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# Doral Academy Pre-K



Parent's  
Policies and Procedures  
Handbook

Revised (2014)

# Doral Academy Pre-K

## Parent's Handbook Table of Contents

(2014-15 Session)

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# Philosophy of Our Program

Doral Academy Pre-K directs the development of each child:

Intellectually, Socially, Emotionally and Physically

We are dedicated to help the natural unfolding of each child's educational potential. Providing each child with an environment of exciting learning experiences - our art integration curriculum offers a well-balanced amount of teacher directed activities with child directed activities. Helping children grow in all areas of curriculum, and become self-motivated learners.

**The emphasis on arts integration, i.e.; visual media, music, dance, and theater increases cognitive, emotional, physical and social development as it enhances math, science, reading, writing and language.**

Research supports the importance of the arts in academic achievement (CNAEA, 1994). By expressing and appreciating the arts, one develops thought processes and communication skills (Althouse, Johnson, Mitchell). Arts involve all content areas. Early childhood curriculum is not taught in isolated segments but is integrated across content areas. The arts connect the content areas and give children a means of developing new ways of understanding their world.

## Curriculum

Creative Curriculum ® engages children in hands-on-minds-on, relevant learning. Focus is on all important areas for kindergarten readiness while integrating the arts of music, visual media, theater and dance as a way of learning. We will also be incorporating Handwriting Without Tears ® for letter and number writing as well as Reading A-Z ® for literacy concepts.

We include project based approach to learning with emergent curriculum that is developmentally appropriate. Concepts are arranged in order of skill acquisition. Thus the child is given the opportunity to master a simple concept before progressing to a more complex one. By providing this opportunity for success, the child experiences a growing sense of self-worth and a personal joy in learning.

We recognize the importance of working closely with families and acknowledge family involvement as an essential and vital component of the total learning process. We believe that a cooperative team of family members and professionals through observation and interaction guides each child's development in well planned learning activities.

# Doral Academy Pre-K Goals:

## **CREATIVE EXPRESSION:**

**Music and Movement** - Demonstrate singing, playing instruments, improvisation, demonstrate ability to listen, evaluate and application to life. Identify Cultural & Historical Connections

Respond to music & movement cross-curricular, respond with & without music, respond to tempo.

**Dramatic Play** - Use roles, direct peers/follow direction, act out roles, Create Simple Sets & Sound Effects, Identify traits, and imitate and portray character in a dramatized idea. Identify the differences between pretend and real, Use language arts, math, science and other disciplines in dramatic play

**Visual Arts** - Knowledge: Use variety of media, techniques & processes without a model produce works of art, Use Elements & Principles of design to create works of art Recognize various art forms (e.g., photographs, statues, paintings, and drawings. Create artwork that demonstrates choice of subject matter & symbols to communicate meaning, Create works of art expanding on an experience or influenced by a particular historical period or culture. Interpretation: Describe or respond to their creative art work or the creative work of others, Discuss possible meanings. Demonstrate cross-curricular by using visual arts as a means to express feelings, thoughts, knowledge and skills in content areas such as language arts, science, and math. Use visual arts in dramatic play, music and movement activities.

**Creative Thinking** - Enhance approaches to learning through creativity. Develop approaches to learning through motivation & persistence, show use of creative thinking - making connections from experiences.

## **SOCIAL AND EMOTIONAL:**

Developing an interest and joy in learning. Identify feelings, development of self-expression & interaction with other children & adults. Demonstrate self-direction, self-confidence & pro-social behaviors. Develop attending and focusing skills. Develop sense of responsibility

## **MATH:**

Demonstrate knowledge of numbers, number sense & computation. Develop understanding of patterns & relationships, geometry & logic, functions & simple algebra. Develop knowledge of sequence and temporal awareness, measurement, spatial relationships, geometry, logic & data analysis. Develop the ability to use mathematical knowledge to sort, classify, represent, communicate, and solve problems.

## **SCIENCE:**

To enhance natural and instinctual observational skills, develop curiosity and their need to experiment, explore and discover. Highlight the wonders of the world around them.

