

**ArtCare** @ First United Methodist Church 600 North Bompert Avenue,  
Webster Groves, 63119, cell(636) 375-8861, office(314) 961-4133, email: [artcarefumc@gmail.com](mailto:artcarefumc@gmail.com)

## AFTER SCHOOL CARE APPLICATION FOR K-5<sup>th</sup>

Date \_\_\_\_\_

Student Name \_\_\_\_\_

Birth Date	Age	Male	Female
_____	_____	_____	_____

Address \_\_\_\_\_

City	State	Zip
_____	_____	_____

Home Phone #	Cell #
_____	_____

School	Grade	Teacher
_____	_____	_____

Mother/Guardian	Cell #	email
_____	_____	_____

Father/Guardian	Cell #	email
_____	_____	_____

### ***Emergency Contact (Other than Parent/Guardian--Required Information)***

Name	Relationship	Phone #
_____	_____	_____

Name	Relationship	Phone #
_____	_____	_____

### ***Other Person(s) you permit to pick up your child:***

Name	Relationship	Phone #
_____	_____	_____

Name	Relationship	Phone #
_____	_____	_____

### ***Medical Information***

Allergies	Current Medications
_____	_____

Special Conditions \_\_\_\_\_

Restrictions \_\_\_\_\_

***Parental Permission:*** I give my child permission to participate in ArtCare's activities, including walking from Avery Elementary to Margaret Park and to ArtCare @ the First United Methodist Church, three blocks away. I agree to notify ArtCare by phone when my child will be absent on scheduled days.

Parent/Guardian Signature *X* \_\_\_\_\_ Date \_\_\_\_\_

# ArtCare's PARENT PAY POLICY

4-5 days a week, 2:50pm-6:00pm	fee: \$70.00
3 days a week, 2:50pm-6:00pm	fee: \$60.00
2 days a week, 2:50pm-6:00pm	fee: \$40.00
1 day a week, 2:50pm-6:00pm	fee: \$20.00
Early dismissal, 11:45am-2:50pm	fee: \$20.00

1. In order to secure placement for your child, each student enrolling should provide a **\$50. Deposit and written details** outlining the days and times care is needed.

**2. Copies of application, Parent Pay Policy, and calendar will be given to you, upon director's confirmation of registration a.s.a.p.**

After confirmation, the schedule you requested will be held for you unless payment is not made or unless you cancel **by Friday one week in advance.**

**3. Payments need to be made by Friday one week in advance** of scheduled care, in order for proper scheduling of teachers. Payment may be made in cash, check, or money order turned in to the office, mailed, or given to Kandy Giles

**All checks must be made out to the First United Methodist Church.**

Your ArtCare aftercare balance must be current or the child cannot attend ArtCare.

4. Once a child is registered, tuition remains the same regardless of periodic illness or snow days, etc.

5. Note early dismissal days pick-up time is 11:45 and there is an additional \$20. Fee.

**6. There is a late fee for children who are not picked up by 6:00 pm.**

A \$10.00 fee will be charged for every 15 minutes you are late. Late fee has to be paid on arrival.

**7. All checks must be made out to the First United Methodist Church.**

There is a \$20.00 fee for any returned checks.

*Child's Name* \_\_\_\_\_

*Parent/Guardian Signature X* \_\_\_\_\_

*Date* \_\_\_\_\_

*ArtCare Director's Signature X* \_\_\_\_\_

*Date* \_\_\_\_\_

## **ArtCare @ the First United Methodist Church**

Kandy Giles, ArtCare Director

600 North Bompat Avenue  
 Webster Groves, MO, 63119-1904  
 cell **(636) 375-8861**  
 main office (314) 961-4133  
 email: **artcarefumc@gmail.com**

Motivated by a shortage of after school care availability and interests in community arts, a new after school care program has been developed with the support of *the First United Methodist Church of Webster Groves*. ArtCare's Director, Kandy Giles is an experienced art educator, a Webster University student working toward an Art Education degree and K-12 certification, a community member and most importantly, mother of Avery student Theodor Giles.

ArtCare's themes are based on creativity and expression. The highly regarded methods of Reggio Emilia educators inspire us in creating an environment that accommodates an atmosphere of playfulness and joy, by focusing on student directed and student centered projects of expression, which support any interests.

**After school care will be offered every day Avery Elementary School is in session and on early release days.** We are considering offering care during Spring Break, but we will need input from parents to determine if we can get sufficient enrollment for that time period.

ArtCare is located just three blocks from Avery Elementary. Two ArtCare co-teachers will pick up 8-12 students in front of Avery every day after school. On weather permitting days, the ArtCare group will walk one block to Margaret Park. A combination of free play and organized games will be supervised for approximately 45 minutes. Next the entire ArtCare Group with two co-teachers will walk to ArtCare at the First United Methodist Church, three blocks down Bompat.

