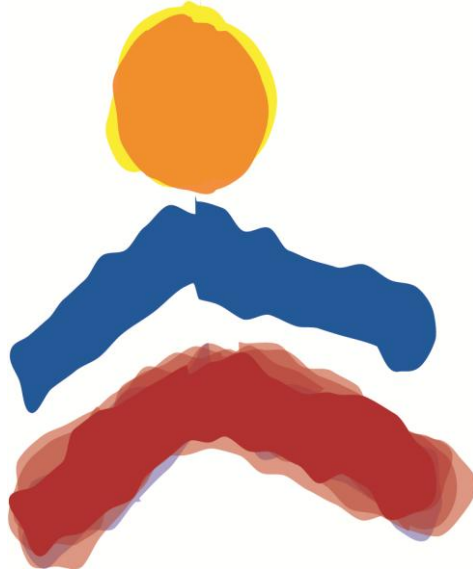




ALDERSGATE ACADEMY PARENT HANDBOOK

2026/2027

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Making a difference in your child's life!

Dear Parents,

Welcome to Aldersgate Academy! We look forward to a year full of growth and development for each child.

The purpose of the Aldersgate Academy is to provide a Christian atmosphere in which children can become aware of who they are; learn that each one is an important unique individual; and that they are accepted, loved, and forgiven. Our purpose is also to provide opportunities to create, experiment, experience, play, wonder, and to explore their surroundings while learning age-appropriate academics. Our curriculum is designed to foster cognitive, social, emotional, physical, and language development. The classroom and teachers provide a secure place for each child to have successes, be responsible, develop an interest and joy in learning, and share with others.

Aldersgate Academy follows the philosophy and criteria of the National Association for the Education of Young Children. In addition, the Aldersgate Academy follows the state guidelines of an Unlicensed Registered Ministry, the Voluntary Certification Program (VCP) and Paths to QUALITY™.

This handbook is designed to answer frequently asked questions about our Academy.

Please read and refer to the handbook when you have questions throughout the year.
Our policies and procedures are listed in this handbook.

We will keep you informed of what is happening with your child by sending home monthly classroom newsletters and a monthly Academy newsletter. Please take time to read these. We send home papers daily, so each child must have a large book bag. This also helps each child be responsible for his/her belongings and provide a safe place to keep them.

We welcome comments, suggestions, and parental involvement in our program. Even though we do an evaluation at the end of each year, it helps us to know your thoughts and concerns throughout the year. **The Director of the Aldersgate Academy is Lori Schmitt. She can be reached at aldersgateacademydirector@gmail.com or call the Academy office at 432-4507.**

We are looking forward to the year ahead and getting to know each of you individually.

Sincerely,
Aldersgate Academy Council
2417 Getz Road
Fort Wayne, IN 46804
Phone (260) 432-4507
Emergency Cell Phone (260) 246-4611
Fax: (260) 432-1525

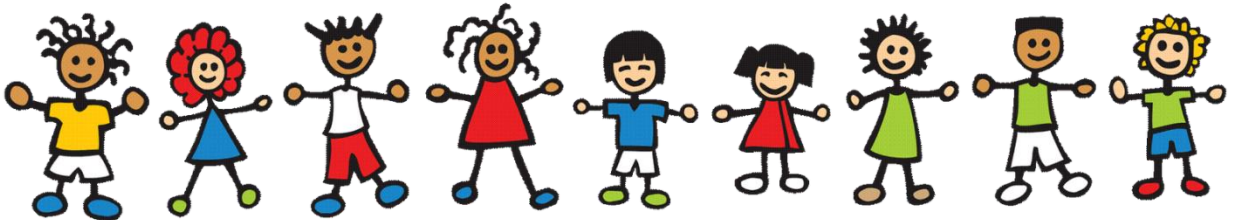
WHEN MY CHILD LOOKS AT ME

This child of mine, O God,
This child with a living soul,
Every day he looks at me,
Watches me,
Imitates me,

It scares me, Lord, to realize
That every day I am shaping him
Into what he will become.
I can help him, guiding him gently,
Or I can hurt him,
Bruise him,
Warp him, crush him.
O, Lord, help me, teach me
How to be such a parent
That the spirit of my child
Shall be directed to you, and may he want you
And some day choose you for himself.

This child, O God,
This opening flower, may he bloom
Into the true glory
Of your choosing.

- Viola Jacobson Berg



101 INTRODUCTION

101.1 PHILOSOPHY

We believe that all children are a gift from God and that they should have the opportunity to develop to their fullest potential. We believe that the early childhood years are critical in the development of a child's attitude about him or herself, about others, and about the world in which we live. We believe in a secure place for each child to develop his or her potential, have successes, be responsible, and share with others. This setting is one of acceptance, love, and forgiveness.

101.2 MISSION

Aldersgate Academy operates as a ministry extension of Aldersgate United Methodist Church (AUMC). We are committed to a high-quality childcare and educational program in which a child has the opportunity to reach his/her potential as a Child of God. This is accomplished through the caring love of the staff, through the use of developmentally appropriate activities, through gentle and caring words, through age-appropriate curriculum, and through a safe environment.



101.3 PROGRAM GOALS

Our program is implemented throughout curriculum, daily schedule, and staff. Our program emphasizes the following:

1. To have a teaching staff and administration that is trained in early childhood development. This includes all Academy substitute teaching staff.
2. To provide a daily nutritious breakfast, lunch, and snacks.
3. To regularly communicate with parents.
4. To provide age-appropriate education and care for children ages 6 weeks - school age.
5. To meet and follow all requirements as set forth through the State of Indiana Licensing, VCP Standards, and Paths to QUALITY™ program.

101.4 ORGANIZATION AND ACCOUNTABILITY

AUMC and the Academy see the program as a ministry of the church. It is the goal of the Academy ministry program to have a strong and healthy relationship with the church and the pastor resulting in open communication and cooperation. With this structure in place, the following goals can be realized:

- a. Support the integration of the Church and Academy Ministry's programming.
- b. Support and provide opportunities for the integration of parents and church members into Academy and Church activities.
- c. Children are taught respect for God's house and the property of others.

The Academy Council governs the Aldersgate Academy. The connection between the Academy and AUMC is maintained by AUMC Church Council oversight. A member of Aldersgate Church chairs the Academy Council and representatives from the church, parents, the Academy Director, a teacher representative, and a community representative comprise its membership. The chairperson of the Academy Council serves as a member of the AUMC Church Council.

As the governing body of the Academy, the Academy Council sets, defines, and implements the philosophy, policies, and procedures for the Academy. The Council approves the budget, salaries, fees, and tuition of the school. It provides a written policy regarding Academy Safe Sanctuaries. The Council knows the Indiana State Licensing, VCP Standards, and Paths to QUALITY™ requirements and sees that the requirements are followed.

101.5 INDIANA STATE RATIO REGULATIONS

Aldersgate Academy follows the state guidelines for staff/child ratios. If age groups are combined, the ratio for the youngest child is used.

- INFANTS 1 staff: 4 children
- ONES 1 staff: 5 children
- TWOS 1 staff: 5 children
- TWO ½-THREE 1 staff: 7 children
- THREES 1 staff: 10 children
- FOURS/FIVES 1 staff: 12 children

101.6 PHOTOGRAPHS AND PUBLICITY

Photographs of children participating in our program may be taken from time to time and may appear in brochures, the Aldersgate Academy Facebook Page, or other publicity materials. Your permission for photographs that include your child/children, without compensation, is included in the packet of Admission Forms. In addition, photographs/videos of your child may be taken using the teacher/staff cell phone, I-Pad, or digital camera to record the child's progress. Upon uploading and placing the photographs/videos in the child's digital folder, all photographs/ videos will be deleted from the electronic devices. All photographs/videos are the property of the Aldersgate Academy and are to be used solely to document the development of the children and/or shared with the parents.

102 ENROLLMENT

- a. Enrollment in the Academy is open to church families and the community.
- b. All children will be considered for placement in a classroom. This includes children with special needs.
- c. The Aldersgate Academy will work with parents to make adaptations to the activities and environment to assist children with special needs. If children need special services, open communication will be maintained with parents and service

- providers, including school programs. If desired, service providers are welcome to come to the Academy to serve your child.
- d. Children of all ethnic, cultural, economic, and religious backgrounds are encouraged to attend.
 - e. The development and the age of the child will be considered when determining placement in the classroom.
 - f. A wait list will be established when the maximum class size is reached. The order on the wait list will be determined by the date the completed Registration Information Form is returned to the Academy Administration. Openings in classrooms will be filled from this list.
 - g. Current Academy families will be given preference for a new child enrolled provided they give a minimum of four months' notice prior to start date. No family will be given preference less than four months from the selected start date.
 - h. The Academy will charge parents a **holding fee of 40%** of the normal weekly payment to hold an opening in a classroom if there is a waiting list and the vacancy results in a loss of potential income for the Academy. Parents will not be charged a fee if the opening is beyond their control, i.e., a child has not begun to walk after 13 months and they are waiting for one child to move up to the next classroom so their child can start. **The hold fee begins at the time of acceptance of the opening for a period of 12 weeks maximum. If notification needs to be given to another care provider, no fee is charged for the first two (2) weeks. Then the fee is 40% for weeks three through twelve (3-12). If the opening is still available but the child is not enrolled at the end of the 12 week hold period parents shall either:**
 - a. **Pay 100% of the normal weekly charge to keep the opening,**
 - b. **Have the child moved to the end of the waiting list, or**
 - c. **Have the child removed from the waiting list.**
 - i. If there are not enough children enrolled in a classroom to cover the expense of the class, the class will be combined with another class or cancelled.
 - j. The Academy is open from 6:00 am to 6:00 pm
 - k. Children are accepted from ages 6 weeks - school age.
 - l. Families are requested to commit to a fixed time schedule. The Academy will be flexible with occasional changes in this schedule as long as state ratios for classrooms are met.

