

Summer BAC

Summer BAC is opening up for weekly and/or daily drop in as well as the flat rate for the whole summer.

For FCS families: just fill out the summer BAC form found on the Admissions page of the website. All drop-ins must call at least one day in advance so as to ensure that space is available.

Non-FCS families: must fill out the summer BAC form and a Parent Cooperation Statement found on the Admissions page of the website. All drop-ins must call at least one day in advance so as to ensure that space is available. All payments for weekly drop-in must be paid in the office. We will accept cash or credit payments only. If using the daily drop in payment in cash is due at the time you pick up your child.

- Weekly drop-in rates are \$100 per child and payable in advance in the front office.
- Daily drop-in rates are \$25 per child and due at the time you pick up your child/ren.
- Please provide 2 snacks and a lunch for your child/ren.
- Kindergarten aged children will rest each day from 12 to 1 pm and parents should provide a towel or mat for them to lie on.
- If you are participating in Summer BAC on a water day, please bring towels, swimsuits (one piece for girls, or dark colored t-shirt to wear over a 2-piece) and sunscreen.
- All field trips cost \$5 to cover the cost of the bus and admittance.
- There will be no daily drop-ins on Friday!

Summer Program Schedule

This schedule will be followed everyday with the exception of field trip days. On field trip days, they will work on enrichment exercises when time allows. Each student will have their own math workbook picked especially for their ability level to work out of. Students will be divided into two groups for most of the day according to their age. During time when the numbers have dwindled, the groups will be combined. This activity schedule will begin June 1.

6:00- 8:00—BYO Breakfast—Students will be in the lunchroom and can play board games, cards, color or eat breakfast.

8:00—9:00—Outside play—outdoor gym, bikes, skating, jump ropes, soccer, basketball, summer mileage club.

9:00-9:30— Daily Bible Lesson--The focus will be on character development and learning stories from the Bible. Flannel graph, puppets etc will help keep lessons fun.

9:30-10:00—Wash hands, bathroom break and snack

10:00-10:30—Daily Science –Each group will have weekly themes studying plants, animals, the universe. Art, computer, and games will be used in these theme studies.

10:45-11:15—Daily Math—1st-5th grade students will work in their own math workbook. Pre-K and Kindergarten students will work with math manipulatives.

11:15-1130—Wash hands, bathroom break and pray

11:30—12:15—Lunch

12:15-12:45--Where in the World is Waldo This Week-- Every week a new country will be picked and students will learn about the people, food, climate and religion of the country. Art, computer, dress up, and maps will be used in these lessons.

12:45—1:45—Older students will have silent reading while younger students will have a nap/rest time.

2:00-3:00—Computer Lab—1st-5th grade students will have time in the computer lab working on science or social studies theme studies above or other academic games. Younger students will have center time activities to include play house, puzzles, blocks, Legos, lacing classroom computer activities.

3:00-3:30—Wash hands, bathroom break and snack

3:30—6:00—Free time—When it is not too hot, students can play outside, ride bikes, skate, play soccer or basketball etc. When it is too hot, students can play board games, cards, color, paint, and there will be organized activities like charades or puppet play.



PASTOR REFERENCE FORM

To the Pastor:

The student named below is a candidate for admission to FCS. We would appreciate your completing this form and returning it within one week to: FCS Admissions Office, 1422 Ireland Dr, Fayetteville, NC 28304 or Fax to (910) 483-6966.

Name of applicant Candidate for grade

To be completed by any full-time Pastor on staff:

- 1. How long have you known the family?
2. Are you currently their pastor or associate pastor?
3. How would you evaluate the parents in the following areas:
a. Their church relationship, attendance, and loyalty
b. Their personal relationship to Jesus Christ
c. Their interest in having their child know and walk with the Lord
d. Do they command respect and obedience from their family?
4. To your knowledge, has this applicant accepted Jesus Christ as Savior?
5. What positive contribution would this applicant be likely to make at FCS?
6. In what areas do you feel we could possibly be most helpful to the child?
7. What are the first words that come to mind to describe this student?

I recommend this student: enthusiastically strongly fairly strongly with reservation

Additional Comments:

Pastor or Associate Pastor's Signature Date

Position Phone ()

Church

Address City State Zip

To the Classroom Teacher:

The student named below is a candidate for admission to FCS. We would appreciate your completing this form and returning it within one week to: FCS Admissions Office, 1422 Ireland Dr., Fayetteville, NC 28304 or Fax to (910) 483-6966. To be completed by a core teacher, i.e. Math, English, etc...

Please check all that apply to this student:

Work Habits

- Well organized and efficient
- Usually prepared
- Needs some prodding
- Disorganized – cannot find supplies, etc
- Has trouble starting or completing tasks
- Completes assignments on time

Reading Mechanics

- Has strong phonic analysis skills to decode unknown words
- Has weak phonic analysis skills – can't blend sounds to decode unknown words
- Has speech impairment
- Doesn't know names and sounds of letters
- Knows sight words
- Memorizes well

Reading Ability

- Reads material well above grade level
- Reads material above grade level
- Reads material at grade level
- Reads material below grade level
- Reads voraciously
- Is discriminating reader
- Has adequate skills but little enthusiasm
- Reads only under pressure

Reading Comprehension

- Has no trouble understanding what was read
- Has some difficulty understanding what was read
- Reading is nonfluent and doesn't comprehend what was read
- Uses context clues to understand what was read
- Unable to use context clues to understand what was read

Writing Ability

- Can express original ideas well
- Presents adequate and readable prose
- Is perceptive but grammar skills are weak (spelling and punctuation)
- Unimaginative and unskilled
- Can verbalize ideas but seems to lose ideas when required to write them
- Fine motor skills are age appropriate
- Legible handwriting
- Illegible handwriting

Integrity

- Is always reliable and trustworthy
- Is usually dependable
- Needs occasional watching
- Is unreliable and untrustworthy

Respect for Authority

- Is conscientious about rules
- Is courteous but independent
- Resents authority but usually obeys
- Is disrespectful and even hostile
- Is demanding of teacher's time
- Requires constant attention and approval

Personality

- Outgoing and eager
- Friendly but quiet and modest
- Somewhat shy
- Lethargic, sluggish
- Sour and negative
- Only child in family
- Shares with others

Industry and Motivation

- Is purposeful, ambitious, and resolute
- Is conscientious but uninspired
- Is distractible and unable to sustain focus to tasks
- Has fluctuating levels of performance

Intellectual Curiosity

- Interested in many areas
- Interested in one or two areas
- Needs to be highly motivated to engage in academic areas

Modifications Used

- Extended time for testing
- Scribe for testing
- Tape recorder
- Shortened assignments
- Oral reader for tests
- Organizational/behavioral contracts

Emotional Stability

- Stable and well-adjusted
- Well liked by classmates
- Usually stable with good disposition
- Shows marked variations in mood swings
- Withdrawn
- Can be impulsive showing lack of control
- Easily frustrated
- Unstable

Sensitivity

- Goes out of way to help others
- Is respectful of others' rights
- Seems unaware of others' rights
- Is boorish and self-centered

Integrated with whole language
 Homogeneous grouping across grade level

Concrete and very literal

Sense of Humor

Wholesome and refreshing
 Wry but not infectious
 Laughs but not at appropriate times
 Responsive
 Perverse, cynical and unwholesome

Math Ability

Learns through manipulative and visual reinforcement
 Attempts to understand ideas instead of merely memorizing
 Recognizes relationships in verbal problems
 Applies mathematical skills and strategies to new situations
 Has a positive attitude toward mathematics
 Learns math facts easily
 Struggles/difficulty retaining math facts

Has this student been referred/tested for:
(check all that apply)

Learning disabilities
 ADHD/ADD

Language processing
 Emotional difficulties

Dyslexia
 Speech therapy

If yes, please explain _____

Have you considered referring this student for testing for:
(check all that apply)

Learning disabilities
 ADHD/ADD

Language processing
 Emotional difficulties

Dyslexia
 Speech therapy

Please state area(s) of concern _____

Has the curriculum been adjusted or modified to suit the needs of the student? Yes No

Additional comments: Please feel to provide any information you feel will guide us. Thank you for your time and cooperation.

Name of Teacher _____ Date _____

Position _____

Name of School _____

Address of School _____ Zip Code _____

I/We hereby authorize release of requested information to complete the admission process at FCS.
I/We understand this becomes part of my student's application file.

Signature of parent/guardian _____ Date _____

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