After bathroom breaks and hand washing, a snack will be provided to the group. Students are encouraged to bring their own healthy snacks for this time, but sharing of food will not be possible.

Emergent program areas include, but are not limited to:

**Visual Art Expression & Instruction:** Painting, drawing, collage, sculpture, ceramics, recycled material construct, puppet making, etc. Expression will be reinforced

by constant exhibit and conversations about what is discovered and learned. Tempera paint, watercolors, brushes, clay, paper, recyclables, markers, pencils, glue, scissors, etc. will be available at all times.

**Performing Arts Expression & Instruction:** Dance, theatre, music, singing, puppet plays, and improv. skits, etc. will be facilitated as often as possible.

**Lego/Robotics Club:** Building Lego machines from Lego bricks and objects combined with the NXT computer “Brick.” A new annual competition has awakened new interest in this area for 9 year olds and up. Elementary schools have been developing new clubs in this area recently. The children are the experts here. They just need the materials to start with and some supervision to help in their planning to accelerate their goals. We are especially looking for some parent involvement in this area. Once we find core members, **there may be an additional technology fee.**

**Design & Media, Ethics in Media:** Graphics, design, analyze pop culture imagery, communications and current events, truth in advertising and public service campaigns.

**Continuous Exhibition** with response gathering and monthly ArtCare Shows.

Children feel empowered when they express themselves to their public. They want to be in charge of what and how they exhibit. Parents, teachers and students will be encouraged to write comments and discuss continued displays, which helps communication to blossom. Organized or freeform performances, art exhibits, poetry readings, or just discovery times shared in the child’s creative environment is rewarding for everyone involved.

Other programs being developed:

**Yoga for children**

**Dealing with Bullies & Conflict Resolution**

**Socializing beyond the Clique**

**Batik & Fabric Painting**

**Story Murals**

**Note:** Please feel free to communicate at any time. We welcome healthy interactions within the community and want input toward this program. Although we want to respect the creative workspace, we expect parents to feel welcome to join us in the ArtCare studio often to view and comment on the exhibited work, sit and read a book or assist in set up. Our paid teachers are all Safe Sanctuary, CPR certified, and Federal Work/Study teacher certification degree students at Webster University.

## Reggio Emilia Approach

Taken from: GiGi Schroder Yu, *Teaching Artist Journal* 6(2), 126-134, 2008

The educational philosophy and practices of the Reggio Approach have served as an inspiration to many programs around the world for modeling how to include the voice of the child in our educational practices.

They have also inspired our thoughts on how learning occurs in collaboration with others. The Reggio Emilia approach sees the family, the child, the teacher, and the artist as all being integral parts of learning. The element of documentation in Reggio Emilia creates a dialogue between these groups. The children and the adults are seen as equal participants in learning, with each having an equal voice.

Documentation occurs through photographs, transcribed conversations, the graphic arts, and video recordings. Documentation also provides an inside view of the interests, needs, and experiences of children. Schools provide inspiring examples of the importance of displaying children's work using both the content and aesthetic aspects of the display. Documentation typically includes samples of a child's work at several different stages of completion; photographs showing work in progress; comments written by the teacher or other adults working with the child; transcriptions of the child's discussions, comments, and explanations of intentions about the activity; and comments made by parents.

These convey to the children that their efforts, intentions, and ideas are taken seriously. These displays are not created to serve primarily as decoration or ways of showing off the work. Rather, taking children's work seriously in this way encourages them to approach their work responsibly and reinforces the idea that their work is considered important.

### Environment as the Third Teacher

The organization of the physical environment is crucial to the Reggio Emilia approach. The environment is designed to inform and engage children and those that visit. The aesthetic display of documentation is an important element within the school environment. The documents reveal how the children planned, carried out, and completed the displayed work. Some panels remain up for a considerable length of time, whereas others change as projects and studies change to reflect the ongoing learning. Panels are displayed at eye level for both children and adults. Emergent **Curriculum**

Reggio classrooms follow an emergent (continuously developing) curriculum and documentation plays a crucial role in the planning of future activities. The children undertake complex individual or small-group collaborative tasks over a period of several days or weeks. Intense reflections about conversations with children, children's work, observations, videos, or pictures help teachers to think about what directions to pursue with the activities. Children often compare and analyze photographs, drawings, and previous conversations to determine the direction of their projects. Teachers use documentation to guide them during daily and weekly teacher meetings. Close working relationships exist between teachers; they rely on each other's input and guidance during ongoing studies. Documentation creates a platform from which to develop open discussions among teachers and, as an added benefit, affords parents a look at not only the products of a project but the ongoing learning processes that occurred.