A packet of Admission Forms must be completed in order for your child to begin attending. This packet must be returned to the Academy Administration no less than one week before the child's start date. These forms are listed below. **Whenever there is a change of address, telephone number, change at work or home, updated immunization records, or any other pertinent change of information, the Academy Administration must be notified so as to keep our records current.**

- Child Information Form
 - Enrollment Agreement
 - Getting to know you

- Child Escort/Emergency Contacts
- Financial Agreement
- Payment of Materials Fees
- Over-the-Counter Product Authorization
- Take and Use of Photograph Consent
- Parent Notice of Registered Ministry Form
- Health Record and Immunization Record

Infants Only

- Safe Sleep Policy Signed
- Feeding Plan signed by Physician and parent
- Breast Milk Procedure as desired Signed

A non-refundable Registration Fee is charged for all children. The Registration Fee must be paid at the time of registration in order for a child to be guaranteed placement in a classroom. The Registration Fee is \$65.00/child with a \$50.00 fee for siblings attending the Academy. This fee is waived for Aldersgate church members. An annual RE-Registration Fee is charged for each Academy year beginning July 1. This fee will be added to your account and can be paid through the app.

This fee will be added to your account and can be included with your weekly payment

For the Academy's purposes, all references to parents include parents/guardians.

103 FEES, PAYMENT POLICIES, LATE PAYMENTS

103.1 TUITION FEES

The annual tuition amount for your child is broken into weekly payments. Weekly statements are **NOT** sent. **Tuition payments are due on the Monday of each week.** A \$20 late fee is assessed on Tuesdays at 6 pm

Infant room tuition is \$250.00 per week.

Toddler room tuition is \$220.00 per week.

Tuition for Pre-K and 3-year-old rooms are \$200.00 per week.

ACH payments are at no cost to parents. Credit and debit card payments will process at additional costs of 2.7% per transaction plus a \$0.30 fee.

Payments will be made through **Procare** unless special arrangements are made.

Parents can print their own statements through **Procare**, at their convenience. Dependent Care documents that may be used for tax purposes, are available on **Procare** also by January 31 for the previous year. These documents are generated by **Procare** not Aldersgate Academy.

Families with three (3) or more children enrolled receive a 5% discount for each child.

All payments must be kept current including tuition amounts plus any late fees. After two weeks of non-payment a child may not return to class until payments are current.

103.2 REGISTRATION FEE

A non-refundable Registration Fee is charged for all children. The Registration Fee must be paid at the time of registration in order for a child to be guaranteed placement in a classroom. The Registration Fee is \$65.00/child with a \$50.00 fee for siblings attending the Academy. This fee is waived for Aldersgate church members. This fee covers maintaining individual files for each child from July 1 to June 30. An annual Registration Fee is charged for each Academy year beginning July 1. This fee must be paid using cash and/or check.

A child is guaranteed placement in a classroom upon the completion of the Registration Information Form and payment of the Registration Fee. Fees will be paid through **Procare** unless special arrangements are made.

103.3 MATERIALS FEE

A non-refundable Materials Fee is charged for each child attending the Academy. The Materials Fee must be paid no less than one week before the child's start date. The Materials Fee covers expendable items the child uses during the year such as construction paper, crayons, markers, scissors, paste, glue sticks and other craft items. The fee is \$100.00 payable in two increments with the first payment of \$50.00 due at time of registration and the second payment due February 1st for the period of January 1st to June 30th. Fees will be paid through **Procare** unless special arrangements are made

103.4 DELAYED START DATE POLICY

If a family has completed the Registration Information Form and paid the Registration Fee for their child and the child is unable to begin attending the Aldersgate Academy due to an unusual circumstance, they will be given a two-week grace period before a tuition payment is due.

If the child does not start attending the Academy following the two-week grace period, the family must follow the **Extended Leave Policy** in order to guarantee the child's placement in a classroom. This policy is listed below.

103.5 EARLY ARRIVALS/LATE DEPARTURES

Parents provide a scheduling form with arrival and departure times listed for their child(ren). Children are to arrive at the Academy **no later than 9:15** with certain exceptions such as a doctor's appointment.

If a parent needs to drop off/pick up their child earlier or later (more than 15 minutes) than the scheduled time, a week's written notice is requested. If a week's notice is not possible,

please message us in the **Procare** app, as soon as possible. The Scheduling Change Form is on the parent table located outside the Academy Office. Please use this form for regularly occurring changes to schedules as well as unusual circumstances. When children have consistent schedules, teachers have consistent schedules to maintain a healthy work life balance. Habitual use of Early Arrival/Late Departures without notice will result in a \$15.00 Fee.

103.6 EXTENDED LEAVE POLICY

After 90 days of enrollment, each family is given two weeks of vacation without tuition charge, as long as the account is current. If a child is going to be absent beyond the two weeks allotted vacation during the Academy calendar year (July 1-June 30), payment of 25% of the normal weekly tuition rate/per week **is required to guarantee a child's placement in a classroom**. A two-week written notice must be submitted to the Academy Administration stating the dates the child will be absent. The reduced tuition rate must be paid on the 1st of each month the child is on extended leave. The Scheduling Change Form is on the parent table located outside the Academy Office.

After 90 days of enrollment, each family is given two weeks of vacation without tuition charge, as long as the account is current. If a child is going to be absent beyond the two weeks allotted vacation during the Academy calendar year (July 1-June 30), extended leave **is required to guarantee a child's placement in a classroom**. Payments are 25% of the normal weekly tuition rate/per week for the first two weeks of extended leave. Weeks three through ten (3-10) will have a fee of 50% of the weekly tuition rate per week. Extended leave may only be used for 12 weeks. A two-week written notice must be submitted to the Academy Administration stating the dates the child will be absent. The reduced tuition rate must be paid weekly on Monday while the child is on extended leave. The Scheduling Change Form **QR Code** is located above the parent table located outside the Academy Office and on the **Procare app**.

If this extended leave falls during the beginning of the Academy calendar year (July 1), the Registration Information Form and the Registration Fee for the upcoming Academy year **is required to be given to the Academy Administration prior to the extended leave** in order to guarantee the child's placement in a classroom. Families must **also** complete the packet of Administration Forms **and pay** the Materials Fee **either** prior to leaving on the extended leave **or** no less than one week before the child's start date. Payments will be made through **Procare** unless special arrangements are made.

103.7 LATE PICK UP FEE

Our hours of operation are from 6:00 am to 6:00 pm. Please notify the Academy Administration if you have a problem in picking up your child on time. **We will expect you at your routine time (15 minutes before or after your regular pick up time for that day)**. It is imperative that we maintain teacher to student ratios. We schedule staff to cover the times parents indicate is their pick-up time. Children are not to be picked up late (**more**

than 15 minutes) except in an unusual circumstance and with prior notification to the Academy Administration.

All children are to be picked up no later than 6:00 pm. If a child is not picked up by 6:00 pm there is a \$15 Fee plus a \$1 per minute/per child Late Fee. The Kiosk used for checking in and out will be that determines the time. Families receive a one-time warning (not to exceed 10 minutes late), at no cost. After the one-time warning, the Late Fee is imposed. This fee must be included with your next weekly payment to continue enrollment.

103.8 REFUNDS OR CREDITS

There are no refunds or credits for early withdrawal, illness, holidays, vacation weeks beyond the allotted two weeks per child and emergency academy closings. Tuition payments are due regardless of attendance.

103.9 RETURNED CHECK FEE

If for any reason a check or EFT is returned to the Academy, a \$35 Non-Sufficient Funds (NSF) fee is charged to the child's account to cover charges and administrative fees.

103.10 SCHOLARSHIP FUND

Aldersgate Academy maintains a Scholarship Fund for families that qualify for assistance. The Finance Committee of the Academy establishes the guidelines for qualification. Before applying for Aldersgate Academy scholarship help, all families must complete the following requirements:

- a. Apply for aid from the State of Indiana Child Care Assistance Program (Brightpoint).
- b. Provide documentation if a family does not qualify for Brightpoint services and the reason/reasons for not qualifying.
- c. If a family does not qualify for Brightpoint, the family may still request financial assistance to the Academy Scholarship Fund.
- d. All requests for financial assistance must provide the reason for short term or long-term help.

The Scholarship Committee administers and distributes the available funds. The committee consists of the Chair of the Academy Council, the Academy Director, the Academy Treasurer, and the Academy Finance Committee. All applicants for financial aid must complete a Scholarship Request Form. The form is submitted in strictest confidence. Scholarships are awarded for a four-month period and are re-evaluated every four months for continuing funds.

103.11 SUMMER REGISTRATION/MATERIAL FEES

Current children who will be enrolled in public/private Kindergarten in August may stay in the program after June 30 until their Kindergarten start date for a one-time fee of \$40. This is a combination of reduced Registration and Materials Fees. This one-time fee is also true for any new child enrolling in the Academy during the months of May and June. **This will be**

in addition to paying weekly tuition. Fees will be paid through **Procare** unless special arrangements are made.

103.12 VACATION POLICY

After 90 days of enrollment, each family is entitled to a two (2) week vacation at no tuition charge during the Academy calendar year (July 1 - June 30). This must be taken in a one-week/two-week increment and **CANNOT** be taken on separate days. To utilize this vacation time, parents must give a two-week (2) written notice to the Academy Administration **and pay a \$40** Vacation Fee per child/per week of vacation. This Vacation Fee must be included with the two-week (2) written notice. The Scheduling Change Form **QR Code** is located above the parent table located outside the Academy Office and on the **Procare app**. Fees will be paid through **Procare** unless special arrangements are made.

Families enrolling an additional child in the Academy and have already met the 90-day period for approved vacation for a current child, do not need to meet an additional waiting period for the added child.

103.13 WITHDRAWAL FEE

The parents or the Aldersgate Academy may terminate childcare by giving a two-week (2) notice in advance of the ending date. Parents are required to provide a written notice containing this information. The Scheduling Change Form is on the parent table located outside the Academy Office. The Aldersgate Academy may immediately terminate the childcare without giving notice if the parents do not make payments when due or when guidelines in the policies are not followed. Parents not providing a two-week (2) notice will be required to pay the regular fee for two weeks.

103.14 ALDERSGATE ACADEMY REWARDS PROGRAM

Help us share the Aldersgate Academy experience. The Academy Council is offering a rewards program for Academy parents and staff who refer a **NEW CHILD** to our program. What is required to participate?

- The parent/staff refer in advance to the Director information on the new child. A referral data sheet must be completed. See the Director for this form.
- The new child must be **FULLY** enrolled in one of our class offerings prior to their start date.
- There is available space in the appropriate classroom.
- The new child is a part of the Academy program for **4 months**.

