

Welcome to Preschool
“I Can Do It”



Parent Handbook

Kiddie Academy of Bolingbrook
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Introduction

Kiddie Academy has developed a strong and meaningful preschool curriculum, *Life Essentials*[®], that has been recognized both state-wide by the Gold Circle of Quality from ExceleRate Illinois and nationally by the National Association for the Education of Young Children (NAEYC).

One of the most important components of a child's learning experience is the partnership between home and school. As you prepare to enroll your son or daughter in our program, our teachers and administrators will be available to answer any questions or concerns you may have. Feel free to contact us at 630-679-9400 or at bolingbrook@kiddieacademy.net.

Statement of Purpose

Successfully navigating the milestones of early childhood development is essential in preparing your child for school. Our goal is to nurture and guide children, inspiring them to develop a lifetime love of learning. This is what distinguishes Kiddie Academy from traditional preschool.

Our Teaching Philosophy

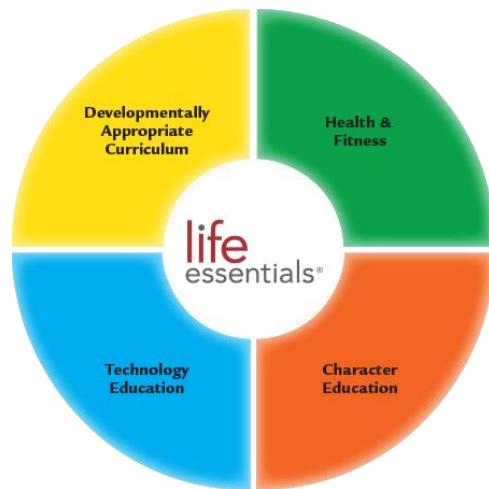
We recognize the need to provide equity in educational opportunities for each child, and we balance that need by including a range of approaches to learning, respecting diversity, and encouraging best practices. Kiddie Academy has strived to create a curriculum that not only focuses on developmentally appropriate academic standards, but also addresses the social and emotional development of the whole child.



Life Essentials

The Kiddie Academy Life Essentials® curriculum is based on a central principle of early learning: children learn through direct experiences by using their own creativity in an environment that encourages curiosity and exploration, while teachers act as facilitators to guide and support play-based learning. Our curriculum supports programs, methods, activities and techniques to help children blossom into prepared students and good citizens.

Life Essentials® is based on four pillars of education: developmentally appropriate curriculum, technology, health & fitness and character education, giving your child a happier, healthier and more well-rounded foundation for the future.



Developmentally Appropriate Curriculum

Our curriculum is based on a central principal of early learning- teachers getting to know children on every level, including how they learn, play and communicate. We personalize learning with individual attention fitting each child's interests and abilities. We use early childhood education research to establish best practices and intersperse the learning process with fun.

Technology Education

We blend technology into each day as a natural extension of learning. Our curriculum teaches computer literacy skills and provides opportunities to use technology to learn in fun and exciting ways.

Health & Fitness

The health of your child and the development of healthy habits is a priority. We focus on teaching children how to stay healthy by making good food choices, incorporating physical exercise and maintaining healthy personal habits every day. Healthy choices now will empower children to make healthy decisions later in life.

Character Essentials

Teaching values is as fundamental as teaching children how to read. Character Education teaches the "whys" and "hows" behind the behaviors. Character Education is woven into daily experiences, enhancing children's relationships at home, school and in the community. We teach values through planned lessons and authentic interactions that are integrated into various group and individual activities.

Early Learning Development

Here are some examples of milestones your child will meet by the end of the year:

<p>Language Arts and Phonological Awareness</p> <ul style="list-style-type: none"> • Uses language for a variety of purposes, such as asking for help. • Follows simple one-step directions. • Responds to simple questions with a simple reply. • Uses one appropriate conversational skill (listening to others, making appropriate eye contact, taking turns in speaking). • Speaks in simple sentences that are usually, though not always grammatically correct. • Answers and asks questions that begin with "who" or "what". • Recognizes rhyming words, with teacher assistance. • Responds to prompts about the sound associated with a specific letter. 	<p>Literature, Alphabet, and Writing Skills</p> <ul style="list-style-type: none"> • Asks and answers simple questions about a story, with teacher assistance. • Enjoys listening to and pretending to read different types of texts (picture books). • Identifies one important fact in nonfiction book, with teacher assistance. • Recognizes the differences between print and pictures. • Recognizes some letters in own name. • Makes marks or scribbles to represent written language. • Contributes personal opinions to be included in group-dictated pieces of writing. • Dictates information or feelings about a drawing.
<p style="text-align: center;">Mathematics</p> <ul style="list-style-type: none"> • Says some counting words when "counting". • Solves simple math problems (if one child is added to the group that makes one more). • Matches sets of things that go together, item by item. • Matches similar objects. • Attempts to create a simple A-B repeating pattern. • Gathers data or information to answer meaning questions by commenting about a change in the environment. • Begins to predict the outcome of an activity, with teacher support. 	<p style="text-align: center;">Science</p> <ul style="list-style-type: none"> • Shows curiosity and interest in the world around them and asks why questions. • Uses the senses to investigate and make comparisons. • Begins to identify and describe the different structures of living things. • Explores and discusses simple chemical reactions with teacher assistance. • Describes changes in weather and can create representation of clouds. • Tries out one or two tools to explore the world. • Uses technology to communicate, solve problems, and gain information.

<p style="text-align: center;">Social Studies</p> <ul style="list-style-type: none"> • Engages in conversations about fairness and sharing when a conflict needs to be resolved. • Assumes simple leadership roles. • Begins to identify symbols, practices, and traditions associated with one's hometown, state, and the United States of America. • Identifies commonly known community workers and the services that they provide. • Begins to understand the use of trade or money to obtain goods and services. • Demonstrates an awareness of time and sequence of events in daily schedules and routines. • Begins to form an awareness of one's self as a unique individual. • Identifies similarities among people and how people live. • Recognizes that individual people belong to families. • Begins to develop an awareness for one's own culture. 	<p style="text-align: center;">The Arts</p> <ul style="list-style-type: none"> • Begins to purposely use simple movement patterns as they move to music. • Begins to dramatize character by changing speech, facial expression, gestures and body movement. • Listens to music representing a variety of rhythms, styles and cultures. • Explores various ways to use visual arts, such as using different painting materials or combining colors. • Uses the visual arts to represent a person, place thing or event. • Describes something in their own creative works. • Uses creative arts as an avenue of self-expression
<p style="text-align: center;">Physical Development and Health</p> <ul style="list-style-type: none"> • Exhibits body control while running. • Exhibits balance while using gross-moor equipment. • Participates in activities that increase heart rate, flexibility, muscle strength, and cardiovascular endurance, such as running and jumping. • Begins to understand and follow basic safety rules. • Participates in discussions about healthy living. 	<p style="text-align: center;">Social/Emotional Development</p> <ul style="list-style-type: none"> • Uses language to express feelings when playing with or negotiating with another child. • Recognizes own uniqueness by expressing likes and dislikes. • Exhibits eagerness and curiosity as a learner. • Begins to demonstrate persistence and simple problem-solving skills. • Begins to recognize the feelings of others. • Begins to share materials and experience and take turns. • Can follow at least one rule and begins to make good choices about behavior.



Preschool Program Frequently Asked Questions:

How does Kiddie Academy's Preschool Program compare to other centers or Public Preschool Programs?

Students in the Kiddie Academy full-day Preschool Program will benefit from a curriculum that meets and exceeds the Illinois State Preschool Standards. Children will have extended learning experiences that allow for more in-depth exploration of the core curriculum. Our program has limited enrollment which ensures smaller class sizes conducive to more individualized interactions between our teacher and students.

How does Kiddie Academy's Preschool Program prepare my child for Kindergarten?

Our staff has worked closely with the local school districts to ensure that the children are well prepared for Kindergarten. Our curriculum is designed to get our children ready to learn in Kindergarten, while our teachers guide children on policies and procedures for their local school district. The feedback that we have received from previous graduates confirms that our students enter Kindergarten confident to learn.

What schedule will the Kiddie Academy Preschool Program follow?

Our Preschool is a full-day program where your child is free to attend the hours you need. It is highly recommended that your child attend at minimum the hours of 9:00am-1:00pm Monday through Friday since the core of the program will be focused during this time.

How will students be selected for enrollment in the Kiddie Academy Preschool Program?

Enrollment is limited and will be on a first come first serve basis.



**3-Year-Old Preschool Program:
"I Can Do It" Daily Schedule**

- 7:00-8:30 Welcoming Children/Health Inspections/Child Selected Activities
- 8:30-9:00 Family Style Breakfast
- 9:40-10:00 Hand Washing/Restroom/Music and Movement
- 10:00-10:30 Learning Center Exploration/Teacher Facilitated Activities
- 10:30 – 11:10 Outdoor Gross Motor Time
- 11:00-11:25 Circle Time and Technology
- 11:25-11:30 Hand Washing/Restroom/Story Time
- 11:30-12:00 Family Style Lunch
- 12:00-12:15 Hand Washing/Restroom/Songs and Fingerplays
- 12:15-2:15 Rest Time
- 2:15-2:30 Hand Washing/Restroom
- 2:30-3:00 Afternoon Snack
- 3:00-3:30 Language Arts Time (Story or Flannel Board)
- 3:30-4:00 Gross Motor Activities (Outdoors, weather permitting)
- 3:25-3:45 Gross Motor Activities (Indoors, weather permitting)
- 4:00-5:15 Learning Center Exploration
- 5:15-5:30 Hand Washing/Restroom
- 5:30-6:00 Late Afternoon Snack/Child Selected Activities/Departure

* Schedule subject to change based on the individual needs of the children.