**Earth & Space Science** - Atmospheric processes and the water cycle; solar system & universe; earth's composition & structure.

**Physical Science** - Matter and Forces & Motion and Energy

**Life Science** - Heredity; Structure of Life; Organisms and their Environments; Diversity of Life

## **LANGUAGE AND EARLY LITERACY (ELA) ENGLISH LANGUAGE ARTS:**

Participate with assistance in:

**Word Analysis** - recognize and name upper and lower case letters, identify letter-sounds. Decode words with assistance using phonics. Demonstrate development of vocabulary.

**Reading Strategies** - Demonstrate concept of print, Identify author and illustrator. Make predictions, identify key vocabulary, orally recall details; and orally restate main ideas.

**Literary Text** - with assistance listen for and identify setting and sequence of events, rhythm and rhyme, and tone.

**Expository Text** - with assistance listen to and identify the purpose of and gain information from illustrations, graphs, charts, ask and answer questions re: text, follow pictorial and written directions to complete a task. **Effective Writing**- with assistance draws or communicates ideas in written form.

**Types of Writing** - Draw, dictate or attempt to write a story related to a familiar experience.

**Listening & Speaking**, Listen for a variety of purposes, (main ideas, purposes and messages, to respond to oral communication, to expand vocabulary, to participate in and follow conversational rules.) Use precise language to describe feeling, experiences, observations and ideas, speak clearly, and participate

in group discussions following the turn-taking process; by asking and answering relevant questions. Repeat simple stories songs and rhymes. Use different voices for characters in books, songs or poems.

### **SOCIAL STUDIES**

Recognize & identify people, cultures, and civilizations, nation building & development. Social responsibility & change, identify the world in spatial terms, places & regions, Explain human systems, recognize changes in environment & society, geography, weather. Identify the market economy, the US economy as a whole, the dynamic economy. Identify and follow citizenship and the Law (rules & laws, rights, responsibilities, symbols). Identify global relations.

### **PHYSICAL DEVELOPMENT & HEALTH EDUCATION**

Demonstrate development of motor skills, strengthening muscles, balance, coordination and muscle control.

**Dance** - Demonstrate loco motor movements such as up, down, forward, and backward. Show the ability to follow basic movements (e.g., over, under, in, out, in between).

**Health Enhancing Lifestyle** - Engage in daily moderate to vigorous structured physical activity.

**Personal Responsibility** - Participate appropriately during physical activities, demonstrate turn taking and cooperation, interact positively with others regardless of personal difference in skill level, gender, race & disability. Participate in multi-cultural activities that enhance physical development (e.g. Dance, games, etc.).

**Fine Motor** - Demonstrate skills in eye-hand coordination; manipulate items (e.g. scissors, writing utensil, paint brushes, play dough, buttons/snaps, etc.). Use fingered or tripod grasp with drawing, painting or writing instruments.

**Health Promotion/Disease Prevention** - Distinguish between healthy and non-healthy foods, Take care of personal hygiene.

**Self-Management** - Follow basic safety rules, and identify feelings.

**Interpersonal Communication** - Seek adult assistance when injured and/or ill.

For additional information see: [NeavadaPrekstandards.com](http://NeavadaPrekstandards.com) which correlates directly with

### **COMMON CORE STANDARDS**

Governors and state commissioners of education from 48 states and three territories committed to developing a common core of state standards in English-Language Arts and Mathematics for grades K-12, which were finalized in early 2010. This initiative builds directly on recent efforts of leading organizations and states and ensures that these standards are evidence and research based. Nevada adopted these standards in August 2010. In addition, early childhood specialists across the country will be working directly with CCSSO in regard to appropriate implementation of and alignment with states' Pre-K Standards. (Nevada Pre-K Standards Revised & Approved 2010, pg 12)

## **Program Description**

The Nevada Pre-Kindergarten Standards are implemented throughout the program. Each child is seen as an individual who takes an active role in his/her own learning by selecting activities from a variety of learning areas. Teachers provide the time and opportunities for children to explore and set up an environment with engaging activities that are art integrated.