The **GREAT NEWS** is that **BOTH** the parent/staff who refers a new child and the child's family receive a \$50.00 gift card.

104 ARRIVALS, DISMISSALS AND TRANSPORTATION

104.1 ARRIVAL AND DISMISSAL INFORMATION

Children are not to arrive before 6:00 am. Children are expected to attend during their scheduled hours. The Academy Administration must approve all changes.

For the benefit of all children to be able to stick to a predictable routine, children age 1-4 should arrive at the Academy no later than 9:15a.m. with certain exceptions such as a doctor's appointment. This allows the children to have snacks, engage in play with peers, participate in any classroom projects, before we ask them to sit down, eat lunch then lay down for nap.

Children must be accompanied into the Academy by the parent, or another adult authorized to do so. Parents need to enter and exit the Academy by the northeast door near the playground. Parents are required to enter the building using the swipe card/key fob.

Tracking daily attendance is important for safety. We track attendance with our Procure app. The adult dropping off and picking up the child is responsible for clocking the child in and out. If that is a special guest, and they do not have a clock in and out code, the classroom teacher can clock the child in and out as a backup.

Other important Safety Rules regarding drop-off and pick up.

- Before a child is dropped off or after a child is picked up, he/she is not to run through the building or be left unattended.
- At drop off or pick up, please do not take school age children into the classroom. If you have more than one child attending the Academy, drop off/pick up the youngest first. The older child should stay with you.
- At drop off and pick up, we ask that parents not engage in long conversations with teachers or other parents while standing in the classroom. Please move to the hallway. If desired, please schedule a conference with the teacher to discuss any concerns.

The parent must complete the Escort portion of registration annually authorizing all adults given permission to drop off/pick up their child. If the authorized adults are unknown to the staff, they will be asked to show a picture I.D. before the child is released. It is helpful if you advise your alternate pick-up person to plan on showing ID.

104.2 HOLIDAY CLOSINGS AND IN-SERVICE DAYS

The Academy is open throughout the year except for the following observed holidays and in service days:

- **July 4th**
- **Labor Day**
- **October 29-30** (in service days)
- **Thanksgiving Day**
- **The Friday after Thanksgiving**
- **Christmas Eve Day**

- Christmas Day
- New Year's Day
- May 3-4 (in service days)
- Memorial Day

If the holiday falls on a Saturday, Aldersgate Academy will be closed the previous Friday. If the holiday falls on a Sunday, Aldersgate Academy will be closed the following Monday. The Aldersgate Academy reserves the right to combine classes and/or age groups during periods of low attendance. The Academy may alternate daily schedules during these time periods as well.

104.3 TRANSPORTATION

Parents must furnish transportation to and from the Academy.

105 PROGRAMS

105.1 BRIGHTPOINT

Brightpoint provides vouchers to families to help with affordable quality childcare for children younger than 13. Parents must be working, going to school, or receiving job training to qualify. There are income guidelines. Contact Brightpoint to apply for these vouchers. Once on the program, each family will be provided with a swipe card to track attendance and for Brightpoint to make payments to the Academy. Parents are responsible for swiping the POS machine located in the Academy Office **EACH** time his/her child is in attendance. The parent must swipe the POS machine **EACH** time they bring their child/children to the Academy **and EACH** time they pick up their child/children from the Academy. If a parent fails to swipe the attendance voucher card at drop off or pick up, **they are responsible** for the payment of the tuition difference.

105.2 ON MY WAY PRE-K

On My Way Pre-K is Indiana's State funded prekindergarten pilot program. This pilot program awards grants to four-year old children from families with low incomes who live in various counties of Indiana. These families can use the grants to access a high-quality prekindergarten program in the school year before they begin kindergarten. Families who receive a grant may use it at Aldersgate Academy, which is an approved On My Way Pre-K provider. See the Academy Administration with questions.

106 CURRICULUM

106.1 OBJECTIVE

The objective of The Aldersgate Academy is to enable each child to develop his/her full God-given potential, to be responsible, caring, creative, spontaneous, happy, and independent. This is made possible through playing, exploring, experiencing, creating, and wondering. The young child is developing his/her self-worth, values, uniqueness, and attitudes. The

teachers provide hands-on experiences that build relationships with the children, which carries out this objective.

106.2 GOALS

The following list of goals is the basic outline for the Academy curriculum and is considered by the teachers when planning the activities for the children. We hope that parents will join us in achieving these goals during the time your child/children are a part of our program. We use the **Learning Beyond Paper** in implementing our program. The curriculum guides developmentally appropriate activities and materials.

- To provide and enhance a high-quality early childhood program that is a healthy, safe, and nurturing environment, while promoting the physical, social, emotional, intellectual, and spiritual development of young children.
- To promote frequent, positive, warm interactions among adults and children.
- To offer planned learning activities appropriate to the children's ages and development through written weekly lesson plans. Some examples of learning activities are building with blocks, reading stories, dress-up, creative expressions, active outdoor play, creative art, music, and games. Academics are taught for each appropriate age level for school readiness.
- To communicate Christian attitudes such as loving, accepting, and forgiving.
- Staff write daily anecdotal notes to assess the child's development.

106.3 IMPLEMENTATION

The daily posted schedule of a variety of activities support **Learning Beyond Paper**. These activities include:

- a. Provide positive discipline techniques and immediate feedback.
- b. Provide experiences to enable success that help develop a child's self-confidence.
- c. Remember that the process is more important than the end product.
- d. Plan activities in advance but be flexible in their implementation and be willing to follow the needs and interest of the children.
- e. Give opportunities to use materials freely, allowing children to select their own activities in a creative manner.
- f. Allow children to help prepare and cleanup activities.
- g. Have available developmentally appropriate materials for ages 6 weeks – school age.
- h. Provide learning and growth experiences for parents of children ages 6 weeks – school age.
- i. Provide child and teacher-initiated activities.
- j. Provide age-appropriate spiritual concepts.
- k. Daily activities include:
 - Snack time
 - Circle time
 - Gross and fine motor play
 - Large and small group interaction
 - Alternating periods of quiet and active play



- Daily outdoor experiences, weather permitting
- Music and movement
- Free play

Our curriculum includes all the following activity areas throughout the school year:

- **ART ACTIVITIES** - Activities that develop imagination, individuality, and aesthetic appreciation are used. Art activities are process oriented. Models and teacher-made patterns are rarely used. Creative art centers are available daily for children to explore and create their own creations.
- **LANGUAGE DEVELOPMENT** - Books are read and made available to children in the literacy area of the classroom. Discussions, word games, flannel-board stories, puppets, labeling of the things in the room, encouraging writing, scribbling, journaling, and talking with children about their experiences are incorporated into the classroom.
- **SOCIAL ACTIVITIES** - Social activities are included giving children free choice time to share, help each other, cooperate, work together, and act out life situations.
- **COOKING ACTIVITIES** - Simple recipes are designed to involve children in following step-by-step direction, incorporating math and science, and teaching children good nutritional practice.
- **CREATIVE DRAMATIC PLAY AND MOVEMENT** - The use of puppets, prop boxes, dress-up clothing, blocks, housekeeping equipment, dramatic play, and movement provide a wide range of options for age-appropriate development. Role-playing and re-creation of real-life experiences are encouraged. Providing an acceptable outlet for human emotions are facilitated at all times.
- **PHYSICAL DEVELOPMENT** - Games and experiences, which increase physical skill and coordination, are used. This enables each child to develop a good body image, a feeling of rhythm, increase eye-hand coordination, and to develop a sense of space. Perceptual motor activities are used to help children move their bodies in an organized and coordinated fashion and to build gross motor skills. Eye-hand coordination and small motor skills are developed at the writing center and through art activities.
- **MATH** - Math games, activities, and materials are available to provide a foundation for the understanding of mathematical concepts. The concepts we teach are size, shape, number, matching and counting, likes and differences, measurements, shorter than, longer than, more or less, sorting, and stacking.

- **SCIENCE** - Science experiments and observation are done to increase awareness of God's world. These are hands-on experiences designed to help children think, reason, and ask questions. Sand and water play are available on a regular basis.
- **MUSIC** - Music is used every day in the classroom through simple songs, CDs, rhythm instruments, and creative movement activities. Singing, dancing, and appreciation for music are encouraged.
- **FIELD TRIPS & PROGRAMS** - Field trips are made at appropriate times throughout the school year giving special consideration to the age level and maturity of each group of children. If transportation is involved in the field trip, proper adult supervision and car restraints are utilized. All drivers must be properly licensed and insured.

If transportation is required for the field trip, a licensed transportation company will be hired. The following procedures will be followed.

- Child/staff ratios will be maintained.
- Vehicles will be smoke free.
- Driver will be at least 21 years of age and licensed to operate vehicle.
- Vehicle will be turned off when children are entering or exiting.
- Children will enter and exit on the curb side of the vehicle.
- Children will not sit in the front seat, nor shall they open and/or close vehicle doors.
- Children will be secured in proper safety restraints with one child per restraint.
- Vehicle doors will be locked when vehicle is in motion.
- Children will not be left unattended on the vehicle.
- Vehicle manufacturer's rated passenger capacity will not be exceeded.
- Children will be covered by liability insurance.

Walking field trips include a walking rope with a place for each child to hold. Community programs such as Ft. Wayne Children's Zoo, Parent Career Sharing Opportunities, Parenting Classes, and Bicycle Helmet Safety are brought in on a regular basis to enrich our curriculum.

- **RELIGION** - Refer to the section on Christian Education for more detailed information. We model Christian principles through our behavior, activities, and attitudes.
- **PLAYGROUND** – The playground is an extension of the classroom to enhance large motor skills, interactive play, and exposure to fresh air. Please see the CLOTHING section for appropriate attire.

106.4 TRANSITION POLICY

Three months prior to their birth date, children will be assessed to see if they meet the requirements to transition to the next level classroom. To transition:

- Children must be within one month of their birthday.
- Children must be developmentally ready to transition.
- There must be space in the next classroom, so classroom remains in ratio.

Each classroom rubric/assessment (Appendices A-E) has specific criteria to determine developmental readiness. The assessment defines three levels of readiness for each criteria. The three levels are 1) Not Yet Observed, 2) Emerging, and 3) Ready for Transition. Scoring will provide a recommendation for placement.

If the child is not ready to transition, extra practice will be given in the areas where the child is shown to be emerging. Assessments will be repeated monthly for two months after the child's birthday. If the child is not ready to transition or is not emerging, parents will be provided with information for other programs where the child may receive additional resources.

106.5 ALTERNATE CARE/SUBSTITUTE POLICY

When a regular staff member is absent from a classroom, the following measures will be taken to ensure the room is fully staffed to meet the ratio standards of the Academy. It is our goal to place a staff member in a room who is familiar with the children in that classroom.

- a. One of the Academy substitutes will be called in to work the absent employee's shift.
- b. A staff member from another classroom will be placed in the room to cover the shift.
- c. An administrator on duty will cover the shift if they are available.
- d. As a last resort, children may be moved to another classroom. The oldest children in the classroom will be moved up to the next age group if space is available. These will be children who are ready to transition but have not yet moved up. Parents will be notified prior to this option being utilized.

107 A TYPICAL DAY

Approximate Time Frame	Activity/Activities
6:00 am - 7:00 am	Free Play/Greeting
7:00 am - 7:30 am	Nutritious Breakfast
7:30 am - 9:00 am	Learning Centers/Art/Music/Storytelling Manipulative & Gross/Fine Motor/Outside Play
9:00 am - 9:30 am	Snack
9:30 am	Chapel – every Wednesday
9:30 am- 11:15 am	Resume Learning Centers/Outside Play/Small Group
11:15 am - 12:30 pm	Nutritious Lunch
12:30 pm - 2:30 pm	Rest/Quiet
2:45 pm - 3:15 pm	Snack
3:15 pm - 6:00 pm	Gross Motor/Walks/Outside Play/Games/ Stories/Large Group Manipulative Activities/Free Play/Art/Music

107.1 BREAKFAST AND LUNCH

Children will be served a nutritious breakfast and lunch. The price is included in the tuition rate. Weekly menus are posted outside the classroom.

Breakfast is served between 7:00-7:30 am. **No child will be served breakfast after 7:30.**
Lunch is served between 11:15 and noon.

Children must finish eating any food brought into the Academy before entering the classroom.

107.2 SNACKS

- The Academy provides nutritious snacks between 9:00-9:30 am and 2:45-3:15 pm
- Parents may bring in a snack for a special celebration (example-birthday). This will be scheduled as close to his/her birthday as possible. We ask that the birthday snacks be nutritious. Please pre-arrange your snack with your child's teacher.
- Parents bringing snacks for their child's classroom must follow the Safe Transportation of Food Guideline as follows: If you bring food (snacks) to the Academy, it must be in unopened, store-purchased, and pre-packaged containers. This ensures that the food is sanitary for the children to consume. Upon receiving the food from the parent, the staff shall verify the temperature and condition of the food. Cold food should be at 41° or below and hot food at 135° or above. Staff cannot accept food that is not at the correct temperature. Upon accepting the food, the staff shall maintain correct temperatures until served.
- Please select a snack from the list below or another snack that is nutritious.

- Fresh fruit
 - Vegetables
 - Muffins, fruit breads
 - Rice cakes
 - Pretzels
 - Cheese sticks
 - Granola bars
 - Mini-bagels
 - Yogurt
 - Crackers
- e. Children drink water and/or milk with their snacks.
 - f. Candy is not an acceptable snack. It will be returned to the parent.
 - g. Children and teachers will follow proper hand washing procedures.
 - h. Staff serving food will wear head coverings, aprons, and gloves.
 - i. We ask that parents not bring any food that present a choking hazard for children under the age of two. These include, but are not limited to, the following: whole grapes, dried fruit, pretzel nuggets, chips, popcorn, marshmallows, fruit snacks, or fruit roll ups.

Due to the increase of nut allergies in children, please **DO NOT send snacks that include items that contain peanuts, peanut butter, tree nuts (almonds, cashew, hazelnut, pecan, pistachio, walnut, etc.) or nut butters (like Nutella).**

107.3 CHRISTIAN EDUCATION

The Aldersgate Academy is an extension of the Christian education and outreach program of AUMC. We encourage attendance of children from a variety of ethnic, cultural, economic, and religious backgrounds. We promote universal Christian unity for all staff and children.

Children learn Christianity best by having it modeled for them. All Academy staff practice Christian values through their love, care, concern, and model what it means to be a follower of Christ. Staff facilitates Christian Education through songs, stories, and prayers that help children understand that God loves us and to be grateful for blessings that come as a result of that love.

The Academy implements Christian Education through our daily activities. They include the following:

- Role models that demonstrate God's love, care, and forgiveness
- Songs, stories, and simple prayers of our religious tradition
- Observing God's plan for life through the awareness of nature and the changing of the seasons
- Observation of religious holidays
- Familiarization with religious settings in our church facility

- Opportunities to serve others
- Chapel once a week for ages 1 - school age.
- Verbalize prayer requests and recognize blessings.

The Aldersgate Pastor is welcome in the classrooms at all times. This includes both spontaneous and planned visits.

107.4 CLOTHING

Children need to wear clothing to protect against cold, heat, sun, or wind. Play clothes and sneakers are the appropriate dress for the day. Children must be dressed to play outside each day (jackets, boots, hats, coats, mittens, etc.). **All possessions must be labeled with the child's name.** Children will be taken outside every day except for rainy days, extremely cold days (25 degrees or below), or excessively windy days. All shoes must have toes covered. **Open toe shoes are not appropriate** for the outdoor playgrounds. All children should have a plastic bag that contains an entire outfit, including underwear and socks, in case of accidents or spills. Clothing that is soiled is placed in a plastic bag and sent home. We do not rinse out soiled clothes. **All items must be marked with the child's name.**

Parents need to provide disposable diapers/pull-ups for children if used. The disposal diapers/pull-ups must be provided in an unopened package with the child's name on the packaging. Children in diapers/pull-ups are checked every two hours and changed when necessary. Staff changes children's diapers/pull-ups in a designated changing area. Parents must provide an ample supply of diapers/pull-ups for use throughout the day. We do not allow cloth diapers without a doctor's note stating medical need.

107.5 REST/QUIET TIME

All children under school age in the state of Indiana are required to have a rest/quiet time. A two-hour rest/quiet time is provided for all children from approximately 12:30 pm to 2:30 pm each day. Each child is assigned a cot. The cot is sanitized weekly or more frequently if the child is sick. You may send a small blanket and/or a small stuffed animal for rest time purposes. No twin size bed blankets or standard size pillows are allowed.

107.6 SHOW AND TELL

Children are given the opportunity to share some of their special items with classmates. Pets, guns, ropes, weapons, and any other types of violent toys are not to be shared at any time. Sharing items may be brought when requested by the teacher. These items must be taken home at the end of the day. All items must be marked with the child's name. The Academy is not responsible for lost, broken, or damaged items.

107.7 PARENT PARTICIPATION

Parents are encouraged to visit their child's classroom at any time. All visitors must make arrangements in advance with the teacher. All visitors should enter the Aldersgate Academy at Door 2, the playground entrance. Authorized visitors will receive directions or

be escorted to their destination. Staff is responsible for the conduct and safety of their visitors.

Parent programs/classes may be offered periodically throughout the school year. These classes will offer a time of learning, sharing, and fellowship to families with young children. All programs are open to the community. Information about these programs will be sent to parents through the monthly newsletter. Parents are encouraged to suggest programs that will assist them in sharpening their parenting skills.

We offer Parent/Teacher Conferences in the fall and in the spring. Parents or teachers may request a Parent/Teacher Conference at any time. The purpose of the Parent/Teacher Conference is as follows:

- Exchange pertinent information regarding the growth and development of the child
- Emphasize positive achievements of the child
- Keep parents informed of their child's strengths
- Express to parents' areas of concern regarding their child
- Listen to parent's concerns and questions

We invite parent participation and communication in many ways:

- Parent Orientation
- Parent Handbook
- Monthly Calendars and Newsletters
- Parent/Teacher Conferences
- Parents Classroom Visits
- Parents Sharing their Profession
- Back to School
- Parent Appreciation Classes
- Parent's Day
- Grandparent's Day
- Month of the Young Child
- Read Aloud Day

108 DISCIPLINE AND EXPULSION

108.1 DISCIPLINE

The word "discipline" is derived from the word "disciple", someone who follows the teachings of another. Discipline means learning. Children learn discipline by the modeling and direction of others in their lives. Discipline is not punishment, tears, or humiliation. It means a chance for a child to learn inner control so they can manage their own behavior in a socially approved manner and is appropriate to their age and developmental level.

Children need help learning to control their own behavior. They need to become responsible for their own behavior and develop self-control. Adults in children's lives help

them achieve the goals of discipline by responding to the causes of behaviors as well as to the behaviors themselves. The Academy's goal is to help children gain self-control, learn to respect the rights of others, and learn the rules by which the world abides. Hitting, kicking, spitting, hostile verbal behavior and other behaviors which can hurt another person or damage property are not permitted.

Methods of discipline vary depending upon circumstances and the needs and age of the child. Physical punishment, verbal abuse, or emotional distresses are not acceptable methods of discipline. The Academy does not engage in corporal punishment in any manner. Hitting, spanking, beating, shaking, pinching, or the threats of physical punishment are not acceptable manners of discipline. Staff does not associate disciplinary action with food, rest, toileting, or rewards. "Time out" shall not be used with children under three (3) years of age since they are too young to understand this consequence. For children 3 years and older, the Academy shall selectively use "time out" only to enable the child to regain self-control. Staff will keep the child in visual contact and shall take into consideration the child's developmental level and ability to learn from "time out".

Aldersgate Academy uses the following methods in dealing with discipline:

- Letting children make decisions and choices whenever possible
- Redirecting children's behavior
- Removing children from difficult situations
- Giving reasons for rules and consistently applying consequences for broken rules
- Setting limits
- Setting good examples and recognizing good behavior by a smile, a comment, or encouragement
- Providing positive consistent language and behavioral responses to children
- Discussing the behavior in question, the possible consequences, and acceptable alternatives
- Helping children understand how the action (not the child) makes others feel – both positive and negative feelings
- Helping children find acceptable ways of expressing negative feelings. Examples include: using words, punching a bag or pillow, pounding play-doh, kicking a ball, running hard, hopping, painting, yelling into a pillow, or acting out feelings with puppets, dolls, and stuffed animals
- Using logical, appropriate consequences when dealing with undesired behavior
- Holding and talking to a child calmly while gently verbalizing in order to foster self-control and quietness
- Reassessing classroom environment, appropriateness of activities, supervision
- Setting up the classroom to avoid conflict

The following procedure will be followed if a child demonstrates undesired behavior:

1. Staff will document a pattern of undesired behavior.

2. Parent(s)/guardian(s) will be notified by the Academy as to the nature of the difficulty.
3. Parent(s)/guardian(s) will be given written copies of the disruptive behaviors that might lead to expulsion.
4. Parent(s)/guardian(s) may be asked to attend a conference with staff.
5. Parent(s)/guardian(s) may be asked to observe in the classroom.
6. A plan of action will be developed between the Academy and the parent(s)/guardian(s).
7. Staff may suggest ways in which parent(s)/guardian(s) and the Academy can work together for mutual support of the child's successful growth and development.
8. The Academy Administration may suggest use of resources in our community or reading materials for the parent.
9. The Academy Administration may ask an outside resource person to observe a child's behavior in the classroom and give suggestions on how to work with the child.
10. Parent(s)/guardian(s) may be asked to pick-up a child for a cooling-off period from one to three days.

The problem-solving techniques shall be repeated up to five times for a serious repeated behavior.

If the procedures are found not to work and/or parent support is not forthcoming, the Academy Director shall contact the Academy Council chairperson and inform the chairperson of the situation. At that point, the Academy Council chairperson, the Academy Director, and parent(s) need to meet to discuss the situation and develop a written plan of action to help the child if one has not already been developed. Options to be discussed include but are not limited to suggesting appropriate reading material to assist parent (s) in dealing with inappropriate behavior, seeking outside resources, or special education services provided by the appropriate local school districts for pre-school children. All staff members are familiar with the Academy's Discipline Policy and actively implement the program.

108.2 EXPULSION

It is the policy of Aldersgate Academy to not expel children from our program. Sometimes, however, it is necessary for an exception to the policy. We believe in working with parent(s)/guardian(s), children, and staff members to help a child overcome any behavior and/or emotional issues that may occur.

Serious behavior issues that can result in expulsion from the Academy include but are not limited to a child who knowingly and deliberately disrupts the classroom by making violent threats against other children or adults; strikes or injures other children or adults; throws objects that could result in injury at or in the direction of children or adults; damages property; uses inappropriate language towards children or adults; and/or runs from the classroom and/or building. If such behavior occurs, the Academy will request and meet

with the parent(s)/guardian(s)/guardians of the child. If attempts to help the child have failed, then the parent(s)/guardian(s)/guardian will be notified that an Expulsion Hearing will be called. The parent(s)/guardian(s), the Academy Director, the Academy Council chairperson and one other Council member need to be present to determine if the child needs to be expelled from the Academy.

If a serious issue arises the following procedures will be implemented:

- a. Staff member shall notify the director of the issue(s).
- b. Written documentation of the issue shall be made and what action was taken and/or implemented.
 - Documentation of what events led up to the incident.
 - Documentation of how the event was resolved, what worked and what did not work.
 - Documentation if the child was injured or any other child was involved or injured.
 - Documentation of parent contact, how the parent(s) responded, and any information parent(s) shared concerning similar behavior at home.
- c. Parent(s) shall be notified that a serious behavior or emotional issue has occurred.
- d. The Academy will request and meet with the parent(s)/guardian(s) of the child.
- e. An Expulsion Hearing will occur.

109 HEALTH AND FIRST AID

109.1 GENERAL HEALTH

It is the goal of the Academy that the children and adults who are in attendance in our program are in good health. The following is a guideline for maintaining good health in our program:

- a. Each child must have on file a health form signed by a physician. For the Academy's purposes, the physician may be a MD, DO or NP. An Immunization Record must be included. **These forms must be returned to the Academy Administration no less than one week before the child's start date. Parents are responsible for keeping an up-dated immunization record for their child's file.** If a child is behind in their immunization schedule due to a medical reason, a signed note from the physician stating this fact **must** be given to the Academy Administration to be kept in their child's file. **If a parent chooses not to have their child immunized, a signed and dated note from the doctor and parent stating this fact must be returned to the Academy Administration no less than one week before the child's start date. Not immunizing a child may only be for religious or medical reasons.**
- b. All staff is verified to be free of tuberculosis and other communicable disease. Staff must have on file drug testing and FBI finger printing results.
- c. **Please provide the Academy Administration a signed and dated physician's note stating the child's known allergies including bees, insects, medications, food, pollens, etc.**

- d. **Staff and children should stay home** if he/she has a fever of 100 or higher, is vomiting, or has diarrhea, head lice, unexplained skin rash, ringworm or have low energy and cannot fully participate. If these symptoms occur during the Academy day, **the staff/child will be sent home.**
- e. **Staff and children should stay home if he/she has TWO of any of the following symptoms:** sore throat, discolored runny nose, excessive coughing, earache, discharge from the ears, enlarged glands, flushed face, nausea, fever, inflamed eyes, abdominal pain, headache, have low energy and cannot fully participate, etc. If these symptoms occur during the Academy day, **the staff/child will be sent home.** This follows the same basic policy of the public schools in Allen County.
- f. Staff and children are not to return to the Academy after an illness until ready to fully participate. **All children and staff must be free of symptoms (fever, diarrhea, vomiting, etc.) without medication for 24 hours before returning to the Academy. If a child goes home mid-day, the child must stay home the next full day.**
- g. The prevention of the spread of contagious diseases is essential. If a parent knows their child has been exposed to a contagious disease, the child needs to be watched carefully for symptoms and kept home from the Academy if any of these symptoms develop. The Academy Administration also needs to be notified of the exposure.
- h. Any child excluded from the Academy for suspicion of a contagious disease, one who is absent due to a contagious disease, or one whose household reported this type of disease, can be re-admitted to the Academy by one of the following procedures:
 - Child presents a statement from attending physician
 - Meeting time and/or appearance requirements of the approved guidelines for readmission (See # 6)
- i. When a contagious disease is present in a classroom, the Academy will post this information in each classroom affected.
- j. Aldersgate Academy subscribes to the AIDS policy submitted by the NAEYC and the United Methodist Church. Copies are available upon request.
- k. If a child becomes ill at the Academy, parents will be notified to pick up the child immediately. If a parent cannot be reached, the emergency number on file will be called. If possible, the child will be removed from the classroom and kept with the Academy Administration until picked up. **Parents are responsible for having a back-up plan for care in place. This would be used in the event of their child's illness or the facility's inability to provide care (emergency closing).**

109.2 HAND WASHING

Cleanliness is imperative in maintaining a healthy environment. Hand washing is the best prevention of the spread of disease. The Aldersgate Academy Hand Washing Procedure is as follows:

- a. Use liquid soap and warm running water.
- b. Rub hands vigorously for at least 20 seconds. This includes the back of hands, wrists, between fingers, under and around any jewelry, and under fingernails.
- c. Dry hands with disposable paper towel for a single use or use a hand dryer.

- d. Avoid touching the faucet after washing hands. Use a paper towel to turn off water faucet.

Staff/children wash hands:

- On arrival for the day and change of classroom
- Before preparing, serving, and eating meals
- Before and after feeding a child
- Before and after diapering/toileting or helping a child with toileting
- After coughing, blowing nose, sneezing
- After coming in contact with bodily fluids (mucus, blood, or vomit)
- Before and after giving first aid
- Before and after giving medication
- After playing outside the classroom
- Before and after playing in water (children with open sores on hands or wrists will not be allowed to play in water)
- After handling animals
- After handling any materials such as sand or dirt
- After handling garbage or cleaning any parts of the facility

109.3 FIRST AID

All staff have training in first aid, universal precautions, and CPR.

- a. First aid supplies and a manual equivalent to the Red Cross First Aid Manual shall be immediately available for staff use.
- b. If first aid is needed, the child will receive proper treatment and referral if needed.

109.4 PRESCRIPTION MEDICINE/OVER-THE-COUNTER PRODUCTS

- a. **A signed and dated physician's order is required for all prescription medications.** A Medicine Authorization Form must be completed and signed by the parent authorizing staff to give the medication to the child. The staff is required to initial and record the date and time of each dose given. The Medication Authorization Form will be kept in the child's permanent file once the medication is completed. All non-refrigerated medication is kept in a locked medical box located in each classroom. Unused and/or outdated medications are returned to the family. Refrigerated medication is kept in the kitchen refrigerator in a zip-lock bag with child's name and date.
- b. Parents must complete the Over-the-Counter Product Authorization Form giving staff permission to administer non-prescription medication (provided by the parent) or a topical ointment/lotion (sunscreen, diaper ointment, baby lotion, insect repellent, etc.).

109.5 SPECIAL MEDICAL NEEDS

Aldersgate Academy believes that all young children with special needs should have access to an inclusive high-quality early childhood program, where they are provided with individualized and appropriate support in meeting high expectations.

Children learn as much, and sometimes more, from the unintended example that adults set as they do from the learning activities that are planned. The same is true when a child with special needs is enrolled in the classroom. Children will form their knowledge, beliefs, and attitudes about individuals with special needs based largely on the attitudes, words, and actions that they see from the adults around them.

Aldersgate Academy makes inclusion a positive experience for everyone by:

- Creating an environment, both physical and emotional, where *everyone* is invited to participate as much as they want, and everyone is treated with respect and kindness.
- Answering children's questions with simple, straightforward honesty and encouraging open dialogue about disabilities (and abilities) among children (and parents).
- Helping children feel comfortable with each other and develop friendships based on their shared interests.
- Facilitating interactions and play between children who are differently abled, especially if the child with special needs has difficulty communicating in a way that another child can understand.
- Creating a sense of community in the classroom, where every person is valued as a unique individual who has something to contribute and where everyone is responsible for caring for one other.
- Giving children the freedom to explore their ideas about disabilities through play and conversation, while guiding them to be aware and respectful of the feelings and perspective of the child with special needs.

