



**Riverside**  
Performing Arts

**2022-2023**

# **PRESCHOOL PARENT HANDBOOK**

Dear Families,

Welcome to Riverside Performing Arts' Performing Arts Preschool. We are very excited to begin another amazing school year with your family. We believe our approach to teaching academics using the performing arts is unique and a wonderful way for children to learn. Preparing for kindergarten while dancing, singing, playing music and using our imaginations will keep the children engaged while learning very important concepts. We have a wonderful school year ahead of us and we can't wait to begin teaching your child in our performing arts preschool! If at any time you have any questions, please call, email or set up an appointment with your teachers. We will invite you to the private preschool Facebook page once you have like the Riverside Performing Arts page.

Sincerely,

Annie Warf  
Owner / Artistic Director  
Riverside Performing Arts

Scott Craig  
Owner / Executive Director  
Riverside Performing Arts

# Curriculum

*"Life presents us with a rich, sophisticated and complex tapestry of learning. Remember that children explore and learn holistically, without dividing that learning into categories. Take every opportunity to introduce your child to as many experiences as possible and trust that profound learning is taking place and that learning can be fun."*

-Martina Whelshula, Ph.D., Member of the Colville Tribe

Children will be immersed in the performing arts as well as learning the foundations of pre-reading, science, math, writing, social-emotional, communication and visual art. Each day your child will have lessons in dance, music and drama combined with their academics to create a truly unique and enriching learning environment.

We believe children learn best when their bodies and minds are both active. Whether it's dancing the alphabet dance, singing songs about insects and animals or counting using instruments, your child will have a wonderful and fun start to their schooling. We base instruction on Vygotsky's Zone of Proximal Development; basing each child's instruction on what they can accomplish independently and with guidance and encouragement from the teacher.

- Social-emotional
  - Self Esteem
    - Control emotional behavior
    - Takes pride in self
  - Relationships
    - Interaction with peers
    - Cooperate with adults
  - Self Management
    - Button shirt
    - Tie or Velcro shoes
    - Bathroom skills
    - Take turns
    - Talk about ways to solve a problem
  - Safety
    - Scissors
    - Wash hands
    - Follow safety rules
  - Problem Solving
- Communication
  - Listening
  - Speaking
  - Follow directions – 2 and 3 step directions
  - Ask questions
  - Appropriate polite behavior
  - Retelling
  - Talk in sentences
  - Participate in group discussions
  - Take turns, raise hands in group
  - Develop broader vocabulary

- Basic grammar
- Math
  - Rote count
  - Write numbers
  - Connect number to quantity
  - Compare numbers – more, less and equal
  - Operations – addition, subtraction
  - Sort by size, color and shape
  - Pattern
  - Shapes
  - Spatial
- Reading
  - Same and different
  - Print carries meaning
  - Concepts of print
    - Front, back
    - Left, right
    - Return sweep
    - Title and author
  - Alphabet – upper and lower case
  - Letter sound association
  - Rhymes
  - Phonics
  - Match pictures to print
  - High frequency words
    - is, the, I, see, you, can, look, at, here, one, a, little, help, me, find, big, and, go, we, to, in, my, up, jump, come, down, play, said, like
  - Fluency
  - Comprehension – retell
- Writing
  - Scribble
  - Trace
  - Copy
  - Write own name
  - Approximate phonetic spelling
  - Space between words
  - Use punctuation
  - Spell high frequency words
- Science
  - Predict
  - Observe
  - Investigate
  - Experiment
  - Cause and effect
  - Physical Science
  - Life Science

- Social Studies
  - Self
  - Different cultures
  - Different families
  - Community helpers
  
- Conceptual Dance (Creative Movement)
  - Brain Dance Patterns – Breath, tactile, core-distal, head-tail, upper-lower, body side, cross lateral, vestibular *\*see more about the brain dance on the last page*
  - Staying in a line
  - Slow/fast
  - High/Middle/Low
  - Big/Little
  - Close/far
  - Forward/Backward/Sideways
  - General space/Self space
  - Soft/sharp
  - Heavy/light
  - Pathways – straight, zig zag, curvy, circular
  - Off balance/On balance
  - Gross motor skills – jump, gallop, kick, skip, bend, twist, stretch, march, melt, swing, slide, roll
  
- Pre-Ballet
  - Une Ballerina/Un Danseur
  - Parallel feet/Turned out legs
  - 5 positions of feet and arms
  - Placement & Directions
    - Devant – in front
    - Derrière – behind
    - À la Seconde – to the second position or side
    - En Avant – travel forwards
    - En Arrière – travel backwards
    - De Coté – travel sideways
  - Plié – to bend
  - Tendu – to stretch (pointed foot with straight leg)
  - Chassé – to chase (gallop)
  - Battement – beating (big kicks)
  - Jeté – throwing step (leaping from one foot to the other)
  - Sautéé – jump (a jump on both feet)
  - Échappé – to escape (a jump from first position to second position)
  - Relevé – to rise (balance on balls of feet)
  - Retiré – withdrawn (a balance on one leg with the toe touching the standing knee)
  - Arabesque – named from a Moorish ornament (a balance on one leg with the other leg stretched straight behind the dancer)
  - Piqué – pricked (to step directly onto the ball of the foot)
  - Fondue – sinking or melting (bend one leg)
  - Chaînés – chain or link (series of turns in a straight line or circle)
  - Spotting – looking at an object while turning

- Rond de Jambe – round of the leg (drawing a half circle with a pointed foot around standing leg)
- Pas de Chat – step of the cat (a sideways jump where the feet go up to retiré)
- Pirouette – to spin (turn on one leg)
- Tap
  - Dig – tap the edge of the heel on the floor
  - Toe walks – walking on the balls of the feet making a sound for each step
  - Toe tap – keeping heel on floor and tap the toe
  - Heel toe walk – articulating from heel to toe drop
  - Toe heel walk – articulating from toe to heel drop
  - Front brush – striking the toe tap forward
  - Spank or back brush – striking the toe tap backward
  - Shuffle – front brush and then a spank or back brush
  - Shuffle stomp – shuffle then stomp the foot
  - Paradiddle – dig, spank, toe, heel drop
  - Irish – Shuffle, hop on one leg, stomp shuffling foot
  - 4-sounded cramproll – toe, toe, heel drop, heel drop
  - Flaps – front brush, step (travels forward)
  - 5-sounded cramproll – front brush, then add a 4-sounded cramproll
  - 6-sounded cramproll – shuffle, then add a 4-sounded cramproll
  - Flap heel – flap then a heel drop
  - Ball change – rocking step from the ball of the foot to a flat foot
- Music
  - Tempo – fast (allegro), medium or walking pace (andante) slow (adagio)
  - Pitch – high sounds/low sounds
  - Crescendo – getting louder
  - Decrescendo – getting softer
  - Forte – to play music loudly or strongly
  - Piano – to play music quietly or softly
  - Octave – all of the notes (A,B,C,D,E,F,G)
  - Note Values – whole note, dotted half note, half note, quarter note
  - Rhythm
  - Singing and Rhymes
  - Improvisation – creating music and songs
- Dramatic Play
  - Action stories – telling stories as the children act out the story
  - Creating worlds and spaces with simple props and costumes
  - Guess Who I am – act out an animal, insect, person
  - Pretend/Social play – dramatic play without instruction
  - Mirror – copy teacher’s or another student’s movement
  - Not Anymore – taking a simple prop and creating new uses for it
  - Museum – moving when the “guard” isn’t looking, becoming a statue when the “guard” is looking
  - Quiet Story – acting out an activity without talking while others guess
  - Parts of a stage
    - Center stage
    - Center stage right
    - Center stage left

- Downstage (closest to the audience)
- Downstage center
- Downstage right
- Downstage left
- Upstage (furthest from the audience)
- Upstage center
- Upstage right
- Upstage left
- Stage left
- Stage right
- Back stage
- Wings
- Audience
- Visual Art (fine motor skills)
  - Painting
  - Drawing
  - Coloring
  - Gluing
  - Cutting
  - Collage
  - Clay
  - Puzzles

**Important Dates** (Schedule subject to change. *PLEASE CHECK THE ONLINE CALENDAR FOR UPDATES.*)

August 17th	Preschool Orientation <b>6:00pm</b>
September 12th	First day of 3-day preschool
September 12th	First day of 5-day Preschool
September 13th	First day of 2-day Preschool
October 22nd	Opt out form for June Recital due
October 24-28th	Costume/Production fees due for June Recital
November 11th	Veterans Day - <b>NO SCHOOL</b>
November 21-25th	Thanksgiving Break - <b>NO SCHOOL</b>
December 17th	Free Community Christmas Party <b>1:00-4:00pm</b>
December 19-30th	Winter Break - <b>NO SCHOOL</b>
January 16th	Martin Luther King Day - <b>NO SCHOOL</b>

February 4-5th	<b>Informance</b> - Blackbox Theatre at RPA
February 6th	Semester Break - <b>NO SCHOOL</b>
February 7-10th	Parent Teacher Conferences - <b>NO SCHOOL</b>
February 20th	Presidents' Day - <b>NO SCHOOL</b>
February 20th	Preschool registration open for currently enrolled students
April 3-7th	Spring Break - <b>NO SCHOOL</b>
June 5th	Tickets go on sale for June Recital
May 29th	Memorial Day - <b>NO SCHOOL</b>
June 14th	Last day of school for 3-day Preschool
June 15th	Last day of school for 5-day Preschool
June 15th	Last day of school for 2-day Preschool
June 16th	<b>PRESCHOOL GRADUATION - 11:00am Riverside Performing Arts</b>
June 20th ( <i>TENTATIVE</i> )	<b>REHEARSAL</b> for June Recital
June 24th ( <i>TENTATIVE</i> )	<b>PERFORMANCE</b> for June Recital

## **Education At Home**

Seeing as Riverside Performing Arts Preschool is not a full time school, we expect families to continue their child's preschool education at home. It is crucial to your child's progress that they work on their academics at home in order to be prepared for kindergarten. If you need assistance with what activities and lesson plans are suitable for your child, your child's preschool teacher will be happy to provide you with the resources you need.

## **Drop Off**

All students must be dropped off at their assigned door. Families must remain outside. This is to not distract students and allow them to gain independence.

## **Emergency Contacts and Picks Ups**

Only those listed as "contacts" or "emergency contacts" in your online account (parent portal) may pick up your child. If there is an emergency and you need someone other than your contacts or emergency contacts picking up your child, you must let the teachers or office staff know. You must give the person's full name, birth date and phone number. Upon their arrival, they must show ID and everything must match the information given. If someone other than those listed in your account comes to pick up your child and the teachers are not informed ahead of time, your child will not be allowed to leave and the late pick up fee will apply.

## **Communication between teachers and parents**

A great deal of the teachers' communication regarding closures, important dates, etc. will be done via email. It is very important that you check your email or the online calendar to keep up to date. All emails sent from the school will be saved in your account that you can access at any time. If there is an emergency, please send a message to Riverside Performing Arts' Facebook page. Teachers and staff will not respond to personal messages on social media.

## **Parent Portal**

When registering for any class or preschool at Riverside Performing Arts, you will have access to your parent portal. Once you're logged in, you can view a year's worth of emails from RPA, send messages to the school, register for other classes, and check on student attendance.

## **RPA App**

To receive important notifications on your phone, check the preschool calendar, check emails from teachers, and register for classes, please download the app by scanning the QR code.



## **What Your Child Should Bring to School**

Each day children should bring a SMALL snack, a water bottle, comfortable clothing they can dance in, and ballet or jazz shoes. No jeans or long skirts. *Please provide an extra set of clothing in a **GALLON** size resealable bag with your child's name on it that stays at the school in case of bathroom accidents.*

## **Bathroom Policy**

Students must be potty trained before the first day of school and able to use the bathroom independently.

## **Snack Time**

Students need to bring a SMALL snack\* and leak proof water bottle, they can easily open, to school every day. Please no sugary snacks such as cookies, candy, juice, soda, cake, etc. We closely monitor snack time to ensure that students are not sharing or eating another student's snack. Please go over the no sharing rule at home to keep all children safe. *Birthdays: If you would like to bring treats, please bring them after school. **\*NO PEANUTS or NUTS.***

## **Outdoor/Indoor Play**



RPA has a small playground only accessible through a locked gate on the south side of the school. It is not open to the public and is well maintained and secure with a fire safety gate. During days that do not allow for outdoor play, we will have indoor play with age appropriate toys.

## **Discipline**

We are firm believers in positive reinforcement and redirection. If a child is displaying inappropriate or disruptive behavior, they will be told their behavior is not allowed and will need to make a choice to change the behavior or take a break. If disruptive behavior continues, we will talk to a parent to create a positive and effective plan.

## **Show and Tell**

Show and tell begins in October and is the first Monday or Tuesday of every month. If the first Monday or Tuesday falls on a closure, Show and Tell will be held on the next Monday or Tuesday. Please do not bring breakable items or animals for show and tell.

## **Performances**

Preschoolers have the opportunity to perform three times per year. Parents may choose to have their child perform in any show. The purchase of one costume, tickets and a production fee are required in order to perform, with the exception of “Children’s Fest” and our mid-year “Informance.” Volunteer opportunities for these shows are available and a sign up will be sent via email once we’re closer to the shows.

Regardless of whether or not your child performs in our shows, they will learn a piece of choreography or song. Performances will be in February, March and June. Costume fee for the June Recital is \$60.

Production fee for the June Recital is \$40 (photography and videography). Tickets for the June show are \$20. When volunteering for any of the three June Recitals, you’ll receive 2+ free tickets. See IMPORTANT DATES.

## **Tuition**

For those of you who are paying per month, tuition will automatically be charged to your debit/credit card on file the 1st of every month. Monthly tuition is the same regardless of the number of weeks in the month. Please be sure that your child is able to be in school for the entire year when paying for the school year upfront. Once tuition has been paid, refunds and/or credits are not given for any reason. If you decide that your child will no longer be attending preschool, a drop form is due by the last day of the previous month. If a drop form is not submitted by the last day of the month, your credit/debit card on file will be charged for the next month’s tuition. There are no exceptions. In order to register for the next school year, last month’s tuition and the registration fee are required to hold your child’s spot. Both are non-refundable. If your child misses school due to illness, schedule conflicts or unwillingness to participate, refunds and credits will not be given. *\*Ending time is 12:00pm. Children must be picked up by 12:05pm without incurring a “late pick up fee” of \$1 per minute.*

## **Closures/Inclement Weather**

Riverside Performing Arts Preschool **DOES NOT** follow the Vancouver School District when it comes to inclement weather or emergency closures. If Vancouver schools are closed or have a 2-hour late start due to inclement weather, RPA will assess the roads and let you know via Facebook, the RPA app, and email if we are closed.

All pre-scheduled closures can be found on RPA’s online preschool calendar at <https://riversidepa.com/about-preschool> and in the Important Dates section of this handbook.

## **Absences/Illnesses**

Please let us know as soon as possible if your child will be missing school by sending us an email, a Facebook message or calling (360) 694-8662.

A child may not attend school within 72 hours of: fever over 100.4 F, diarrhea, vomiting, nausea, severe cough, congestion, runny nose, unusual yellow color to skin or eyes, skin or eye lesions, rashes that are weeping or pus filled, difficult breathing or wheezing, or complaints of severe pain. If your child develops any of the listed ailments during school, they will be isolated from the other children and a parent will be called to pick up the child. If a child is injured during school, an incident report will be filled out and given to a parent to sign after school. If there is a medical emergency, we will refer to the medical release parents have signed. If a parent has checked the box "I wish to provide consent" we will call 911 in the case of a medical emergency. We will also contact the parent/guardian/emergency contact immediately.

***If your child is exposed to a confirmed case of COVID-19, we will notify you immediately via email.***

***\*A copy of your child's immunization records must be turned in to the office before the first day of school.***

## **Medications**

RPA staff does not administer medication with the exception of EpiPens. Please do not send medication to school with your child.

## **Parent Teacher Conferences**

We will have one parent teacher conference per year in February. School will not be held on these days. At this time we will discuss your child's progress and answer any questions you may have.

## **Lost and Found**

Please remember to check the Lost and Found box frequently. We donate items from the lost and found box the last Friday of every month. Riverside Performing Arts is not responsible for lost, stolen or damaged items. Please leave all valuables at home.

## **After Care**

We offer after care from 12:00-4:00pm. Price is \$10/hour for those who sign up ahead of time or \$12 per hour for a drop in. Families must provide a lunch if a student is staying until 1:00pm or later.

## **Brain Dance**

This "dance" is an excellent full body and brain warm-up for children and adults and can be done in any setting. The **BrainDance** may be used as a warm-up for any physical or cognitive activity; before tests, performances, and presentations; after sitting for long periods of time; as a break during computer work and TV watching; and to increase energy and reduce stress. It is a centering body/brain movement tool for brain reorganization, oxygenation, and recuperation. The BrainDance prepares us for learning and helps with appropriate behavior and social skills.

## **Benefits of the BrainDance**

**Reorganization of the neurological system:** The developmental movement patterns wire the central nervous system laying the foundation for sensory-motor development and lifelong learning. When patterns are missed or disrupted there may be missing gaps in a person's neurological development. These gaps can cause neurological dysfunction that may later appear as learning disabilities, behavior disorders, memory problems, sleep disorders, speech, balance or filtering problems, and a host of other difficulties that may disrupt the flow of normal development. Cycling through the BrainDance patterns on a daily basis may correct flaws in a person's perceptual process and reorganize the central nervous system to better develop proprioception, balance, attention, memory, eye-tracking, behavior, sensory integration, and motor skills. Neurological repatterning coordinates all parts of the brain and body for emotional, social, and cognitive balance.

**Increased blood and oxygen flow to the respiratory system and brain:** Because oxygen and blood are food for the brain, deep breathing and aerobic exercise are essential for a fully functioning brain and body. Oxygenation reduces stress and brings flow and ease to all movement. Blood and oxygen in the brain improves ability to stay focused during class.

**Enhanced core support, connectivity, and alignment:** The BrainDance reviews for us the early baby patterns that lay down structure in the neuromuscular system, influence brain development, and help us cope with the world in an embodied way. These patterns, done in an orderly progression, help us remember the parts of our visceral and muscular system that support our body structure. Each pattern underlies and supports the next pattern. When done in succession, they bring a wholeness, aliveness, and connectivity to our use of the body, which reflects an integration of body and mind. By separating the eight patterns we become more aware of each pattern. This allows us to focus on a particular pattern to ease blocked body/mind areas. The developmental patterns are the foundation for all movement. Patterns establish internal and external graduated rotation in proximal joints, laying foundation for correct and clear alignment in the upper and lower body and correct use of scapula and arms and turn-out and rotation in the hip socket. Awareness of body mechanics and inner connectivity develops stronger technique, physical balance, and coordination needed for complex sequences of movements, choreography, etc.

**Deeper understanding of the elements of dance technique:** Focusing on BrainDance patterns at the beginning of class helps dancers become more articulate and expressive as the developmental movement patterns are an integral part of every dance style. The first four patterns of the BrainDance are fundamental to performing any form of dance. The last four patterns dancers practice daily: pliés and port de bras (Upper-Lower), tendus, battements, (Body Side), center work (Cross Lateral), turns and springs (Vestibular). Whether taking a Ballet, Modern, Jazz, African, or Creative Dance class, students who have warmed-up with the BrainDance are able to integrate and apply the patterns to their technical skill development. Movement intent becomes clearer as dancers embody the BrainDance patterns. Dancers gain a new vocabulary that allows them to be more articulate physically and verbally. The BrainDance patterns provide a new entry point for teaching mechanics of steps and movement (e.g. chaîné turns use the Body Side pattern).

### **BrainDance Patterns**

Breath

Tactile

Core-Distal

Head-Tail

Upper-Lower

Body Side

## Cross Lateral Vestibular

These patterns are explored in class integrating dance concepts and utilizing a variety of movements, dance styles, music, and props allowing for a balance of repetition and novelty.

### How the Patterns Developed

- The baby does his or her own BrainDance very naturally in the first twelve months of life if put on a smooth, non-carpeted surface on his or her tummy.
- Baby's first **breath** starts the wires growing from the brain cells.
- **Tactile** stimulation begins with the first touch of skin on skin and is essential for promoting appropriate behavior and emotional and social intelligence.
- In the first two months of life the baby will reach into space in order to connect with her environment and curl back into the womb position, demonstrating the **core-distal** pattern.
- At two months the baby has better head control and will lift and turn the head in both directions continuing the **head-tail** pattern begun at birth.
- Discovering the **upper and lower body halves** comes next as the baby pushes with the arms and hands and then with feet and knees.
- Between five and seven months, the baby reaches with one **side of the body**, moving the left half of the body as one unit and then the right half. As the baby crawls on her belly she will develop horizontal eye tracking.
- Between seven and nine months, baby pushes herself up onto hands and knees and begins a **cross lateral** reach from the upper body. Vertical eye tracking is part of the growth triggered by creeping on hands and knees. The convergence of horizontal and vertical eye tracking is essential for reading. From one-year onward cross lateral patterns appear in walking, running and eventually skipping.

The **vestibular** system begins developing in utero and continues to be very active through the first fifteen months as baby rolls, crawls, creeps, sits up, and walks. The vestibular system analyzes movements through the whole body, helps us know where we are in space and links up to all forms of sensory information. This very important system is used when we read, hear, speak, touch, balance, and move. Every movement stimulates the vestibular system, which stimulates the brain.

## SAMPLE PRESCHOOL DAILY SCHEDULE 2021-2022

TIME	GROUP A	GROUP B
8:50-9:05	Handwashing/Name writing	Handwashing/Change shoes
9:05-9:55	Academics and art	Performing Arts lesson
10:00-10:30	Recess	Restroom Break/Snack/Storytime
10:30-11:00	Restroom Break/Snack/Storytime	Recess
11:05-11:55	Performing Arts lesson	Academics and art
11:55-12:00	Get ready to go home	Get ready to go home

Mondays: Music  
Tuesdays: Ballet/Tap  
Wednesdays: Acro  
Thursdays: Music  
Fridays: Ballet

**PLEASE SIGN AND RETURN BY THE FIRST DAY OF SCHOOL**

I have read and fully understand the policies and procedures outlined in the Riverside Performing Arts “Preschool Parent Handbook.” I understand that parents are expected to adhere to all policies as outlined in this handbook.

Child’s Name \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_

Parent/Guardian Name (print) \_\_\_\_\_ Date \_\_\_\_\_

## FOR STAFF ONLY

Immunization records \_\_\_\_\_

Consent to treat \_\_\_\_\_

Cell phones on file \_\_\_\_\_

Emergency contacts \_\_\_\_\_

Allergies \_\_\_\_\_

Other \_\_\_\_\_

Completed by: \_\_\_\_\_ Date: \_\_\_\_\_