



## Application for Enrollment 2009-2010 School Year

A non-refundable fee of \$40 must accompany this application (new families only). See below for due dates. Application fees can be waived on a case-by-case basis due to financial hardship.

Once a place has been confirmed for your child, a non-refundable tuition deposit equivalent to 20% of your child's annual tuition will be due to guarantee placement in the classroom – see below. Please contact us for further details or for a copy of our admissions policy.

	Application Fee	Application Due	If admitted, Contract + 20% Deposit Due
New Family	\$40.00	Monday, March 2, 2009	Monday, April 6, 2009
Returning Family	Waived	Monday, February 2, 2009	Monday, March 16, 2009

**Child's Full Name:** \_\_\_\_\_

**Child prefers to be called:** \_\_\_\_\_ **Date of Birth:** \_\_\_\_\_

**Sex:**  Male  Female **Child's Primary Language:** \_\_\_\_\_

**Name(s) of Parent(s):** \_\_\_\_\_

**Home Address:** \_\_\_\_\_ **Zip Code:** \_\_\_\_\_

**Home Telephone Number:** \_\_\_\_\_ **E-mail Address:** \_\_\_\_\_

**Program applied for:**

If your child:	Turns 3 between 9/2/09 and 1/1/10	Turns 3 by 9/1/09 (Please rank the following options in order of preference)	Turns 4 by 9/1/09 (Please rank the following options in order of preference)
You may apply for:	___ Young 3's T/Th, 9 – 11:30 a.m.	___ Nursery 8:30 M/W/F, 8:30 – 11 a.m.  ___ Nursery 9:00 M/W/F, 9 – 11:30 a.m.  ___ Mixed Age* T/W/Th, 1 – 3:30 p.m.	___ Pre-K M/T/W/Th, 12:30 – 3:30 p.m.  ___ Mixed Age* T/W/Th, 1 – 3:30 p.m.

\*Optional Monday class available for Mixed Age students at an extra charge.

- OVER -

**Did you attend an open house and/or an admissions coffee?**

**Admissions coffee attendance is required for admission.**

- Open House, please specify date: \_\_\_\_\_
- Admissions Coffee, please specify date: \_\_\_\_\_

**How did you hear about Families Together Cooperative Nursery School?**

Please be as specific as possible.

- Friend
- Sign out front
- NPN Preschool Fair/Book
- Together Playgroup
- Flier
- Website
- Other, please specify: \_\_\_\_\_

**Optional Ethnic Information** (for statistical purposes only). With which group(s) do you identify?

- African American
- Native American
- Asian American
- Hispanic/Latino(a)
- Multiracial
- European American/Caucasian
- Middle Eastern
- Other, please specify: \_\_\_\_\_

*If my child is accepted to FTCNS, I understand that:*

- *I am expected to assist in my child's classroom on a regularly scheduled basis.*
- *I will not bring children other than the one(s) enrolled so that I may devote my whole attention to this task.*
- *My child will need to be up to date with all immunizations in accordance with the immunization schedule from the Illinois Department of Public Health in order to enter FTCNS. I understand that I may provide a letter requesting religious exemption from all immunizations and that this waiver may not be used to selectively eliminate vaccines.*
- *It is solely my responsibility to request financial aid information from the school treasurer.*
- *The application fee and deposit are non-refundable.*

**Signature of Parent:** \_\_\_\_\_ **Date:** \_\_\_\_\_

***For school use only:***

Date application received: \_\_\_\_\_ Check #/CASH: \_\_\_\_\_

Date accepted: \_\_\_\_\_ Date put on wait list: \_\_\_\_\_

Date enrolled: \_\_\_\_\_ First day attended: \_\_\_\_\_



## A Peek Inside Our Classrooms

<p><u><i>Welcome Center</i></u> Each child has a cubby labeled with his/her name and picture and this is a place for his/her things. Families can sign in/out their child here and also see a written description of what was done in class that day.</p>	<p><u><i>Art/Creative Center</i></u> A table with chairs and a shelf stocked with art supplies and materials as well as an easel for painting. In this center children will be participating in open-ended creative activities such as painting, making collages, making sculptures, and drawing.</p>	<p><u><i>Language Arts Centers</i></u> Two distinct centers: 1.) A table with chairs and a shelf stocked with materials to encourage writing/drawing and a beginning understanding of literacy and 2.) A carpeted floor center with a shelf full of books along with big pillows, puppets and a felt board for story telling.</p>
<p><u><i>Science/Sensory Center</i></u> A table with chairs and a shelf stocked with materials to encourage children to use their natural curiosity to explore the world around them. There is also a sensory table that is filled with things such as water, sand, dirt, rice, or any other material that allows for digging, scooping, pouring and using their sense of touch.</p>	<p><u><i>Math/Manipulative Center</i></u> A table with chairs and shelf stocked with games, puzzles, construction sets, and other materials to encourage children to use their small motor skills as well as a beginning understanding of math concepts such as sorting, matching, patterning, and counting.</p>	<p><u><i>Block Center</i></u> A carpeted floor center along with a shelf filled with wooden unit blocks, pretend people, animals, cars and other building sets to encourage creative building and imaginative play.</p>
<p><u><i>Dramatic Play Center</i></u> An open center that is used for pretending and role-playing a variety of things such as house, doctor's office, restaurant, grocery store and many other familiar themes. There are props and dress-up clothes always available.</p>	<p><u><i>Gross Motor Center</i></u> A large carpeted center with a shelf stocked with games and materials to encourage the use of large motor skills.</p>	<p><u><i>Snack Center</i></u> A large table and chairs for children to go have a snack during play time at their convenience.</p>

## A Typical Day

- Group/Circle Time (15-30 minutes) – children, teachers, and assisting parents sit together and do a variety of things, depending on the day, such as singing songs, reading a story, having a discussion, playing a game, doing science experiment, writing story together or acting out a story.
- Center Time (60-70 minutes) – children play in the classroom at any or all of the classroom centers depending on their interest in the activities available. The move about the classroom freely, playing alone or in small groups.
- Clean-Up Time (5-10 minutes) – children are expected to help clean up the classroom, getting toys put away, trash thrown away, and chairs pushed in which encourages responsibility and respect of their classroom.
- Group/Circle Time (10-20 minutes) – another time for everyone to sit together and do an activity as a group.
- Playground/Gym Time (30 minutes) – everyone either goes to the park or gym to play freely with equipment.

## **Enrollment Requirements for Students & Assisting Parents**

Some of the enrollment paperwork required includes the following:



### **Students**

#### Child Health Exam – good for one school year

Includes a TB test or a note from the pediatrician that a TB test is not indicated, and results from a lead assessment blood test.

Children must be fully immunized with age-appropriate immunizations according to the guidelines set forth by the Illinois Department of Public Health including the Chicken Pox vaccine, or provide a letter requesting religious exemption from all immunizations. This waiver may not be used to selectively eliminate vaccines. Your child must be completely up-to-date with immunizations or have none at all and use the waiver.

Exams for new FTCNS students must be given within 6 months of the first day of school.

### **Assisting Parents**

#### Adult Medical Exam – good for two school years

Includes a TB test and adults born after 1957 must show proof of immunity for Measles/Mumps/Rubella.

#### DCFS Fingerprinting/Background Check

#### Copy of high school or college diploma

#### (3) letters of reference

FTCNS will provide all necessary forms. Please call our Business Manager, Kate Brenner, if you have any questions regarding these requirements.



Families Together  
Cooperative Nursery School

## **FTCNS Committees**

**Administrative** – coordinates and assists at admission events, sends out mailings, updates class lists, alumni lists, and sibling lists, maintains internal school community board, makes copies and keeps license and accreditation up-to-date.

**Communications** – maintains website, creates, prints and distributes marketing materials and publishes a school-wide newsletter.

**Family Support** – coordinates activities to support families such as kindergarten night, and parent education events. Sets up refreshments for all mandatory parent meetings. They also organize meal trains for families with new babies.

**Finance** – manages the budget and the school's finances. Presents monthly budget updates at each board meeting.

**Fundraising** – plans and coordinates the school's annual fundraising. This includes an online auction and Gala event with silent and live auctions.

**Grant Writing** – researches and applies for grant opportunities to support the school's budget including scholarships, capital improvements and professional development.

**Human Resources** – oversees employee-related business such as interviewing and hiring, updating the employee handbook, teacher contracts and performance evaluations.