Prior to a child with special needs enrolling at the Academy, the family must share information about the child by completing a Getting to Know Me form that identifies the special need/diagnosis of the child; the strengths and challenges of the child; the child's interests or hobbies; health or medical conditions; use of assistive devices; medications and dosages; allergies and/or dietary restrictions; triggers (activities or procedures to be avoided); and ways to be helpful to the child. The child will be enrolled in the Academy if the Director believes it is feasible, based on the capability and capacity of the staff and facility.

Based on the child's needs, support professionals may provide services or consult with Academy staff about what can be expected from the child and help teachers adapt the environment and curriculum so that the child can be fully involved throughout the day.

If necessary, the child's primary caregiver and teacher should be involved in the formal process of creating and implementing an Individualized Family Service Plan (IFSP) for children younger than three and the Individualized Education Plan (IEP) for children three and older.

An IEP or IFSP should include some description of the child's current developmental level and special needs and will be signed by both parent and the Director. This information can help the teacher better understand the child's special need and can guide decisions about how best to adapt educational practices to include that child.

An IEP is a written document that describes the ways that an individual child learns best, the measures and assessments that are most appropriate to document that child's learning, and the supports and special educational services that the child needs in order to learn most successfully. It includes specific learning goals for the child. An IEP must be reviewed and updated regularly to ensure that it continues to be appropriate for the child's learning progress and special needs.

The IEP is a team-based effort that includes the child's parents, childcare providers, Academy staff, doctors, therapists, and even the child when appropriate. At every step, the family is involved to ensure that the decisions made are best for them and their child.

For children ages 3 and older, an IEP includes educational goals for the child. Aldersgate Academy can help the child move toward those goals by building those goals into learning experiences in the childcare curriculum. If a child's goal is to throw a ball with two hands, for example, the childcare provider might design a small-group activity that involves tossing balls into baskets of different sizes. As the child with special needs participates in this group activity, he can practice throwing while also developing social skills such as turn-taking and cooperation. For a child under age 3, the IFSP will specify goals or outcomes for both the child and the family. Childcare providers can support these goals through close communication and cooperation with parents and other family members.

110 SAFETY MEASURES

The Academy is dedicated to ensuring that your child is safe while at our childcare program. The following steps are taken.

Children will be actively supervised with the mandated number of qualified adults (adults who have completed a comprehensive criminal history check, drug screen, and negative TB test and have completed all required trainings).

Children will not be cared for in areas that are being remodeled, repaired, or painted. The church and/or director are responsible for maintaining all interior and exterior surfaces, including walls, floors, ceilings, equipment, toys, furnishings, and cribs, in a safe condition,

free of sharp points or jagged edges, splinters, protruding nails or wires, loose parts, rusty parts, or materials containing poisonous substances.

The Academy takes the follow steps to maintain the center:

- Clean the facility daily.
- Keep the facility in a sanitary condition at all times.
- Sanitize toys, furniture, and other equipment used by children, weekly and when they become soiled or contaminated.
- Wash all soiled items prior to sanitization.

110.1 CHILD PROTECTION GUIDELINES

Everyone should report abuse or neglect. The reporting and investigating of suspected child abuse and neglect are not discretionary matters. In accordance with Indiana State Law, specifically IC 31-33-5 Chapter 5, an individual who has reason to believe that a child is a victim of child abuse or neglect is obligated to make a report to the Department of Child Services (DCS) by calling the Indiana Child Abuse and Neglect Hotline at 1-800-800-5556. Indiana law specifically states that notification of the Director, Administrator or the Chair of the Council **does not** relieve the first individual of the responsibility of seeing that the matter is reported. **Both** parties are responsible for seeing that a report is made to DCS.

In the event of suspected abuse/neglect, the Academy Staff member shall notify the Academy Administration (Director or Chair of the Council). The suspected abuse/neglect could have taken place inside or outside of the Academy, or if the Academy receives a complaint from anyone regarding possible abuse/neglect of a child by an Academy Staff member. The Academy Director shall document the discussion and **either** the Staff member or the Director **shall** contact DCS (1-800-800-5556). The Academy Director will also notify the Chair of the Academy Council and the Pastor of AUMC.

110.2 INSURANCE

The Academy carries the necessary liability/medical insurance to operate the Academy.

110.3 SAFE SANCTUARY POLICY

The Aldersgate Academy pledges to conduct the Programing in ways that assures the physical safety and spiritual growth of all of our children and staff. To assist in providing a safe and healthy environment for our children and staff, the Aldersgate Academy implements a safety program called Safe Sanctuary. This program is a top priority for the Academy. This policy is accepted by the Aldersgate Academy Council. It is implemented and publicized to both the Academy Staff and families.

The policy covers many areas such as:

- Definitions of types of Abuse
- Standards of the Academy
- Hiring and Screening Procedures of Staff/Volunteers
- Reporting Accidents/Injuries

- Reporting Suspected Child Abuse/Neglect
- Lockdown Procedures (See Emergency Procedures)

110.4 SECURITY BUZZER POLICY

Aldersgate Church has a Security Buzzer Policy year-round. All persons in the building are expected to follow the policies as established by the Trustees of Aldersgate Church. It is the responsibility of the Aldersgate Academy staff and Aldersgate Church staff to ensure that the locked policies are followed at all times. The Academy entry door is locked all weekdays from 6 am to 6 pm unless monitored by staff. Parents must enter and exit the Academy by the northeast door near the playground. Access to the building is by using a swipe card, key fob, or the door buzzer system.

Each family will receive up to 2 swipe cards. If a family desires an additional card for an authorized adult doing routine drop off/pick up, there will be a \$5.00 charge per card. Key fobs can be ordered for \$10.00 each. **Families should attempt to have all authorized adults be in possession of an Academy swipe card or key fob when assisting with the drop off/pick up.** If you have forgotten your swipe card, please press the buzzer on the left and when asked, identify yourself and your purpose. When you hear the “click” enter through the left door. **The Academy cannot guarantee that the door will be opened in a timely manner when using the buzzer.**

When a family withdraws from the Academy, **the non-refundable swipe cards must be returned.** If a family has lost their swipe card/cards, there is a \$5.00 per card replacement fee. To replace a lost key fob, there is a \$10.00 per key fob replacement fee. Each family must use their own swipe card/key fob to enter the building. Please do not allow others to enter with you. Persons not associated with the Academy are not to enter the building through the Academy entrance. Please ask them to go to the church entrance or ring the buzzer and wait for the Academy Administration to respond. This ensures the safety and well-being of the children and staff. Ringing the buzzer instead of using a swipe card/key fob should be avoided as this takes away from the duties of the Academy Administration. When teachers leave the building with children, they will have a swipe card, key fob, and/or key to re-enter the building.

110.5 EMERGENCIES

All staff are trained for emergency procedures in case of serious injury/illness, fire, or severe weather. Teacher knowledge includes primary and secondary evacuation routes. They practice evacuation procedures with the children. In emergency situations the following are in effect:

- a. Give immediate care.
- b. Notify parents.
- c. Make arrangements for child to get home, to his/her physician, or to the hospital.
- d. If a serious injury or illness occurs and loss of time in obtaining treatment would be dangerous or the need for safe and/or rapid transportation is indicated, the 911 Emergency Number will be called.

- e. The supervising staff at the time of the accident or illness will complete an Incident Report Form regarding the incident. The form will be kept in the child's file in the Director's Office.

111 EMERGENCY CLOSINGS

Aldersgate Academy is independent from any school system in setting the Academy calendar and determining Academy closings. If the Academy has been closed because of an emergency situation (**such as severe weather, fire, power failure, broken water lines**), parents may listen for announcements on WANE 15, WPTA 21 Alive, WISE NBC 33, 95.1 FM Radio, and WBCL 90.3 FM Radio. **ANY ACADEMY EMERGENCY CLOSINGS WILL NOT BE REIMBURSED.** It is always the Academy's policy to provide care if at all possible. If the Academy closes, it is for the safety of our families and staff.

Parents will be notified via a text message via Procare.

In the event the building is evacuated (not due to routine fire drill), all classes will follow fire drill exits and proceed to the Boy Scout building to the east of the church by Maurane Drive. The children and teachers will walk together to St. Michael Lutheran Church located at 2131 Getz Rd. In such an event, announcements would be made on WANE 15, WPTA 21 Alive, WISE NBC 33, 95.1FM Radio and WBCL 90.3 Radio. Parents would be directed to pick up all children at St. Michael's.

111.1 EMERGENCY PROCEDURES

In the event an emergency occurs at Aldersgate Academy, parents will be notified **via Procare** and followed up with a phone call.

111.2 EMERGENCY LOCKDOWN PROCEDURES

A hazard may create conditions to make it necessary to lockdown the facility to protect staff and children. The goal is to stay in place until proper authorities initiate the "all-clear". Staff will swiftly check halls and get any children, visitors, staff members or other individuals into the childcare rooms. Staff will lock the doors, close the blinds and if time allows, cover the interior windows and room door. Staff will maintain a calm atmosphere in the room, keeping alert to emotional needs of the children. The Aldersgate Academy follows the following Lockdown Procedures in case of emergency:

LEVEL ONE:

The Academy Director, or Designee, and two AUMC Staff members will receive a text informing them of an active event occurring (example-bank robbery). The Director or the Academy Staff will determine if a Lockdown is necessitated. If so, the Director or the Academy Administrator will notify all staff members by walkie-talkie of a Level 1 situation. A **GREEN** sign is to be posted at the Academy door stating that a Level 1 is in effect and all individuals wishing to enter must ring the buzzer and be admitted by a designated person as the Swipe Card **WILL NOT** work. This person may be an Academy Staff member, an Aldersgate UMC Staff person, or an Academy Council member. Parents are not to let

anyone in. All parents or authorized pick-up persons will be required to show a picture ID in order to gain admittance. Activities may continue within the building without restrictions. **No outside activities** will be permitted until an all-clear notice has been given.

LEVEL TWO:

A potential situation has been determined within the building (upset parent/guest in the building or a medical emergency is occurring). The Director or the Academy Administrator will notify the Staff and UMC office Staff by walkie-talkie. If possible, a **YELLOW** sign will be posted on the Academy door stating that a Level 2 is in effect. This sign will state that **no admittance by anyone is allowed until an all clear is given**. The Swipe Card **WILL NOT** work. Teachers are to discreetly lock their doors but continue normal activities **within the classroom** until an all clear has been given.

