and a lifelong love of learning. Therefore, at White Memorial Weekday School, we believe each day should include learning activities that every child can master with some degree of success.

To accommodate the uniqueness of all our children, the activities offered are numerous and varied. Opportunities are provided for expression in the following areas:

Art Activities help children creatively express their thoughts and feelings. They help reinforce fine-motor skills and concept development in areas such as colors, shapes, and size relationships. At White Memorial, we believe the process of creating art far outweighs the product.

Block Play gives children experiences with many different concepts, such as shape and size discrimination, spatial relationships, number skills, balance, organization, cause and effect, and classification. Cooperative play skills, problem solving, and creativity are also promoted in block play.

Circle Time is a group gathering during which we share our ideas, plans, and observations. Circle activities are designed to stimulate each child's thinking, enrich their social skills, and expand their attention spans.

Dramatic Play Activities help children express themselves, practice life skills, improve social skills, increase self-esteem, build vocabulary, and solve problems. And dramatic play is just plain fun!

Fine-motor Activities help improve small muscle development and eye-hand coordination. Some common items found in the fine-motor / manipulative area include puzzles, beads and laces, pegboards, crayons, and scissors.

Gross-motor Activities give children the opportunity to use their muscles, as well as their imaginations, as they engage in fun, healthy exercises such as running, jumping and climbing.

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.

Music Activities promote good listening skills, creative expression, and social skills. In music, children can explore sound, volume, tempo, and rhythm which are the building blocks for higher level math skills!

Mathematics is done with everyday activities like counting, looking at shapes, using positional words, and talking about sizes.

Science Activities offer children many hands-on opportunities for observation, exploration, investigation, making predictions, and experimentation.

At White Memorial, we provide a learning foundation filled with positive and rewarding experiences upon which a child can begin to build the maturity he/she will need as an adult.

Director:

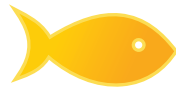
Cynthia Baggett (cbaggett@whitememorial.org)

Assistant Director:

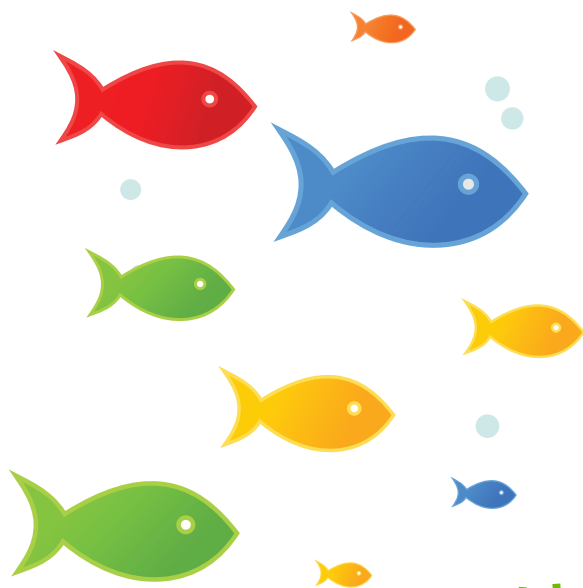
Blair Miller (bmiller@whitememorial.org)

Office Administrator:

AnnMarie Teegarden (weekdayschool@whitememorial.org)



1704 Oberlin Road Raleigh, NC 27608
(919) 745-8016



White Memorial Weekday School

faith & education flowing together

Parent Handbook Agreement Form

I have carefully read and fully understand White Memorial Weekday School's Parent Handbook.

By signing this page, I agree to abide by the policies and procedures of White Memorial Weekday School.

Parent or Guardian's Signature

Date

Name(s) of child(ren) enrolled in the Weekday School:
