

# 2017-2018 School Year Parent Handbook



All Kids Can  
Developmental Preschool  
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Dear Parents/Guardians:

Welcome to the All Kids Can Developmental Preschool community. We are committed to providing your child the best experience and look forward to growing with her/him throughout the school year. We hope that the classroom can be a space where imagination, compassion, joy, dialogue, and community thrive.

The school is grounded in developmentally appropriate practice and seeks to provide experiences for children that will enable them to grow in ways that combines high expectations with an understanding of where children are and should be at this point in their lives. By focusing on five areas of development (social/emotional, sensory, cognitive, language, and physical-fine and gross motor), All Kids Can Developmental Preschool embraces the whole child.

This handbook provides an overview of the preschool policies and intentions. Parents are encouraged to be active in the program and play an important role in shaping the direction and future of the children in the classroom as well as the All Kids Can Developmental Preschool more generally. We are always looking for ideas, thoughts, and insights into ways we can support the children and parents more fully.

Thank you!

*Ben Faulstick*

Ben Faulstick  
Lead Teacher  
All Kids Can  
Developmental Preschool



## **Mission**

It is the mission of All Kids Can Developmental Preschool to provide a safe environment for children, ages 3 to 5, which supports their needs and challenges them to be better individuals. The Developmental Preschool emphasizes the needs of the whole child and supports these through an adaptive, inclusive environment and play-based philosophy.

## **Philosophy**

At its core, All Kids Can Developmental Preschool seeks to provide an environment that children thrive in making gains in all areas of development.

*Whole Child* ~ An emphasis on the whole child goes beyond reciting the alphabet and counting to ten. Children will experience situations and materials that engage their senses and give them opportunities to think and experiment in a safe environment. Movement to engage children's interest and imagination are essential to the daily routine. Another aspect of the whole child revolves around meeting children's diverse needs. Essential to the whole child perspective is recognizing that all children—those identified with special needs and those that are not—need individualized attention and instruction. A classroom that combines children with special needs and typically developing children helps foster acceptance and community among individuals, which is important to the growth of the whole child.

*Role of the Teacher* ~ At All Kids Can Developmental Preschool, the teacher's role is dynamic and adapts with the children's interest. Essential to the teacher's role is listening to the children and providing them with opportunities and investigations to challenge and extend these interests. This often involves asking questions, giving children time to respond, and allowing them to think and express themselves in creative ways. Another important aspect of the teacher's role is documentation and reflection. This is done through photographs, conversation dialogues, anecdotal notes, reflections on investigations, and planning time dedicated to creating new investigations based on children's questions and interests.



*Play Based* ~ Growing research suggests that preschool children learn best through play. Children are able to practice life skills by pretending and practicing what it is like to live in the world. Therefore, a large part of the day is dedicated to both indoor and outdoor play. Stimulating activities and materials are essential to extending play and are a focus of the classroom. Outdoor time goes beyond recess and involves children actively engaging in the outdoor environment. Planning and documentation are as much a part of outdoor investigations as indoor investigations.

*Classroom Environment* ~ In the classroom, the environment is often referred to as the “third teacher”. The way things are organized and placed plays an important role in how successful a child can be while at school. Environments should be soothing yet engaging to those that enter, have areas for group and individual play, and allow for some children to explore with sound, while other areas are free of distraction. The design of the classroom can allow for all of these things, but it takes constant reflection on, and adjustment of, how children are using the area. Therefore, at All Kids Can Developmental Preschool, areas change along with the interest of the children, but certain aspects that are essential for development remain constant.

*Integration of Clinical Services* ~ Being adjacent to All Kids Can Therapy and Learning Center is a big advantage for the Developmental Preschool. The classroom will often use the facility to promote a diverse and healthy experience for the children. Also, it allows teachers to coordinate and work with plans for children with special needs, while providing an avenue for using the expertise of physical, occupational, and speech therapists with all children. Children will routinely interact with therapists to improve motor skills, speech production, and focus on the integration of the body to improve the whole child. Additionally, teachers will work closely with therapists while planning activities and investigations. Parents, teachers, and therapists will develop plans for children with special needs, which could include specialized instruction while at school.



## **Tuition, Fees, and Enrollment**

The 2017-2018 school year morning session has a capacity of 12 children. Children will be enrolled on a first-come, first-served basis with 6 spots available for typically developing children and 6 spots available for children with special needs. In order to hold a spot for enrollment the Application for Enrollment must be sent in with a non-refundable \$80.00 deposit. This deposit will be used to cover August tuition. If the classroom does not reach capacity at the start of the school year, children will be admitted on a rolling basis.