LEVEL THREE:

Active physical aggression or strong likelihood of a violent event is occurring. Any Staff who sees the threat will use the walkie-talkie to announce Level 3. The UMC office staff also must be notified. If possible, a **RED** sign will be posted at the Academy door. This sign will state that **no admittance by anyone is allowed until an all clear is given**. All doors within the Academy are to be locked. The **SWIPE CARD WILL NOT** work. Children should be moved to a safe place away from windows and doors. Children should be seated on the floor and asked to be as quiet as possible. Lights should be turned off. Staff will have a pre-determined location for the safe place for each room.

All families, upon request to the Director, may receive the entire Safe Sanctuary Policy.

111.3 FIRE DRILLS

All staff are required to know the locations and operation of fire extinguishers and the locations of the pull-down fire alarms. They also know the specific procedures posted in each classroom in case of fire. Fire drills are held once a month.

111.4 IN CASE OF FIRE

All classrooms walk across the playground sidewalk to the Boy Scout building to the east of the church by Maurane Drive. The children would then be escorted to St. Michael's Lutheran Church if an emergency closing is determined.

111.5 TORNADO OR SEVERE WEATHER

All staff are required to know the Academy procedures in the presence of severe weather. Each classroom has an assigned area to go to during severe weather. Weather emergency drills are conducted during the severe weather season.

- The infants will be transported in evacuation cribs to the coat closet located in the church Marketplace which is just south of the Academy in the church, using the door marked "Severe Weather". The cribs will be positioned next to the divider wall.

- The one and two-year-old rooms will shelter in the men's and women's restrooms at the south end of the Academy hallway.
- Children aged three to school age will also shelter in the coat closet with the infants, entering through the middle door.

112 COMMUNITY RESOURCES

First Call for Help – First Call for Help provides a comprehensive information and referral service for the community. Its mission is to inform, guide, direct, and link people in need to the appropriate human service that alleviates or eliminates that need. First Call for Help is a fully endorsed 211 Call Center.

426-4161

The Child Care Network Resource

www.thechildcareresourcenetwork.org

765-742-7105 or 800-932-3302

Brightpoint

mybrightpoint.org

260-423-3546 or 800-589-3506

Brighter Futures Indiana

www.brighterfuturesindiana.org

Brighter Futures Indiana is a resource to support you in understanding and enhancing your child's learning at home and while in care. Brighter Futures Indiana is brought to you through a partnership with The FSSA Office of Early Childhood and Out-of-School Learning and Early Learning Indiana.

IRIS Family Support Center - SCAN

500 W. Main Street

Fort Wayne, IN 46802

421-5000

Child Protective Services

1-800-800-5556

113 INFANT PROGRAM

This section contains **ADDITIONAL** policies and procedures important for families with infants.

The Aldersgate Academy provides a childcare program for children six (6) weeks to walking (12-18 months). The Academy follows the guidelines and standards of the Developmentally Appropriate Practices (DAP). These guidelines and standards mandate quality childcare programming for infants. No person under the age of 21 at any time will be alone with infants. Infants will not be left unattended while diapering and napping.

The Academy will make every effort to move an infant who is one year old, walking independently, and meeting other developmental milestones, to the next appropriate classroom once the child has met the requirements. Then, if the Academy is unable to move the child within four weeks, the Academy will charge the older child rate.

113.1 SAFE SLEEP

We follow the recommendation of the American Academy of Pediatrics (AAP) and the Consumer Safety Commission for safe sleep environments to reduce the risk of Sudden Infant Death Syndrome (SIDS). Our written policy is as follows:

- a. All infants will be placed on their backs in a safety-approved crib unless an alternate sleep position is needed for a medical reason. A medical waiver from the State must be provided.
- b. Soft materials such as pillows, quilts, comforters, sheepskins, stuffed toys, and loose bedding will not be placed in the infant's sleep environment.
- c. Infants will not share a safety-approved crib with other infants during rest periods.
- d. Infants will remain lightly clothed and comfortable while sleeping.
- e. Supervised "tummy time" will be observed while infant is awake.

113.2 FEEDING/FORMULA

- a. Parents will provide a Feeding Plan for Infants signed by a physician. Parents may update as needed.
- b. **In case the Academy experiences an emergency situation** (fire evacuations to another building, tornado, power failure, etc.), the Aldersgate Academy Staff will provide infants with Similac® 360 Total Care® Infant Formula. This will only be used if absolutely necessary.
- c. Bottle warmers are used for heating bottles. The Academy does not use microwaves.
- d. Infant bottles are not propped while feeding.
- e. Infants are held when fed.
- f. Infant foods are appropriate for age. (No choking hazards)
- g. We do not sterilize bottles. The bottles are rinsed after the feeding is completed. All bottles are sent home for cleaning.



According to licensing regulations, we cannot mix powdered formulas in the classroom.

The options for the parent are as follows:

- a. Bring premixed bottles from home. The staff will refrigerate until ready to use.
- b. Parents can bring ready to feed formula.
- c. For breast milk feedings, parents need to sign the Breast Milk Procedure Form and follow the procedure for collection and transportation. This form is included in the packet of Admission Forms.
- d. Please make sure formula **bottles, food and bags are labeled** with the child's name and date.

113.3 DIAPERS

Each family is responsible for providing diapers and wipes for their infant. The disposable diapers and wipes must be provided in an unopened package with the child's name on the packaging. Infants are changed every two hours or when necessary. Staff change infant's diapers in a designated changing area. Parents must provide an ample supply of diapers for use throughout the day. We do not allow cloth diapers without a doctor's note stating medical need.

Words of wisdom for all

“Play does seem to open up another part of the mind that is always there, but that, since childhood, may have become closed off and hard to reach. When we treat children’s play as seriously as it deserves, we are helping them feel the joy that’s to be found in the creative spirit. We’re helping ourselves stay in touch with that spirit, too. It’s the things we play with and the people who help us play that make a difference in our lives.”

-Fred Rogers

TRANSITION RUBRICS

- Academy Infants to 1s Child Transition Rubric
- Academy 1s to 2s Child Transition Rubric
- Academy 2s to 3s Child Transition Rubic
- Academy 3s to 4s Child Transition Rubric
- Academy Pre-K to Kindergarten Child Transition Rubric

Infants to 1s Transition Readiness Rubric

Student Name:		Review Date:		Evaluator:	
Goal Category	Not Yet Observed (1)	Emerging (2)	Ready for 1s (3)		
Feeding: Pincer Grasp	Uses a whole-hand raking motion to pick up food.	Beginning to use fingers but struggles with smaller pieces of table food.	Consistently uses a pincer grasp (thumb and forefinger) to pick up small foods.		
Feeding: Plate	Relies on being spoon-fed.	Attempts to eat from a plate but often flips it or requires help gathering food.	Consistently and successfully feeds self from a plate.		
Feeding: Sippy Cup	Drinks primarily from a bottle or needs a teacher to hold the cup.	Can hold a sippy cup but spills often or still relies on a bottle for primary hydration.	Independently holds and drinks from a sippy cup to meet hydration needs.		
Gross Motor: Seating	Requires a high chair with straps or a boppy/support to sit upright.	Can sit in a small chair but frequently slides down, tips over, or needs repositioning.	Sits safely and securely in a small child-sized chair for the duration of a meal/activity.		
Gross Motor: Walking	Crawls, cruises along furniture, or requires hand-holding to walk.	Takes independent steps but is unsteady especially when wearing shoes.	Walks independently and confidently while wearing hard-sole shoes.		
Personal Care: Shoes	Constantly pulls off socks/shoes or refuses to wear them.	Will wear shoes for short periods but frequently takes them off or needs them re-tied/secured.	Tolerates and keeps hard-sole shoes on their feet throughout active play times.		
Self-Regulation: Pacifier	Requires a pacifier frequently throughout the day to remain calm.	Needs the pacifier occasionally during active play to soothe from minor upsets.	Goes entirely without a pacifier during active play times (requires it only for nap time).		

Scoring & Recommendation ____1____2____3=_____/21

90% (18.9 or better): The child is ready to transition.

70-89% (14.7-18.8): The child is Emerging. Consider extra practice on emerging skills before finalizing the move.

<69% (<14.7): The child is not currently ready to transition. The current service level is still required for safety and development. Reevaluate in **one month**.

Notes:

1s to 2s Transition Readiness Rubric

Student Name:		Review Date:	Evaluator:
Goal Category	Not Yet Observed (1)	Emerging (2)	Ready for 1s (3)
Cognitive: Two-Step Directions	Struggles to follow a single direction without physical guidance.	Can follow one step direction but forgets or gets distracted before completing the second step.	Successfully follows simple routine two-step directions.
Feeding: Open Cup	Relies entirely on a sippy cup or spills frequently when attempting an open cup.	Can drink from an open cup with adult assistance or guidance, but still has occasional spills.	Independently and successfully drinks from an open cup with minimal spilling.
Feeding: Utensils	Eats strictly with fingers or requires a teacher to load the spoon/feed them.	Attempts to use a spoon or fork but struggles to get the food to their mouth consistently.	Independently uses a utensil to feed themselves a majority of their meal.
Health: Expressing Discomfort	Cries without being able to indicate the problem or relies on adults to guess what is wrong.	Can point to an injury but struggles to vocalize the issue.	Says enough words (or uses clear communication) to express when they are hurt or uncomfortable.
Health: Handwashing	Resists handwashing or needs a teacher to physically do all the steps for them.	Washes hands with physical help and verbal prompting from a teacher.	Follows handwashing practices mostly self-sufficiently, needing only verbal reminders.
Learning: Storytime Focus	Unable to sit still, disrupts others, or wanders away immediately.	Sits for a minute or two but needs constant reminders to stay in their spot.	Can sit and maintain attention for about 5 minutes during storytime or a group activity.
Safety: Commands	Ignores commands or runs the opposite way when called.	Pauses when commanded but often needs a teacher to physically intervene.	Consistently responds to basic safety commands like "stop" or "come here".
Safety: Group Walking	Wanders off, refuses to hold the walking rope/hand, or needs to be carried.	Tries to stay with the group but gets easily distracted and needs frequent physical redirection.	Walks cooperatively with the group and stays together during transitions.

