

FREQUENTLY ASKED QUESTIONS



**KIDS EXPRESS
LEARNING CENTER**

Q: WHAT CREDENTIALS DO YOUR TEACHERS HAVE, AND WHAT ARE YOUR STAFFING REQUIREMENTS?

A: Our teachers have Bachelor or Master's degrees in Elementary Education, Early Childhood Education or a degree closely related to children's growth and development. Degrees in Human Development and Child & Family Studies are common degrees applicants for teaching positions at KELC hold.

The State of Wisconsin and the National Association for the Education of Young Children have specific requirements for licensing of teachers and accreditation of group early learning centers like ours. KELC administrators follow guidelines from these organizations as we process applicants for positions. Background checks are filed prior to a candidate's first day of work with KELC's children, and a teaching license is required for Preschool level classrooms and above. However, early childhood related degrees work well for classrooms filled with younger children (Infant/Toddler; Nursery) where high quality care must be ensured along with lesson plans directed toward Wisconsin Model Early Learning Standards (WMELS).

Q: WHAT KIND OF CURRICULUM LOOK DOES KIDS EXPRESS OFFER?

A: KELC's rich and high-quality curriculum's base has always been based on Wisconsin Model Early Learning Standards (WMELS). In addition to working toward mastery of age appropriate standards listed within the WMELS guidebook, KELC teacher's lesson plans are guided by standards set by the Administrative Team.

Jane Goodall's book, Reason for Hope helped us establish plans to help children learn to respect Planet Earth and everything on it: People, Plants, Animals, etc. Our involvement in Goodall's Roots & Shoots international organization has led teachers on our campus to explore environmental issues with children. A focus on a variety of quality literature by award winning authors/illustrators has enriched our curriculum in all subject areas. Basic curriculum, guided daily by the age-based goals set by WMELS, is carried out in each of our 12 classrooms but is enriched by specialists in fields such as Gardening, Physical Education, Nature Studies/Science, Animal Studies, Bucky Beats (music), Spanish, Culinary school during the academic year. Summer school finds older children adding gymnastics, yoga, electronics, culinary, engineering and rock 'n roll band classes to the already rich curriculum plan.

Q: WHAT IS YOUR DISCIPLINARY POLICY?

A: KELC teachers receive professional training in Nurtured Heart and do their best to model good interpersonal interactions. Children learn social skills through discussions, activities, literature examples, and specific activities aimed at classroom management: sharing, taking turns, using socially acceptable manners, respect of all individuals, taking care of personal and school resources, respecting personal space, and conflict resolution would be examples of areas teachers work to instill in children. Redirection is a key ingredient in helping children refrain from conflict or resolve conflicts.

When a child experiences minor difficulties in learning to live in a social school environment, teachers work within their team to find ways of helping a child. If support is needed, teachers are able to consult with members of KELC's administrative staff to seek resources or to come up with novel ideas. Parents are included in discussions if the teachers and administrators deem it necessary; however, most disciplinary issues are handled within our classrooms.

Q: WHAT TYPE OF LEARNING ENVIRONMENTS DO YOU OFFER?

A: KELC is fortunate to be able to offer children of all ages a variety of physical environments for learning. The 10-acre campus KELC is blessed to have provides richness in both indoor and outdoor opportunities for children. Each classroom on the KELC campus was designed with young children's emotional, physical and intellectual growth and development in mind. First, classrooms are equipped with large windows so children can experience the world around them throughout the day. Rain, snow, sunshine, leaves sprouting or falling off trees, birds, wild turkeys or squirrels romping around the acres are visible as children move throughout their classrooms. Walls and woodwork are presented in gentle, natural tones so that children's learning materials, artwork and clothing make color statements without overwhelming the classroom space. Full spectrum lighting is present in each and every space of KELC's interior rooms.

KELC's well-appointed classrooms are kept in good order by staff members who are guided by a specific handbook stating expectations for orderliness and cleanliness. Nightly, professional cleaners make sure each room is hygienically safe and well kept. Professional supervisors check each room once cleaning has been completed to insure that classrooms are ready to go each morning of the school week.

Two gymnasiums and an open group area provide space for activities. PE classes, dance, yoga, art, world language and cooking classes work best in these specifically designed areas. Having access to these spaces provides variety for children and allows them to 'escape' the confines of a classroom during some periods of the day.



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Q: WHAT ARE YOUR SAFETY POLICIES?

A: First and foremost, KELC teachers are provided with orientation materials before they enter our classrooms. These orientation materials include reading a variety of handbooks developed by the State of Wisconsin and KELC. Safety standards and policies are clearly stated in these handbooks.

Once teachers complete orientation, licensing rules modeled by experienced teachers provide a second level of training to help KELC staff members keep children on our campus safe and healthy. Licensing sweeps, conducted by administrators and/or Lead Teachers help KELC's staff review safety rules. Disaster, fire and tornado drills are specific safety experiences designed to help teachers and children prepare for the unforeseen experiences that could occur. Specific attention is paid to children who have allergies of any kind. Restrictions of any type, noted by a child's parents, are recorded, reviewed and followed carefully.

All KELC employees are provided with classes in First Aid and CPR. Teachers follow specific and detailed job responsibilities related to accepting, storing and administering medicines to children. All injuries and the administration of medicines is recorded in a logbook and checked by an administrator according to Wisconsin Licensing rules.

All doors to KELC's buildings are locked around the clock. Anyone wishing to enter a KELC building must ring a bell and be admitted by a teacher or administrator. Parents or designated adults, recognized by staff members, are allowed to enter our buildings and pick up a child. If a person unfamiliar to our staff calls for a child, the person must have been identified as 'safe' by a note/call from the parent. At pick up time, that adult must provide our staff with a photo ID.

Outdoors areas and indoor buildings are maintained at a very high level of quality to provide for safe environments for all adults and children on our campus. Professional services are readily available and responsive to KELC's calls if any sort of building or equipment issue arises. Companies specializing in heating/cooling, plumbing, electrical, appliance, snow removal, etc. would be examples of these reliable resources KELC has established over the years.

Q: HOW DO YOU STRIVE TO MAKE EACH CHILD FEEL LOVED WHILE IN YOUR CARE?

A: Every child needs to experience physical and emotional reinforcement. A pat on the back, a gentle hug, a gently washed wound with a decorative Band-Aid, help in the bathroom as needed, face/hand washing assistance ... all these small 'touches' work together to let a child know their presence in a room counts. Words of well deserved acknowledgment of jobs 'well done' (for picking up toys, sharing, completing a project, hanging up a jacket, setting out lunch boxes) help honor a child's efforts at socialization. So, words and actions work together to play a role in helping a child feel comfortable and accepted.

KELC's teachers provide environments that count to young children. Having appealing and challenging activities planned for each period of the day let children know their teacher cares about their day at school. Being cognizant of children's interests while monitoring their ability to be successful in participating in activities is important in helping children develop the self-esteem needed to love themselves and hence have the security to show love to others.

The key to helping children feel loved and accepted is having warm, skilled, devoted teachers who care enough to prepare each day's activities with specific children in mind.



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