

2018-2019 School Year Enrollment Packet



All Kids Can
Developmental Preschool
2420 Wilson Ave.
Madison, Indiana 47250

Phone: (812) 265-8228 **Email:** bfaulstick@allkidscantherapy.com
www.allkidscantherapy.com/preschool.html



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Application for Enrollment

Child's Information

First Name: _____ Last Name: _____ Date of Birth: _____

Street Address: _____

City: _____ State: _____ Zip Code: _____

1st Parent/Guardian Information:

First Name: _____ Last Name: _____ Email: _____

Cell Phone: _____ Work Phone: _____ Home Phone: _____

Street Address: _____

City: _____ State: _____ Zip Code: _____

2nd Parent/Guardian Information:

First Name: _____ Last Name: _____ Email: _____

Cell Phone: _____ Work Phone: _____ Home Phone: _____

Street Address: _____

City: _____ State: _____ Zip Code: _____

Siblings

Name: _____ Age: _____

Name: _____ Age: _____

Name: _____ Age: _____

****Return this application to All Kids Can with a \$80.00 deposit to secure your space****



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.

School Hours and Calendar

Classroom hours are from 8:30 a.m. - 11:30 a.m. and will run Tuesday through Friday. The school year starts on August 21 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.

Daily Schedule

8:30 -9:00 Drop Off

9:00 - 9:30 Welcome and Initial Investigations

9:30 - 9:45 Morning Meeting

9:45 - 10:30 Investigations

10:30 -10:45 Snack

10:45 - 11:15 Outdoor Investigations

11:15 - 11:30 Story/ Music and Movement

11:30 Pick Up

Tuition, Fees, and Enrollment

Tuition will be \$160.00 per month. Enrollment is for the 9.5 month school year. Tuition is due on the first of each month. There will be a \$5.00 reduction per month for those with siblings also enrolled in the program.

The 2017-2018 school year morning session has a capacity of 12 children. Children will be enrolled on a first come first serve 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 will serve as the tuition for August. Additionally, a supply fee of \$25.00 will be assessed in the first months billing.



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 are important in 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—according to 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 located next 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.