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Scoring & Recommendation ____ **1** ____ **2** ____ **3** = ____ / **24**

85% (20.4 or better): The child is ready to transition.

70-84% (16.8-20.16): The child is Emerging. Consider extra practice on emerging skills before finalizing the move.

<69% (<16.8): The child is not currently ready to transition. The current service level is still required for safety and development. Reevaluate in one month.

Notes:

2s to 3s Transition Readiness Rubric

Student Name:		Review Date:		Evaluator:	
Goal Category	Not Yet Observed (1)	Emerging (2)	Ready for 1s (3)		
Communication of Needs	Expresses frustration physically (crying, grabbing, hitting).	Uses words occasionally but reverts to actions when upset.	Uses age-appropriate words to express needs/frustrations.		
Conversation	Uses single words/gestures; does not sustain a topic.	Responds to questions but does not initiate a follow-up turn.	Engages in 3+ back-and-forth turns on a topic of interest.		
Cooperative Play	Plays alone or near others; struggles to share/engage.	Attempts to join play but requires teacher help to negotiate.	Plays with others toward a common goal; takes turns.		
Daily Routines	Requires constant 1-on-1 prompting to finish a routine.	Remembers some steps but gets distracted mid-routine.	Recalls and executes 2–3 step routines (e.g., Snack/Trash/Sink).		
Dressing & Motor Skills	Requires adult to dress them completely.	Helps push arms/legs through; struggles with elastic.	Mostly independent with shoes, coats, and elastic waists.		
Following Directions	Follows 1-step directions only with physical guidance.	Follows 1–2 steps with repeated verbal prompts and cues.	Independently follows 2–3 step related directions.		
Group Clean-Up	Does not participate; wanders or plays during transition.	Participates briefly if a teacher stays directly beside them.	Participates actively in group clean-up when prompted.		
Hand Washing	Plays with water; requires step-by-step adult help.	Washes hands with verbal prompts for soap/drying.	Completes the full wash and dry cycle without help.		

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Goal Category	Not Yet Observed (1)	Emerging (2)	Ready for 1s (3)
Personal Responsibility	Requires teacher to manage cubby, coat, and messes.	Cleans up with heavy assistance; recognizes own cubby.	Manages belongings and cleans own area with basic help.
Story Comprehension	Does not track story; unable to answer questions.	Points to pictures; answers with 1-word prompts or heavy hinting.	Successfully answers simple questions about the story.
Story Time Focus	Sits for < 5 mins; requires 1-on-1 redirection or leaves group.	Sits for 5–9 mins; requires frequent verbal reminders to stay.	Sits for 10–15 mins; remains engaged with the group.
Toileting: Cues & Initiative	Requires a timed schedule; does not vocalize the need to go.	Notices the need "too late" or needs a teacher to ask first.	Notices body cues and independently walks to the restroom.
Toileting: Mechanics	Cannot manage clothing; requires adult to wipe/flush.	Can pull pants down; requires help with wiping/dressing.	Independently handles clothing, wipes, and flushes.

Scoring & Recommendation ____1____2____3=_____/39

85% (33.15 or better): The child is ready to transition.

70-84% (27.3-32.76): The child is Emerging. Consider extra practice on emerging skills before finalizing the move.

<69% (<27.3): The child is not currently ready to transition. The current service level is still required for safety and development. Reevaluate in one month.

Notes:

3s to 4/5s (Pre-K) Transition Readiness Rubric

Student Name:		Review Date:		Evaluator:
Goal Category	Not Yet Observed (1)	Emerging (2)	Ready for 1s (3)	
Conflict & Advocacy	Uses physical actions (hitting, grabbing) or cries to solve problems.	Needs teacher mediation to find words during conflicts or to express needs.	Begins to use words to solve conflicts; stands up for their own rights when appropriate.	
Directions & Routines	Requires 1-on-1 guidance to follow the daily routine or 1-step directions.	Follows 2-step directions with reminders; familiar with routines but needs prompting.	Follows classroom routines and teacher directions of 3 or more steps.	
Fine Motor: Scissor Skills	Cannot snip paper or holds scissors upside down.	Begins to use scissors to snip paper but struggles to cut along a path.	Is proficient with scissors; holds them mostly correctly to cut paper.	
Fine Motor: Writing Tools	Fists writing tools; uses implements inappropriately (e.g., markers on skin, walls).	Developing a grip; needs reminders to keep writing on paper rather than other surfaces.	Holds pencil mostly correctly; uses implements for their correct purpose on paper.	
Gross Motor: Transitions	Wanders, runs ahead, or needs to hold a teacher's hand constantly.	Walks near the group but gets distracted; needs frequent physical redirection.	Can walk safely in a line with the group with basic verbal encouragement or reminders.	
Health & Hygiene	Unaware of a runny nose; coughs openly without attempting to block it.	Needs verbal reminders to grab a tissue or cover their mouth.	Can independently blow their own nose and cover their own cough.	
Literacy & Conversation	Ignores stories; talks parallel to peers rather than with them.	Answers basic yes/no questions about a book; engages in brief exchanges.	Asks/answers questions about books/videos; shows early phonological awareness; participates in two-way conversations.	
Math: Counting & Quantity	Counts by rote memory but lacks 1-to-1 correspondence.	Demonstrates 1-to-1 correspondence up to 5; beginning to recognize small groups.	Understands/ demonstrates 1-to-1 correspondence from 1 to 10; subitizes some quantities.	

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Goal Category	Not Yet Observed (1)	Emerging (2)	Ready for 1s (3)
Math: Logic Concepts	Struggles to sort objects or match items by basic attributes.	Sorts by one attribute (like color) with help; attempts patterns but makes errors.	Begins to independently classify, compare, measure, and pattern.
Play & Social Awareness	Play is mostly parallel; takes items from others without asking.	Pretend play is basic; notices others' feelings but requires help sharing.	Pretend play is becoming elaborate; shows respect for others' feelings and their property.
Pre-Writing Skills	Scribbles without intent to form specific shapes or letters.	Traces lines or attempts to form letters/numbers but lacks control.	Begins to independently write or form basic letters and numbers.
Responsibility: Belongings	Leaves belongings scattered; requires an adult to manage their coat/backpack.	Recognizes own items; helps put away coat/backpack but needs assistance.	Demonstrates independence by managing their own belongings (backpack, jacket, etc.).
Responsibility: Environment	Leaves messes; handles materials roughly; wanders during clean-up time.	Participates in clean-up with direct supervision; respects materials when reminded.	Participates actively in clean-up time; consistently shows responsibility and respect for materials.

Scoring & Recommendation ____1____2____3=____/39

85% (33.15 or better): The child is ready to transition.

70-84% (27.3-32.76): The child is Emerging. Consider extra practice on emerging skills before finalizing the move.

<69% (<27.3): The child is not currently ready to transition. The current service level is still required for safety and development. Reevaluate in one month.

Notes:

Pre-K to Kindergarten Transition Readiness Rubric

Student Name:		Review Date:		Evaluator:
Goal Category	Not Yet Observed (1)	Emerging (2)	Ready for 1s (3)	
Communication & Comprehension	Uses single words; unable to answer questions about a story.	Retells stories with heavy prompting; asks simple questions.	Speaks in complete sentences, asks/answers questions about key details, and participates in collaborative conversations.	
Fine Motor: Lunchbox Independence	Cannot open bags or containers without help.	Opens simple containers but struggles with wrappers or tight lids.	Independently opens packages and containers (i.e., in lunchbox).	
Gross Motor & Spatial Awareness	Bumps into peers often; struggles with balance.	Coordinates movements to perform activities but lacks spatial awareness.	Runs, stops, hops, gallops, skips, and moves with respect for self and peers' personal space.	
Health: Personal Care	Requires assistance with toileting, handwashing, or dressing.	Takes care of restroom needs and handwashing, as able.	Fastens clothes/shoes independently, and feeds self independently using utensils.	
Literacy: Early Writing	Scribbles without attempting to form letters.	Forms some letters, shapes, and symbols with adult support.	Independently writes their name and expresses ideas/stories through symbols, letters, or pictures.	
Literacy: Phonemic Awareness	Does not notice rhyming words or syllables.	Attempts to imitate rhyming words when prompted.	Produces and blends sounds into recognizable words, and compares/distinguishes sounds.	
Literacy: Print & Letter Knowledge	Does not recognize letters; holds books upside down.	Recognizes some letters; tracks words with heavy adult support.	Recognizes upper/lowercase letters, knows letters have sounds, tracks words left-to-right, and recognizes own name in print.	

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Goal Category	Not Yet Observed (1)	Emerging (2)	Ready for 1s (3)
Math: Computation	Cannot group objects or understand "more."	Manipulates objects to create sets with physical help.	Follows models of addition or subtraction with objects and makes sets smaller or larger.
Math: Geometry & Measurement	Struggles to sort objects or identify basic shapes.	Sorts and creates simple patterns in multiple ways.	Distinguishes between 2D and 3D shapes, and distinguishes between big, little, and size variations.
Math: Numeracy & Counting	Rote counts to 5; does not recognize written numerals.	Knows numbers represent quantities; counts to 10.	Counts numbers 1-20, recognizes and writes numbers 1-10, and uses quantities to compare more or less.
Social: Play & Guidance	Plays strictly parallel; ignores teacher directions.	Understands taking turns but needs adult mediation.	Engages in play experiences with peers, respects property, and accepts/follows guidance.
Wellbeing: Emotional Regulation	Relies on adults to regulate emotions; acts out physically.	Attends to a task for short periods of time but needs redirection.	Expresses feelings and emotions with words, manages transitions, and adapts to change.

Scoring & Recommendation ____1____2____3=_____/36

Mostly Level 3s: The child demonstrates the academic, social-emotional, and physical independence required for the Kindergarten transition.

Mixed Level 2s and 3s: The child is "Emerging." Consider providing targeted support on emerging skills before the start of the kindergarten year.

Presence of Level 1s: The child requires significant support in foundational areas. A meeting with the family to discuss kindergarten readiness expectations, developmental progress, and potential supportive interventions is recommended.

Notes: