

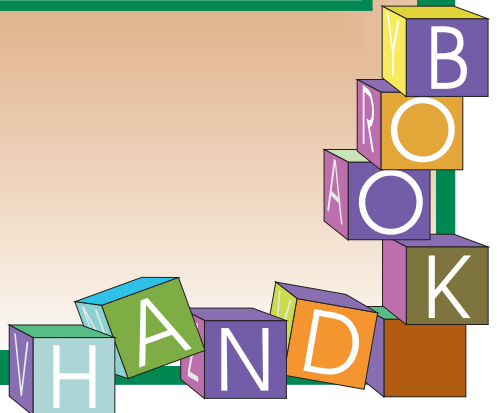


Chicago Public Schools  
Office of Early Childhood Education

# Tuition Based Preschool Program

## 2009-2010 PARENT HANDBOOK

Revised 9/09



# Tuition Based Preschool Program

<b>School</b>	<b>Address</b>	<b>Office No.</b>	<b>Rooms</b>
Agassiz	2851 N. Seminary	534-5725	1
Alcott	2625 N. Orchard	534-5460	3
Audubon	3500 N. Hoyne	534-5470	2
Blaine	1420 W. Grace	534-5750	2
Burley	1630 W. Barry	534-5475	1
Disney	4140 N. Marine Drive	534-5840	1
Disney II	3815 N. Kedvale	534-3750	1
Hamilton	1650 W. Cornelia	534-5484	1
Nettelhorst	3252 N. Broadway	534-5810	2
Newberry	700 W. Willow	534-8000	1
Ray	5631 S. Kimbark	535-0970	2
Ravenswood	4332 N. Paulina	534-5525	2
Skinner	225 S. Aberdeen	534-7790	2
South Loop	1915 S. Federal	534-9066	3
Waters	4540 N. Campbell	534-5090	1

## **\*Anticipated Opening 2010-2011**

Jamieson	5650 N. Mozart	534-2395	1
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Chicago Public Schools

Office of Early Childhood Education

# Tuition Based Preschool Program Parent Handbook

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School

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School Phone Number

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Teacher's Name

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Classroom Number

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Classroom Phone Number

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*Mayor of the City of Chicago*

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## A Bunch of Ways to Love Your Children

-  Appreciate their specialness
-  Listen to them
-  Be patient
-  Take them for walks
-  Support them in whatever they do
-  Talk WITH them; not TO them
-  Share your dreams
-  Cuddle with them
-  Make them feel safe and secure
-  Turn off the TV and play
-  Play hide and seek together
-  Have your picture taken together
-  Go to the library
-  Laugh really hard sometimes
-  Make heart shaped pancakes
-  Remember that words can hurt
-  Leave them happy, funny notes or pictures
-  Don't let them become bullies
-  Choose a special song and sing to them
-  Let them know it's okay to make mistakes
-  Use cookie cutters to cut out shapes in sandwiches
-  Be there for them when they have a problem
-  Create a special time for them with you
-  Respect their privacy



# TUITION BASED PRESCHOOL PROGRAM PARENT HANDBOOK

## Welcome to the Chicago Public Schools Tuition Based Preschool Program

Dear Parents:

The early childhood programs in the Chicago Public Schools (CPS) focus on the education and well-being of each individual child participating in a preschool program. In addition, we understand the importance of involving parents, and are here to serve as your partners in the education and care of your child(ren).

Should you have any questions, please do not hesitate to contact your child's classroom teacher or the school principal.

Thank you for your support of the Tuition Based Preschool program of the Chicago Public Schools.

Sincerely,



Barbara T. Bowman  
Chief Officer  
Office of Early Childhood Education



## Tuition Based Preschool Program

The Chicago Public Schools (CPS) Tuition Based Preschool (TBP) program currently offers a 38-week, full-day, school-based educational and child care program for 3- and 4-year-old children. This initiative promotes Mayor Daley's plan, "*Setting a Course for Early Childhood in Chicago*," to support and make preschool services available to all children and their families. The program, however, is subject to change at the discretion of the Chicago Board of Education.




### Mission

The mission of the TBP program is to ensure that all children, ages 3 and 4, have access to comprehensive, high quality preschool options, and support on a developmental continuum.

Working within a context of children, families, and communities, CPS is committed to creating an engaging learning environment that supports and respects the unique potential of each individual through best practices.