**Property Services** – organizes school cleanings, assists in improvements, repairs or replacement of furniture and equipment, and oversees the school's recycling system. This committee also includes the Set up and Toy cleaning sub committees, which prepare the classrooms on Sunday nights for the coming week.

**Social** – the social committee strives to build friendship and community within the school. The committee organizes school-wide social events including a fall festival, family picnic and family field trips.

**Teacher Support** – assists teaching staff with purchasing supplies, checking out library books, and arranging field trips and guest speakers. Oversees the monthly book order program.



Families Together  
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1500 West Elmdale Ave  
Chicago, Illinois 60660

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www.ftcns.org

## **Will My Child Be Ready to Succeed?**

### **How Does a Play-Based Program Help Prepare My Child for School?**

Establishing a play-based classroom environment doesn't mean that the teachers don't value literacy and other academic skills, or that you won't see these skills supported in a play-based environment. It does mean that when you observe a play-based preschool program, you may have to adjust your expectations about how the children are learning. In a play-based preschool program, you may have to adjust your expectations about how the children are learning. In a play-based program such as ours, you are unlikely to see teachers giving rote instruction on concepts such as letters, numbers, shapes, or colors. Instead, you are likely to observe these subject matters integrated into the daily activities and routines in the classroom, reflecting the Co-op's philosophy that children learn best through concrete and relevant experiences.

For example, your children experiment with science and math concepts in the block area, at the water and sand table, and in the art area. Throughout their activities in these areas of the classroom, students are exploring ideas of color, mass and volume, weight and size. Children are supported in these endeavors by having adults present who are willing to sit down with them as they play, listen to their ideas, and have conversations with them that extend their comprehension of how the world works.

Teachers in our program encourage a child's emerging curiosity about reading and writing by setting aside a special space in the classroom, stocked with a wide array of writing materials to explore and use creatively. We promote a child's early literacy by ensure that adults are available to sit with the children working at the writing area to encourage their interests and experimentation. The staff works continually to infuse the entire classroom environment with print, thereby demonstrating to the children meaningful ways of using writing – calendars, schedules of daily activities, job charts, birthday boards and more.

It is also important to remember that school readiness skills are not merely a matter of being able to read and write. Parents should keep in mind that it is equally important (perhaps even more so) that children have positive social experiences that help them learn what it is like to be a member of a group and learn about the structures and routines of school experiences. Critical thinking skills – such as articulating and exchanging ideas, listening to other points of view, reconciling differing opinions, inventing novel ways of solving problems – these are the skills that involve complex, higher-order cognitive functioning and are essential for children to develop as they grow and learn. Such skills emerge naturally in preschool children through play, especially when they are given the time and space to experiment and explore, to encounter problems and solve them, with the support of sensitive adults.



CENTER FOR COOPERATIVES  
TELEPHONE (530) 752-2408  
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ONE SHIELDS AVENUE  
DAVIS, CALIFORNIA 95616-8512

## Best Kept Secret: Cooperative Preschool Programs

E. Kim Coontz

With today's lean economic conditions and concern about families one would think that the rich history of proven effectiveness of preschool cooperatives would make them a 'hot topic. Instead they are probably one of today's best kept secrets.

The first cooperative nursery school in the United States was started in 1916 by a group of twelve faculty wives at the University of Chicago. These women were responding to a new concern for the early pre-school years as valuable foundations for social and educational success. The works of Friedrich Froebel and Johann Heinrich Pestalozzi had forged the way for widespread acceptance of the importance of kindergarten. Sisters, Margaret and Rachel McMillan in England and Maria Montessori in Italy were calling attention to the importance of the preschool years. Beyond securing a preschool education program for their children, the women at the University of Chicago wanted parent education for themselves and child-free time to participate in volunteer Red Cross work.

Five other parent cooperatives were established in various states during the 1920's. In California, the development of cooperatives was rapid. In 1927, Katharine Whiteside Taylor founded the Children's Community in Berkeley, California. Dr. Taylor is now widely recognized as the inspiration of the parent participation nursery school movement. Her concerns for the education of young children and parent involvement also included concern for families. Taylor and others worried about the degeneration of extended family networks. Nuclear families and women in particular, were increasingly isolated from associations and ties with other families. Cooperative preschools provided an opportunity for women and children to form family-like relationships with one another in a setting of reciprocal learning.

The idea took hold. As the movement grew, support organizations were formed to facilitate communication among parent cooperatives. Councils were formed at the city, state and regional levels. In 1948 California established the first statewide parent cooperative council. The cooperative approach also spread outside the U.S., with extensive memberships in Canada and New Zealand as well as numbers in Great Britain, France and other European countries. In 1960, Dr. Taylor founded the American Council of Cooperative Preschools; the name was later changed to Parent Cooperative Preschools International. The success of cooperatives influenced social policy. In fact, Head Start is a legacy of the cooperative preschool movement.

Today cooperatives are changing and shifting with their membership. Taylor recognized the need for changes in the 1981 edition of her classic book: *Parents and Children Learn Together*. She discusses strategies like allowing participation substitutes and offering

extended day programs to accommodate employed and single parents. She discusses the importance of the participation of fathers. Consistent with her earlier books (and perhaps with more passion) she discusses the invaluable contribution cooperatives provide families in offering "a family of families" to members. The benefits of support, community and sharing have positive influences for children and adults alike.

Cooperatives continue to survive. Parent Cooperative Preschools International boasts a membership of 10,000 families. In California, some 320 cooperatives provide care and enrichment programs for over 16,000 children. Recent research has confirmed that parent cooperative programs provide high quality care at reasonable rates. With knowledge like this you would think that cooperatives would be viewed as the vanguard of child care.

Unfortunately, parent cooperatives receive very little attention in public policy decisions, in child development literature and current periodicals. Several literature and periodical searches completed by this author reveal that there is only a handful of (dated) books available at leading university libraries. In the University of California and State libraries some of these works are available only at one or two institutions. There is a dearth of periodicals that publish articles about cooperatives. In an age where articles promoting "parent involvement" are in abundance, discussion of parent cooperatives is rare.

Clearly, cooperators need to "get the word out" and eliminate this best kept secret. The academic community also needs to take notice. They need to consult their history books and take a good look around them to notice contemporary cooperatives and their 'not so invisible' success stories.

## Looking for an Exceptional Preschool?

### About Us

Families Together Cooperative Nursery School creates an outstanding first school experience that fosters self-confidence, encourages respect for others, and instills enthusiasm for lifelong learning.



#### YOUNG 3'S

Children who turn 3 between 9/2/09 & 1/1/10

#### NURSERY

Children who turn 3 by 9/1/09

#### PRE-K

Children who turn 4 by 9/1/09

#### MIXED AGE

Children who turn 3 or 4 by 9/1/09



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## Visit & See

### ADMISSIONS COFFEES

Experience the Families Together classroom atmosphere firsthand at an Admissions Coffee. Visit us on the following Fridays at 9:30 AM.

Nov. 14, 2008	Feb. 6, 2009	Mar. 13, 2009
Jan. 16, 2009	Feb. 13, 2009	Apr. 17, 2009
Jan. 23, 2009	Mar. 6, 2009	May 8, 2009

Space for these visits is limited. Please reserve your date today by calling us at 773-381-5200 or via email at admissions@ftcns.org. Given Admissions Coffees occur while class is in session, we request that children not attend.

### OPEN HOUSES

Bring your family and get to know us at a Families Together Open House. Visit us on the following Saturdays between 10 AM - Noon.

Jan. 31, 2009	Feb. 21, 2009
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### Annual Tuition 2008-2009

Families Together is committed to being financially accessible to everyone. Annual tuition is based upon a sliding scale relative to a family's level of income. Limited financial aid is available.

Adjusted Gross Income	Young 3's 2 Days/Week	Nursery & Mixed Age 3 Days /Week	Pre-K 4 Days/Week
Less than \$30,000	\$1,868	\$2,072	\$3,170
\$31,000 to \$60,000	\$2,030	\$2,256	\$3,469
\$61,000 to \$90,000	\$2,277	\$2,529	\$3,905
\$91,000 to \$120,000	\$2,440	\$2,713	\$4,193
\$120,000 and above	\$2,844	\$2,986	\$4,634

Applicants for the 2009-10 school year should anticipate a reasonable increase in tuition.

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