The staff encourages the development of a healthy self-concept by providing an accepting environment in which children are allowed to explore and make decisions, learn through spontaneous active play, in ways that are age appropriate. Individual developmental needs are met with simple adaptations and accommodations. Development and learning are interrelated. Learning to write and read depends in great part on how children feel about themselves and in their ability to achieve. Children who believe they can learn, and expect to achieve, do so. We enhance their ability to learn how to learn, A balance of active and quiet, large and small group activities, as well as, individual; one on one time, promotes development and skill building in all learning areas.

**Music & Singing Specialty Class:** This class is based on the recognition that all children are musical, can learn to sing in tune, keep a beat, and participate with confidence in music. It is a fun, structured, developmentally appropriate, music immersive class based on early childhood development studies and techniques.

We will use rhythm patterns, tonal patterns and adulate. (Adulation is the current thought in music education. <http://en.wikipedia.org/wiki/Audiation>) Students will begin to adulate and even create their own rhythm and tonal patterns. By exploring music and movement while playing and having fun each child will be supported in their own music competence and development.

Special focus will be put on minor scales (along with major tonalities) and odd rhythms (along with duple rhythms) neither of which are heard frequently in our Western culture's current music trends and thereby giving the students a rich musical foundation to draw from as they continue their musical experience.

**Music & Movement Specialty Class:** This age appropriate curriculum is designed to embrace creative movement, dance, and education. Gross and fine motor skills, cognitive skills, body awareness, balance, coordination, and rhythm are explored while using innovative materials to keep the young minds attention. Developmental milestones will be achieved in this fun and dynamic class. Class is held the 2<sup>nd</sup> and 4<sup>th</sup> Wednesdays of the month.

**Written Assessments:** A cooperative team of trained professional Early Childhood Educators works with the Parents forming an alliance with our team of the Teacher, an Assistant Teacher, support staff and program specialists who work together to

effectively assess, plan, implement and evaluate individual, as well as, program goals. Parents are always the first teachers in academics, social/emotional, traditions, customs and cultures with our staff's support. Written assessments may be requested and reviewed with the parents two times per year.

**Student Portfolios:** The preschool staff uses student portfolios to document the ongoing progress of each child's development. A student portfolio is a collection of student work that illustrates the student's interest, skills, and changes over time. The portfolios may contain family information, informal and formal assessment, IEP, work samples, communications, anecdotal information, and reflections of the social development of the child. It may be reviewed by staff and parents at any time.

# **Enrollment Procedures and Requirements**

## **Enrollment**

Apply online at: [www.doralpreknv.org](http://www.doralpreknv.org)

Acceptance:

1. Priority will be given to siblings of registered students at Doral Academy of Nevada.
2. All other students' acceptance is on a first come first basis. Applications are time stamped upon receipt.
3. Parents will be notified by email of your student's acceptance. Registration instructions will be included. Parents will receive a registration packet by email to return. It includes all forms required by State of Nevada Licensing. Included is a well check form that will need to be signed by a registered nurse or doctor and a copy of your child's updated shot records is required. Doral Academy Pre-K does not provide transportation. If a field trip or any activity outside of the facility is taken a parent permission slip will be required at that time.
4. Student must be *4 years old by September 30<sup>th</sup> of the year you are applying for.*

## **Fees & Payments:**

A non-refundable registration fee of \$100.00 is required at registration. (No fee is required to apply)

## **Tuition:**

Tuition is \$475.00 per month.

First payment due for 2014-15 school year is due on June 1, 2014 to reserve placement.

Second payment due August 1, 2014 with Final payment due April 1, 2015. Online E-Payments are required. E-Funds information will be sent to parents upon registration. Parents are required to sign a contract.

## **Additional Fees:**

Tuition Late Fees: \$25.00 per month will be added for payments received after the 6<sup>th</sup> day of each month. All payments must be set up with E-Funds with an automatic monthly withdrawal.

## **Late Pick Up Fee:**

Students not picked up on time will be assessed a late pick-up fee of \$10.00. Excessive late pick-ups will be grounds for release of student from Doral Pre-K and the spot will be given to the next student on the waitlist.

## **Registered Student Program Orientation (TBA)**



# **Arrival & Departure Policy**

## **School Hours:**

AM Session: M-F 8:15AM - 11:15 AM

PM Session: M-F 12:15 PM to 3:15 PM

## **Arrival / Dismissal:**

Students must be signed in/out of school daily. Please see school procedures that are handed out at orientation for your schools drop-off/pick-up procedures.

Check your child's backpack for projects, class work, homework and general information from teachers in the form of notes and/or monthly newsletters.

\*In situations where the child's custody has been determined by a court, Doral Preschool requires that legal documentation be provided at the time of registration that states the relationship of the parent(s) or guardian(s) to the child and the custody rights of those parents or guardians. This will insure that safe and proper release and visitation procedures are implemented appropriately.

## **STUDENTS MUST BE PICKED-UP ON TIME. NO ACCEPTIONS.**

Please contact school if you are going to be late. Teachers will provide telephone number at orientation. (See late pick up policy on pg. 9)

A student will not be released to an individual who, in the opinion of the Staff, is impaired by alcohol or other substance or is not able to safely operate a motor vehicle. (late pick-up policy on pg. 6 will be applicable)

## **First Time Separation:**

Plan extra time for first time separation (10-15 minutes). Your reassuring presence in this new situation is essential. Always say goodbye with a kiss, hug, and a wave; be firm, but friendly and brief about leaving. Assure your child you will return to pick up.

## **Home Concerns:**

If something out of the ordinary is happening at home (new sibling, illness, moving, etc.), please let us know. Children react to even minor changes and we may be able to help your child through our knowledge and understanding of the situation.

# Student Information

## Uniforms:

Uniforms are required to be on the Doral Academy Pre-K Campus. Purchase information is included in our student registration packet.

## Personal Belongings

Each child will be provided a Doral Academy Pre-K tote bag that is big enough to hold a winter coat while student is inside. A complete change of clothes (not shoes) should be provided by the family in a gallon size zip lock bag to be kept at school as an extra in case a change is needed. Each item should be labeled with first and last name. Toys or other items should be left home.

## Toilet Training:

Student must be toilet trained for attendance.

## Nutrition:

1 Snack of a quality and quantity which supplements the foods served at home is provided. Our curriculum promotes only the healthiest foods from the 4 basic food groups. ***Advise staff in writing on child enrollment form if your child has any food allergies.***

## School Supply List:

To be handed out at orientation

Card Stock (copy: white, yellow, pink, green or blue)

## Class Wish List:

*These items are materials/resources for the classroom that the teacher would love to have. They may be purchased by anyone willing to do so and are not required school supply items. Please check with JoAnn before purchase/donation to verify if item has already been donated.*

5 lb bag Flour	Envelopes (any size or color)	1 box (4 vial) Food Color
1 lb container Salt	1 lb Pasta for Gluing/Stringing	1 lb. box Corn Starch
1 lb bag Grain (rice etc.)	1 can Shaving Cream	1 pkg Crayola Dry Erase Crayons
1 lb bag beans(any kind)	1 package paper lunch bags	1 bx quart freezer zip lock bag
1 package of stickers	Artificial Plants/trees	
Veg. Garden Seeds	1 pkg Cinnamon Sticks	1 bottle any whole spices
4 Live fluorescent Light thriving plants		

Any gift cards to Lakeshore, Dollar Store, Wal-Mart, Target, Michaels, JoAnn's Fabric, etc.

Any items for dramatic play dress-ups: ie; child size ethnic costumes, unique clothes, gloves, work/garden gloves, hats, necklaces etc., may be donated with teacher's approval.

***Please remember all supplies will be community supplies for Pre-K. Please DO NOT label the supplies with your child's name.***

# Discipline Policies

Doral Academy Pre-K shall enhance a child's behavior through positive guidance, redirection of the child's behavior and the setting of clear-cut limits on behavior. Through adult guidance and association with his/her playmates, the child is being prepared for self-control/self-discipline. We want the child to become aware of his/her own worth while learning to respect the rights of others. Disciplinary measures used in this facility are consistent with supportive, positive action, and include:

- a) Informing and modeling for the child in a simple, positive manner what conduct is expected while he is in the facility. Rules & limits are few but they are consistently enforced.
- b) Acknowledging and encouraging a child whom behaves in the expected manner.
- c) Ignore inappropriate behavior as much as possible.
- d) Speak once. If a child does not follow verbal suggestion, then child may be guided to comply with request.
- e) Encourage desired behavior by redirecting undesired behavior. Child may be redirected to a "safe area" where they regain their own control. With adult guidance, they think about and identify the problem, verbalize several solutions to the problem and choose one to try. After trying the solution out then, evaluate success. Acknowledging specific accomplishments encourages success.
- f) Holding a child's arm to prevent hitting;
- g) Bodily picking up the child and removing him from the group, and;
  - 1) Staying with the child until he is ready to control himself Without hurting himself or others;
  - 2) Isolating the child under observation for no more than 10 minutes
- h) Generally the only punishment used is removal from a desired activity. Redirection is usually effective.
- i) Physical punishment or psychological abuse will not be tolerated.

To be consistent in methods of managing behavior; parents and staff must discuss, agree and adopt uniform methods. If after consultation with the parents, persistent behavior problems are still present that interfere with the success of the program for others, we reserve the right to discontinue service.

# **Safety Policies**

## **Reports of Child Abuse or Endangerment**

Every licensee or employee of a facility who has reason to believe child abuse or neglect is occurring in the child's home or elsewhere shall report his beliefs to the appropriate authority as required by law in NRS 432B.220.

# Health Policies

## Smoking

In accordance with the Nevada Revised Statutes, smoking is not permitted on or around the premises of the facility or at parent meetings.

## CPR

All staff are CPR certified and must be renewed every other year.

## Medical Care

Parents may not bring sick children. Children who appear ill when they arrive will not be admitted. Refer to notice of exemptions of children to preschool. Any illness should be back to normal conditions for 24 hours (without pain relievers) prior to returning to school. Everyone's common courtesy in the above will keep all our children well, costing much less in medication and doctor bills.

If a child becomes ill or seriously injured while at the school, the student will be immediately isolated from other children and placed under appropriate supervision. A parent, a person designated by a parent or a physician designated by a parent may be promptly notified and the child must be removed from the facility as quickly as possible. Members of the staff of a facility may administer medical emergency first aid. To provide the best care, Doral Academy Pre-K Director or designated staff in charge may consult with, obtain assistance implementing health policies and may inform staff on dental care/personal cleanliness with the physician and/or nurse listed on enrollment form regarding your child's health. If a child is transported for professional emergency care a member of staff shall remain with the child until the parents assume responsibility for the care of the child.

## Directory of Emergency Health Services

Our staff may also contact 911 emergency, Poison Control at 732-4989, Clark County Health Department at 759-1000 or 759-0588, or the nearest emergency room for assistance.

## Medication

Doral Academy Pre-K program will not administer any medications during school hours.

## Allergies and other Health Concerns

*If your child is allergic to any food or drink, notify us.* If there are any other health problems, notify the director and classroom teachers in writing on enrollment form.

# HEALTH GUIDELINES FOR EXCLUDING FROM

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## Doral Academy Pre-K

Per Clark County Health Dept. a facility serving well children may not admit a child who has any of the illnesses or symptoms of illness specified below. It is advised that the parents take the child for medical assessment. Even for the mildly ill child, exclusion is based on the fact that there are not facilities and staff available to meet the needs of both the ill child and other children in the group.

### Fever

An oral temperature: 100 degrees F. or higher or Rectal temperature: 101 degree F. or higher; especially if accompanied by other symptoms such as vomiting, sore throat, diarrhea, headache and stiff neck or undiagnosed rash.

### Respiratory Symptoms

Difficult or rapid breathing or severe coughing: Child makes high-pitched croup or whooping sound after coughs. Or child is unable to lie comfortably due to continuous cough.

### Diarrhea

An increased number of abnormally loose stools in the previous 24 hours. Observe the child for other symptoms such as fever, abdominal pain, or vomiting.

### Vomiting

Two or more episodes of vomiting within the previous 24 hours.

### Eye/Nose Drainage

Red eyes with discharge. Thick colored mucus draining from nose.

### Sore Throat

Sore throat, especially when fever or swollen glands in the neck are present.

### Skin Problems

Rash - skin rashes, undiagnosed can be contagious  
Infected Sores - Sores with crusty, yellow or green drainage which cannot be covered by clothing or bandages.

### Itching

Persistent itching (or scratching) of body or scalp. This could be a sign of head/body lice.

### Appearance/Behavior

Severe pain or discomfort. Child looks or acts differently, unusually tired, pale, lacking appetite, confused, irritable, difficult to awaken. Swollen joints. Visibly enlarged lymph nodes. Blood in urine.

### Unusual Color

Eyes or skin - yellow (jaundice), Stool - gray or white, Urine - Dark, tea colored  
These symptoms can be found in hepatitis and should be evaluated by a physician.

## **Special Events**

### **Parental Involvement:**

Parents who invest their time and energy to children will receive a rich return on that investment. By being involved you will have a clearer understanding of this early childhood program and how it is working for your child. Parents have the right and are welcome to observe the program before enrollment and at any time after enrollment of the child. Any time family members can volunteer in or out of class is very beneficial to the program and to the children. Parent / Teacher Meetings will be held twice per year to review on going progress and set student goals. (see student portfolios under program description) Meetings will be scheduled individually.

### **Parents & Families Activities May Include :**

Volunteer to read to children, take student dictation of their oral stories, assist with class room materials, make/repair dress-ups & costumes, Make or purchase play-dough,  
Assist playground supervision before and after class,

School Events, Class Projects, Programs & May Graduation

Be a guest speaker to share your culture, family traditions or career

Parent /Teacher Meeting and Goal Selections

### **Seasonal Activities:**

Seasonal events are celebrated with special activities, visitors, family involvement, songs and games, and with discussion and exploration of their cultural origins. We do not exchange gifts on any of these occasions. We will be incorporating holidays in a low-key child-centered manner. It is important that all activities remain age and culturally appropriate.

### **Birthdays & Half-y Birthdays:**

Birthdays are recognized with parental reminders. We will congratulate and sing "Happy Birthday" on the child's birthday (or near it) or for children with summer birthdays we will acknowledge their "Half -y" birthday (6 mos. after their birthday). The children are invited to share information about their family practices, traditions, customs and/or culture. This may be done in any medium, i.e.: photos, stories, or songs. Any low sugar snack from the 4 basic food groups or party favors for all 16 children are optional and are provided by the parents. Coordinate date & time with teacher.

# Doral Academy Pre-K

## **Basic Daily Routine**

*(Please check your child's back pack for monthly Curriculum Planner, Newsletters, class work and homework)*

### **AM Session**

8:00	-	8:15	Outside Playground Time
8:15	-	8:30	Opening Gathering Time
8:30	-	10:00	<b>Center Time With individual guidance by teachers in Small group instruction, ie; Math, Reading, Writing, Science, Creative Media, Dramatic Play, Music &amp; Movement</b>
10:00	-	10:15	Snack Table available
10:15	-	10:45*	Outside Learning Centers w/ teacher guidance
10:45	-	11:00	Music & Movement Activities
11:00	-	11:15	Closing Gathering Time

### **PM Session**

12:00	-	12:15	Outside Playground Time
12:15	-	12:30	Opening Gathering Time
12:30	-	2:00	<b>Center Time With individual guidance by teachers in Small group instruction ie; Math, Reading, Writing, Science, Creative Media, Dramatic Play, Music &amp; Movement</b>
2:00	-	2:15	Snack Table available
2:15	-	2:45*	Outside Learning Centers w/ teacher guidance
2:45	-	3:00	Music & Movement Activities
3:00	-	3:15	Closing Gathering Time

\* Routines may be adjusted to best fit the weather or other needs



## **Doral Academy Pre-K Current Staff**

### **Director/Lead Teacher (Saddle Campus):**

JoAnn Worthen Nelson

Assistant: Mary Casper

### **Director/Lead Teacher (Cactus Campus):**

Jennifer Lucas