Through common goals and high expectations, CPS, through its Office of Early Childhood Education (OECE), is dedicated to building a strong foundation and igniting a passion for lifelong learning for children and their families.

### Selection Criteria

-  Children will be selected on a first come, first served basis.
-  Deposit and tuition must be paid as scheduled.
-  Children must be toilet trained at the time of enrollment.





Three-year-old children enrolled in the program will automatically be assured a slot the following year providing the program is still being offered by CPS and there is no unpaid tuition.



New children will not be enrolled for the current school year after April 15, 2010.

## Application Process

A non-refundable deposit of \$510 will be required with each application for the 2010-2011 school year. The annual tuition for 2010-2011 is estimated at \$9,690.

## Tuition Information

Tuition for the 2009-2010 school year is \$9,120. Meals may be purchased at school or brought from home. Children will be excluded from the program if tuition is not current. Tuition is collected using the SMART Tuition Collection system. Parents choose the payment option that best meets their needs: automatic deduction from their bank account or billing statement, which includes check or money order by mail, online by check or credit card, check-by-phone, or online bill pay service. There is a 10% discount for siblings, and discount incentives for enrolling in the ACH (automatic payment plan) and for payment in full.






The tuition for children entering as three-year-olds and returning as four-year-olds will remain the same. For example, three-year-olds entering TBP this fall whose parents are paying \$240, will not have a tuition increase in 2010-2011.



Payment is made one month in advance, beginning in August and ending in May. For more information, please call SMART at 1-800-SMART-03. The yearly tuition is divided into weekly or monthly payments for your convenience.

## Registration

The following items are required at the time of registration:

-  A copy of a valid state ID or driver's license
-  Proof of residency (utility bills, apartment lease, or deed to real estate)
-  Birth certificate – child must be three but not yet five years of age on or before September 1st of the school year. Children who will be five years old on or before September 1 of the current year may not be enrolled in the TBP program, and **may not attend the TBP program.**
-  Current physical examination (less than one-year-old)
-  Immunization record


**A non-refundable deposit is required with the Preliminary Application form to secure a slot in the program.**

## Hours of Operation

The program operates 10 hours per day. The local school determines the exact hours of operation. These hours are subject to change at the discretion of the Chicago Board of Education.



## Late Pickup and Late Fee Information





-  **Children must be picked up no later than the last pickup time designated by the local school.**

If an emergency should arise and you cannot pick up your child on time, please contact the school immediately. It is your responsibility to notify one of the persons on the Authorization Release form to pick up your child. However, if your child is picked up after the last designated pickup time, a \$15 late pick-up fee will be assessed for the first 10 minutes, and \$1 per minute thereafter.

More importantly, your child may feel insecure or experience anxiety if he/she is not picked up on time like the other children in the classroom.

## Cancellation of Participation in the Program

A child's participation in the program will be *cancelled* for the following reasons:

-  Failure to make payment in advance of service.
-  A pattern of late pickups. A pattern is defined as three unexcused late pickups per semester.
-  Failure to pay late fees.
-  Cancellation of the program: The Chicago Board of Education shall have the right, in its sole discretion, to cancel the program at the end of any semester of any school year.



## Physical Examination Requirements

All new students must have proof of a current physical examination when entering schools for the first time in the State of Illinois. The physical examination must be dated within one year of the registration date. A record of up-to-date immunizations must be provided to the school. The Illinois Department of Public Health requires the following immunizations: Diphtheria, Pertussis and Tetanus, Polio, Haemophilus Influenzae Type B, Measles, Mumps and Rubella, Hepatitis B and Varicella (Chicken Pox). Hepatitis A is recommended. Proof of Varicella Disease must be verified by a physician. The physical examination should include the latest date and results of a Lead Screening test by your doctor. It is also strongly recommended that your child have a Tuberculin Skin test, if needed, and dental examination.

CPS has a strict Medication Policy that must be followed in the school setting. Please contact the school principal for the medication forms if your child needs to take medication on a daily basis, or as needed, for example, antibiotics.

Please inform the staff if your child has any major health problems such as Asthma, seizures, cardiac problems, etc. Also, it is important for the classroom staff to be informed of food restrictions, allergies to foods, clothing, dye or certain materials (e.g., Latex). If your child becomes ill at school or has a serious accident during school time, the school staff will contact you or if necessary, others as listed on the school emergency form. It is important that the school staff have updated emergency information on file.