Tuition is due on the first of each month. If payment is not made by the 5<sup>th</sup> of the month, families will be charged a \$5 fee per day after the 5<sup>th</sup> day of the month.

Tuition is \$160 per month. Families with multiple children in the program will be charge \$160 per month for the first child and \$145 per month for each additional child. The \$80 non-refundable deposit will be used to cover the cost of tuition for August. Additionally, a supply fee of \$25 will be assessed in the September billing.

If a family chooses to withdraw their child from preschool, they must provide 30 days of notice of this withdraw. If a family does not provide notice, they will be responsible for tuition for the 30 days.

## **School Hours and Calendar**

Classroom hours are from 8:30 a.m. - 11:30 a.m. and will run Tuesday through Friday. The drop-off time frame is between 8:30 – 9:00 each morning. Children should arrive anytime during that half hour. This gives parents/caregivers and teachers time to meet face-to-face and discuss information concerning the child. The school year starts August 22 and ends May 31. The school will be closed on Thursday and Friday of Thanksgiving Week, two weeks for Winter Break, and one week for Spring Break. Typical tuition payments remain despite these breaks.



## Typical Daily Schedule

- 8:30 - 9:00—Drop-Off
- 8:30 - 9:15--Welcome and Initial Investigations
- 9:15 - 9:30--Morning Meeting
- 9:30 - 10:15--Investigations
- 10:15 -10:45--Snack
- 10:45 - 11:00-- Story/ Music and Movement
- 11:00 - 11:30-- Outdoor Investigations
- 11:30--Pick-Up

## Curriculum

Curriculum lays the foundation for the physical space, as well as investigations and activities that occur within the classroom. Curriculum at the All Kids Can Developmental Preschool is an emergent curriculum that is child-originated and teacher-framed. The way this works in practice is that teachers listen, observe, and record children as they interact in the classroom. Gleaning what they have learned through observation, teachers can then modify the environment and create investigations and activities that will include children's interests. Teachers will also take into account child development principles to extend children's development. Specifically, the teacher looks to extend abilities in social-emotional development, physical development including fine and gross motor, sensory development, language development, and cognitive development. Through these activities children learn about early literacy, early math, science, technology, social studies, creative expression and an appreciation for the arts, as well as health and safety. The school environment is set up specifically to address certain areas of development and offer opportunities for children to engage within small groups or individually. Consistent focus and revision of the physical environment to best suit the needs of the children is something essential to the curriculum and the way children learn at All Kids Can Developmental Preschool.



## **Parent Partnerships**

As a school, we seek to provide a family-centered environment. We value parents as the most important caregivers and teachers for your children. By working with parents, we seek to provide experiences for children in which they feel protected and safe as they would at home. With that said, we know that the majority of time children have in the classroom parents will not be present. This means that when you are able to spend time in the classroom, it is special for all parties involved. Thus, we encourage parents to volunteer and be a part of the child's school experience. Opportunities to be involved within the classroom include time reading to the children (small or large group can be arranged), sharing a talent or hobby (guitar, cooking, science experiments, bee keeping, etc.), attending a field trip, or simply spending time in the classroom or outside.

Formal parent-teacher conferences will take place in November and March. Additionally, parents or teachers can request a meeting to discuss the development of the child on an as needed basis. These "as needed" conferences may be informal or more formal depending upon the parent's desires.

We would also like to engage parents outside of school hours as we understand that many work or have other commitments during the day. Some examples of activities we could do outside of school hours are parent potlucks, hikes through Clifty Falls, pizza/movie night, or trips to the park. If parents have ideas or would like to organize an event, simply talk with the teachers and we can make it happen.

## **Field Trips**

The All Kids Can Developmental Preschool will have several field trips throughout the school year. Most of these field trips will be drop-off field trips where parents will simply drop off their child at the agreed upon location. Parents will then sign their child in as they normally would any other school day. Additionally, we may have several walking field trips in which children will meet at the school and walk to the location as a group. We encourage parents to attend field trips and will require at least one adult for every 3 children for all field trips. Ideas for field trips are always welcome!

## **Sharing Information**

Parent to Teacher: It is important to know about changes and events in the lives of your children as they tend to have an effect on them. Without strong abilities to express emotions and ideas, it can be hard for children to understand change. Thus, we ask that you inform us of any major changes or events in your lives such as:

- Illness or hospitalizations of family members;
- Pregnancies and births;
- Deaths of family members or close friends;
- Changes in family structure within the home;
- Plans for moving;
- Extra stimulation such as visitors or celebrations.

Teacher to Parent: Likewise it is important for parents to know what is going on with children at school. Communication with parents will be done in several ways, including:

- Monthly school newsletters;
- Photographs that will be shared each semester with parents;
- Reflections on activities;
- Written notes about special activities or occurrences;
- Accident reports if an injury has occurred;
- Face-to-Face conversations before or after school;
- Parent/Teacher conferences.

Program to Community: Occasionally, we will have the opportunity to participate in things that would be covered by the newspaper or may be valuable additions to social media. We ask that you opt-in to any or all of these. A specific information sharing form should be filled out and remain on file to ensure we are only sharing what you want to be shared.

## **Picture Sharing**

In order to track and document the progress of children's development many pictures are taken throughout the day. These will be shared on a secret Facebook group page for those families that opt in. Families must get permission to repost photos that are not exclusively of their child. A separate picture sharing form will be provided to indicate preferences.

## **Emergency Medical Plan**

Each child is required to have an emergency card on file at the school. Children will not be permitted to begin class without this document. This ensures that children will have contact numbers should an event occur. If such events should occur, parents/guardians will be contacted immediately unless the situation warrants a call to emergency medical personnel. In this case, emergency medical personnel will be called before attempting to reach the parent. If the parent/guardian cannot be reached, the staff will make contact with those listed on the emergency card. Please make sure you discuss this with the individuals you are listing on the card, that in the event that you cannot be reached, the teacher may reach out to them to discuss what should happen next.

## **Medical Policy**

- Children should have a physical form on file with the school within 30 days of entry. A physician or nurse practitioner must sign this form.
- Any medicine to be given at school, including over the counter medication, must be authorized by a physician or nurse practitioner with written instructions concerning administration of these medicines.
- A record of up-to-date immunizations must remain on file, and must be submitted within 30 days of entry. In line with Indiana's public school standards, a medical or religious exemption may be on file in its place.
- A daily health check of each child will occur upon entry into the classroom, and throughout the day, to recognize signs of communicable diseases. Please provide information on any symptoms or scenarios that may lead to illness.
- If a child has had a fever of over 100°F or has vomited within the last 24 hours, she should remain home from school. Likewise, if a child has a fever or has vomited at school, parents will be notified for pick-up.
- Please use discretion for all other types of illness. If other illness or disease is present a Dr. signature/note may be required before re-entering the classroom.

## **Safety of Children**

- Children will be supervised at all times by either sight or sound, but usually both. There will be at least one staff member present for every 6 children present. If there are 7 children in the classroom there will be at least two staff members present.
- While outside, children will be supervised by sight. When a child needs to go inside the building, at least one staff member or the child's own parent will supervise the child.
- A monthly fire drill will be held.
- Emergency plans will be posted within the classroom in the event of a fire or severe weather.
- A staff member certified in First Aid and CPR will be present at all times and ready to provide care if needed. A First Aid Kit will be on the premises and easily accessible.
- If a child becomes ill in the classroom, they will be isolated in a section of the room or in the therapy building. They will remain with a staff member until a parent or caregiver arrives to pick them up.
- If a staff member suspects that a child has been neglected or abused, they are required by law to report the concerns to local authorities.

## **Washing Hands**

Washing hands is an essential process for keeping the classroom environment safe and free of germs and sickness. Therefore each child should wash hands upon arrival and departure of school. Other times that are important for hand washing are before and after eating snack and using the restroom. Additionally, hand washing will occur after a child uses a tissue. Proper hand washing guidelines are posted at each of the two hand washing stations (restroom and kitchen sink).

## **Toileting / Diapering**

Toileting is something that many children are learning or just getting the hang of as they enter preschool age. Therefore we will do a reminder of a "potty turn" during the middle of each school day. Children will be advised that this is their turn and they should try to use the restroom. Additionally, the restroom will be available whenever a child may need it. We ask that all children keep an extra set of clothes and underwear at the school in case of any accidents. If children are not fully diaper trained



when they come to school, parents are responsible for supplying diapers and wipes. The changing table will be used in the classroom for those children who have soiled their diaper. Guidelines for staff members engaging in toileting procedures are listed above the changing table. During children's "potty turn", diapers will be checked and changed if needed. If a change is not needed, children will be encouraged to sit on the toilet to "try".

## **Behavior Management**

The main goal of the program is to provide a safe environment for all children. At times, children may make unsafe choices that could cause harm to themselves or others. To address these concerns, being proactive is always the first and most important approach.

By identifying potential issues before they arise and by developing self-control and self-regulation in children, many undesirable circumstances will never arise. However, inevitably situations will occur in which undesired behavior needs to be addressed. Strategies to address these behaviors include redirection, developing problem-solving skills, demonstrating care and compassion, identifying natural and age appropriate consequences, and developing skills at reading emotion. Physical punishment and/or ridicule are never used within the All Kids Can Developmental Preschool.

Scenario: A child is playing with the blocks and another child comes over and takes a block from the first. The first child then hits the second child. At this point the second child begins to cry. The teacher comes over to address the situation. First, the teacher makes sure any physical altercations have stopped. Next, the teacher will console the child crying. By attending to the crying child before the first child, the teacher is placing more importance on compassion and less on punishment. The teacher will then talk to each child and work with them on ways that the altercation could have been prevented.

If the management and behavior of children becomes a concern to either the parent or the teacher, we will arrange to meet as a group and determine a unified strategy.

## **Snack**

Daily snack will occur between 10:15 and 10:45 each day. It is generally one of the favorite times for children and provides an opportunity to reflect upon the day as well as eat something nutritious. We ask that parents bring a snack once or twice a month for the classroom. We understand that this may be a burden on some parents, so if this is the case, we can reduce the number of snacks you are responsible for. Parents will know who has snack by a monthly snack calendar. The teacher will cover the first few days. When providing snack, we encourage nutritious meals consisting of two food groups. Additionally, we will offer water to the children. A couple snack ideas are cheese and crackers, carrots and hummus, bananas and graham crackers, yogurt and granola.

## **Weather/Clothing Expectation**

Children will have many opportunities to play and engage with materials. Often that means touching and feeling things like sand, finger paint, water, and even dirt. Thus, parents should send children in clothes that they don't mind getting a little dirty. We will do our best to provide paint shirts or smocks when engaging in messy or potentially messy situations, but this does not mean your child's clothes will always be kept clean.

Additionally, we ask parents to leave a set of clothes that are appropriate for the weather outside in the child's cubby in case of accidents or overly messy situations. It is fine to leave the change of clothes for several weeks if it is not needed. However, keep in mind changes in weather, as shorts and T-shirts are great in September, but may not be appropriate into October.

## **School Closing Information**

All Kids Can Developmental Preschool will follow the Madison Consolidated School Corporation for delays and cancellations due to weather. There is a slight difference in the break schedule, so if Madison is on break and there is a reason for delay or cancellation a phone call will be made by the classroom teacher letting parents know of any delays or cancellations. If school is delayed for two hours, drop off will be at 10:30 and pick up at 12:30.



## **Scholarships**

Scholarships will be awarded to children who have a demonstrated need for financial assistance. Scholarships will be given for 25%, 50%, or 75% of the monthly tuition. Need is determined by a panel that reviews applications and grants scholarships to those in need with available funds provided by local individuals and businesses.

## **Internships and Field Study Opportunities**

At All Kids Can Developmental Preschool, we place a strong emphasis on building and developing life-long learners. Children are encouraged to question, inquire, find answers, imagine, and be creative. These elements are essential to developing a basis for learning now and in the future. We also believe strongly that teachers and staff learn along with the children. Often this learning is about child development, but there are many other areas where teachers can learn and develop. These include information about dinosaurs, ideas on joy and happiness, and human interaction dynamics. With this said, we collaborate with local colleges to provide internships and field study opportunities. Teachers serve as mentors and place a value on quality education by gathering information on children, observing them carefully, and reflecting on their interactions.



**Please Sign and Return this Page to All Kids Can Developmental Preschool**

I have read and understand the All Kids Can Developmental Preschool Parent Handbook and agree to abide by the policies and guidelines covered therein.

I have had an opportunity to clarify and ask specific questions about anything within the handbook that I was unclear of or unsure about.

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Signature of Parent/Guardian

Date

Child's Name: \_\_\_\_\_