## Recommended Early Childhood Immunization Schedule

Vaccines are listed under routinely recommended ages. Bars indicate range of recommended ages for immunization. Any dose not given at the recommended age should be given as a "catch-up" immunization at any subsequent visit when indicated and feasible.

Age ▶ Vaccine ▼	Birth	1 mo	2 mos	4 mos	6 mos	12 mos	15 mos	18 mos	24 mos	4-6 yrs
Hepatitis B		Hep B #1	Hep B #2	Hep B #3						
Diphtheria, Tetanus, Pertussis		DTaP	DTaP	DTaP	DTaP	DTaP	DTaP			DTaP
<i>H. influenzae</i> type b		Hib	Hib	Hib	Hib	Hib	Hib			
Polio		IPV	IPV	IPV	IPV	IPV	IPV			IPV
Pneumococcal		PCV	PCV	PCV	PCV	PCV	PCV			
Measles, Mumps, Rubella						MMR-1	MMR-1			MMR-2
Varicella							Varicella			
Hepatitis A										Hepatitis A

Approved by the Advisory Committee on Immunization Practices (ACIP), the American Academy of Pediatrics (AAP), and the American Academy of Family Physicians (AAFP).



## **Absences**

If your child will be absent, please call and inform the classroom teacher or staff. The school and classroom phone number is listed on the first page of the Tuition Based Parent Handbook.

## **Chicago Public Schools (CPS) Calendar**

The TBP program currently operates for 38 weeks, Monday through Friday, following the schedule of the Chicago Public Schools calendar. A sample daily schedule (see page 19) is included for your information; however, the operation of the program is subject to change at the discretion of the Chicago Board of Education.

Schools will not be open during the following holidays and times:

Labor Day

Columbus Day

Veterans Day

Thanksgiving Holiday

Winter Vacation (2 weeks)

M.L. King's Birthday

Lincoln's Birthday

Presidents Day

C. Pulaski's Birthday

Spring Vacation (1 week)

Memorial Day

Teacher Professional Development Day

**A calendar, including dates classes will be closed, will be provided by the school.**



## PROGRAM DESCRIPTION

### Staff Qualifications





Classrooms are staffed with early childhood certified teachers and teacher assistants with at least 60 hours of college credit. Child care assistants have cleared the State of Illinois background check.

### Report of Child's Progress/Conference and Progress Reports

Parent conferences are scheduled at least twice during the school year. Recommended months for conferences are November and April in conjunction with school report card pick-up days. Appointments should be made with the teacher to discuss your child's progress. Parents are expected to pick up their child's progress report in February and June of the school year.

### Education Program

Special features include:

-  Small class size.
-  Integrated, thematic curriculum organized on a continuum of how young children learn and grow, emphasizing early literacy and early mathematics skills.
-  Literacy program based on current research on how young children acquire literacy skills.
-  Developmentally appropriate practice that takes into account both age and individual appropriateness and incorporates all learning domains and styles.





Developmentally appropriate assessment that utilizes ongoing observation and systematic recording of children’s behavior to improve and individualize instruction and to communicate to parents children’s growth and development.



Parent involvement through education, training, and support.

## Curriculum

Each school will implement a rigorous research literacy based curriculum that will help prepare children with the foundation necessary for reading and math.

## Avenues For Learning

In addition to the reading readiness and math activities that take place in the classroom, the importance of children’s freedom to select learning centers is recognized and incorporated throughout the classroom setting and daily activities. The role of the teacher and classroom staff is to facilitate learning by organizing the classroom environment and providing concrete learning experiences. The classroom staff promote cognitive development with guided questions and critical thinking. Staff provides the language and vocabulary or asks critical questions that are necessary to help children understand their actions or activities, e.g., they help develop children’s thoughts, concepts and knowledge by asking questions, such as, “What happens if you add water to sand? What objects do you think will float? Which will sink?” Classroom staff treat children with the dignity and respect that is necessary for them to learn.



## Learning Centers

The early childhood classroom is divided into learning centers created to help children grow in all areas of their development. Children develop new skills and strengthen existing ones as they participate in the various interest centers. The following is a brief sample description of learning centers that may be found in classrooms.

**Art Center:** A variety of materials and media are available for the children to explore, create and experiment. The focus here is on the “process” of creating.

**Block Center:** Blocks of various sizes, shapes and materials are available. Blocks help children develop spatial-relation skills, introduce geometric shapes and encourage critical thinking, imaginative play, problem solving, math concepts and social skills.

**Dramatic Center:** This center provides opportunities for children to use their imagination and social skills. By dressing and pretending to be different people (Mom, Dad, nurse, firefighters) they begin to understand the world around them.

**Manipulative Center:** This center provides many opportunities for children to develop their fine motor and cognitive skills through the availability of puzzles, pegs and pegboards, connecting links, etc. Social skills, following directions, and taking turns are also fostered through the use of board games.

**Reading/Listening Center:** Children always have the opportunity to look at and read books. Stories are also available on cassette tapes/CD’s so children may listen to stories and follow along in their books.



**Writing Center:** This center is made up of writing materials and instruments such as markers, pencils, crayons, pens, stencils, stamps, envelopes, notepads, and different types of paper, etc. The center allows children to experiment with the writing process and move at their own pace through the various stages of writing.

**Computer Station:** Children will have the opportunity to become familiar with using the mouse, keyboard, computer, and developmentally appropriate software.

**Music Center:** This center gives children the experience of using different instruments and exploring sounds, as well as experimenting with beat, tempo, and rhythm.

**Science/Discovery:** Children create simple hypotheses and then test them by participating in simple experiments that might involve water, plants, seeds, their senses, etc.

**Water Table:** This area provides hands-on experiences to help children understand the concept of water. Through practice, children discover how and what happens when water moves, that water takes on the shape of its container, and experiment with volume, measurement, etc.

**Sand Table:** This area provides children with the opportunity to experiment with concepts such as mass, density, and weight. Children experiment with different sizes of buckets, funnels, balances, shovels, etc.



## Nutrition Education

Nutrition education is incorporated in the daily activities. Science and math skills are developed as children learn to prepare foods or snacks. For instance, staff and children may prepare banana bread or “ants on a log.”

## Outdoor Activities

The daily schedule includes going outdoors for large motor activities except during inclement weather. Your child should come to school properly dressed to participate in outdoor activities.

## Field Trips

Field trips are part of the educational program and should support the particular themes that children are learning in the classroom. Parents are encouraged to chaperone and accompany children on field trips. There may be an additional charge to cover transportation and admission costs.

## Assessment

Children’s learning is assessed using the Early Screening Inventory Revised (ESI-R) and monitored using the Creative Curriculum (cc.net) assessment. Children’s mastery of the developmental milestones and skills are observed and recorded by the teacher and the teacher assistant. The skills that are mastered in preschool are aligned with the Illinois State Goals for Learning and the goals of the Chicago Public Schools. This assessment provides the basis for determining children’s academic growth and development.



The classroom environment may be assessed through the use of the Early Childhood Environmental Rating Scale (ECERS), Early Literacy and Language Classroom Observation (ELLCO), or Classroom Assessment Scoring System (CLASS).

## **Napping**

A nap time of approximately one hour is provided each day. Your child may bring his favorite doll or stuffed animal that will help him/her to rest or take a nap. Children who do not nap will engage in “quiet” activities.

## **Change of Clothing**

Parents will be required to take their child’s bed linens home every Friday for laundering; however, they must be returned on the following Monday. In addition, an extra set of clean clothes must be kept at school for each child in case of toileting accidents.








## **Parent Advisory Committee (PAC)**

To be determined



## Full-day/Full School Year Program (10 hours)

The daily schedule provides a routine designed to meet the needs of the children. Classroom schedules may differ; however, all schedules provide for:

-  A balance between active and quiet activities
-  Individual, small, and large group activities
-  Outdoor play
-  A balance between child initiated and teacher directed activities
-  Children being read to individually, in small and large groups
-  Meals
-  Quiet time after lunch



## Tips for Parents

*Recent research by early childhood experts has determined that the critical years in a child's development begin immediately at birth. Based on the latest recommendations, parents can play a vital role to ensure that their children will succeed in school. As a parent, please take a few moments to:*

**Give** your child lots of hugs.

**Read** to your child every day.

**Treat** your child as if he/she is the most important person in the world.

**Talk** to your child even if you think he/she is too young to understand.

**Cuddle** your child as you read stories or look through picture books.

**Participate** and get involved in your child's activities and interests.

**Play** dress-up games, outdoor games, and simple games with your child.

**Sing** songs, listen to music, and play or make simple musical instruments.

**Trust** your instincts; make sure your child is well taken care of and is happy.

**Provide** stability and caring relationships in your child's environment.

**Limit** and monitor your child's television time.

