

WE Kids Inc. Handbook



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I. Charter

Vision:

WE Kids Inc. is a learning environment where **all students**, regardless of their background, abilities, or needs, feel valued, respected, and supported in their faith journey. This includes ensuring they have access to high-quality educational opportunities and can participate fully in their classroom communities.

We believe ALL kids are created in God's image and can meaningfully participate when the following is in place:

Respect and Inclusion: All students feel welcome and valued in the learning environment, with their unique strengths and differences recognized and appreciated.

Equitable Opportunities: All students deserve the same opportunities to learn, access resources, and achieve their full potential alongside their peers.

Meaningful Participation: All students have the opportunity to actively participate in the learning process, whether through collaborative and modified activities, discussions, or other forms of engagement.

Differentiated Instruction: All students have access to a variety of instructional approaches to meet their diverse learning needs, including an appropriate separate space when needed.

Positive and Supportive Environment: All students feel safe, respected, and supported in the classroom, with teachers creating a culture of empathy and understanding.

Collaborative Partnerships: Teachers, parents, and other stakeholders work together to support the learning and development of all students.

Staff Training: All staff members receive training tailored to the individual safety, health, and behavioral support plans of each child. This training will ensure that team members are fully equipped with the knowledge and strategies necessary to respond effectively and consistently to each child's unique needs. The goal is to promote a safe, supportive, and inclusive environment that fosters child well-being and success.

What does WE Kids Inc. look like?

All children may attend We Kids at either Sunday service.

Children are included in classrooms with their same-aged peers.

Accommodations or modifications are made to curriculum and instruction as needed.

A sensory room is available for children who may need a separate space.

Parents share information and techniques for success.

Adult volunteers are trained to meet the unique needs of all children.

"Then people brought little children to Jesus for him to place his hands on them and pray for them.

But the disciples rebuked them.

Jesus said, 'Let the little children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these.'"

Matthew 19:13-14

II. Parents

WE Kids is about helping kids meet God and learn to follow Jesus in collaboration with families! WE Kids offers fun, Biblically-based, interactive environments for learning, laughing, wiggling, connecting, and creating. WE is casual and open to kids in all stages of growth, ability and development!

Procedures:

Kids are checked in and out with name-badge matching. All areas are under constant monitoring. Rooms are fully staffed, and all teachers are fully trained and certified. Additionally, it is an expectation that parents remain within WE in case an emergency should arise.

Parent Rights:

- Parents have the right to know their child is safe.

- Parents have the right to know what's being taught.

- Parents have the right to be heard.

- Parents have the right to protect their child's privacy

- Parents have the right to be updated on any concerning activity at WE Kids.

Enrollment:

Step 1: Register [here](#).

Step 2: If your child has a special need or disability, please complete this [input form](#). Then please make an appointment with WE staff to discuss any individual planning that will be helpful to your child's success.

III. Students

WE Kids' Anchors

God Loves Us...

God values everyone!

God brings helpers!

God provides a place!

God gives us friends!

We Love God...

We pray!

We listen!

We sing!

We work!

We Love God's People...

We care for and include others!

We listen to others!

We share!

We follow directions!

We tell others about God!

Students have the right to:

Respect and Inclusion: All students feel welcome and valued in the learning environment, with their unique strengths and differences recognized and appreciated.

We do this through:

Bible Studies

"Get to know you" activities

Pairing with carefully selected peers

Knowing student names

Greeting everyone

Using proactive and positive reinforcement

Accepting differences in response to lessons

Accepting differences in response to behavior

Demonstrating high expectations for all

Equitable Opportunities: All students deserve the same opportunities to learn, access resources, and achieve their full potential alongside their peers.

We do this through:

Placement first in a classroom with same-age peers

Adapted learning materials

Structured classrooms with proactive strategies for engagement

Resources, materials and activities are available for all

Barriers for learning are removed

Differences are honored

All students have what they need to succeed

Meaningful Participation: All students have the opportunity to actively participate in the learning process, whether through collaborative and modified activities, discussions, or other forms of engagement.

We do this through:

Turn taking

Peer buddies

Communication devices

Adaptive technology

Visual, auditory, hands on activities used to engage all

All students given opportunities to share, offer ideas and contribute to the classroom environment

Differentiated Instruction: All students have access to a variety of instructional approaches to meet their diverse learning needs, including an appropriate separate space when needed.

We do this through:

- Modified instructional materials

- Expectations are adjusted to meet individual needs

- Students demonstrate understanding in different ways (through language, drawing, movement, singing)

- Access to a sensory space within the classroom, or a separate sensory room

- Adult volunteers are trained in specialized strategies and visual supports

Positive and Supportive Environment: All students feel safe, respected, and supported in the classroom, with teachers creating a culture of empathy and understanding.

We do this through:

- Direct instruction of We Kids' Anchors

- Positive reinforcement including smiles, high fives, hugs, and tangible objects or treats

- Instruction in friendship skills; "Be Kind."

- Ensuring all students are valued

- Keeping all students are safe

- Maintaining respectful communication

- Encouraging for all

- Modeling positive relationships

- Celebrating success

Collaborative Partnerships: Teachers, parents, and other stakeholders work together to support the learning and development of all students.

We do this through:

- Parent involvement and input

- Strong communication and collaboration between teachers and parents

Special education specialists

Staff Training: All staff members receive training tailored to the individual safety, health, and behavioral support plans of each child. This training ensures that team members are fully equipped with the knowledge and strategies necessary to respond effectively and consistently to each child's unique needs. The goal is to promote a safe, supportive, and inclusive environment that fosters child well-being and success.

We do this through:

- Group teacher training at the beginning of each WE Kids session

- Individual training for unique student needs

- Individual medical and allergy protocols

- Modeling by special education specialists

IV. Teachers

WE Teachers' Rights

Teachers have the right to:

- Current information about student needs

- Training to meet the group and individual needs of their students

- A clean and safe classroom

- Be respected and treated kindly by students and parents

- To be supported by WE Kids leaders and education specialists

- Appropriate instructional materials for ALL students

Weekly Lesson Plans, Books and reproducibles, Craft materials, Sensory items, Adaptive equipment, Tangible reinforcers

WE Teachers' Anchors

Relationships, Relationships, Relationships!

We learn and know their names.

We find out who's in their family.

We use questions like this for further relationship building:

What was the best part of your week?

If you had to give up one, would you rather give up electronics or candy?

What are some crazy toppings you would put on a pizza?

Would you rather be as small as a ladybug or as big as an elephant?

We don't give up. A child may need to see you try a few times before letting you into their world.

Cooperation over Control!

We create an environment that is proactive and set up in a way that supports the needs of ALL children.

We provide routines.

We are sensory aware.

We use some visual systems of communication and fewer words.

We foster an environment that is less about controlling behaviors or gaining control of the classroom and more about bringing students and teachers into cooperation with each other and working together.

Compassion over Correction!

We instill an environment that is less about correcting behaviors and more about understanding needs.

We understand that disruptive behaviors are almost always born out of unmet needs.

Attention, feeling safe, accepted, and/or loved, or an outlet for difficult-to-control energy.

We strive to learn what needs our students have so we might address them and help ALL students succeed.

Flow, Slow, Low

When addressing disruptive behavior:

We keep a cool flow and stay as calm as possible.

We take a deep breath or two before responding.

We speak slowly, using a quiet, lower toned, barely audible voice if needed.

We set the stage through our own energy level; when we escalate, so may the student.

We get low. Being eye-level with a student creates mutuality, shows respect, and models humility.

We recognize that fewer words are often better.

Can over Don't

We talk about what a student **CAN DO** or how they can behave instead of telling them what they can't do or should stop.

The words "don't and stop" merely interrupt a behavior—hopefully.

The word "can" interrupts the behavior AND also teaches what the better option is.

Instead of "Stop throwing the cars at him," try, "You can drive and race those cars instead of throwing them. That way you can make sure you respect your friend."

Instead of "Don't color on the walls," try "You can color on paper, or the board."

Observe and Describe

We describe behavior and actions without condemnation or blame, but rather by suggesting the potential or alternative.

"When we take the blue crayon from Sam, he can't finish his picture. You can ask Sam to use it when he is finished."

V. Sensory Room:

The sensory room contains calming spaces, toys, fidgets, etc., and is staffed by an adult who has specialized training in de-escalation. It is used to proactively and positively meet students' needs, never as a punishment.

Students may access the Sensory Room (SR) through one of the following:

- The child's individual plan suggests that the student begin in the SR, away from the overstimulation of the beginning of the morning
- As a reinforcer: IF student complete x, THEN student may go to SR for X minutes
- Upon teacher direction when the child's behavior, frustration, or anxiety is increasing (as a means to de-escalate and calm):
 - Teacher has a prepared note and asks the child to take it to the SR; the child sees it as a special errand
 - Contents of the sealed note:
 - This is _____. She needs a break for x minutes or until she is regulated. Please walk her back to room XXX when ready.
- As a last resort when the child's actions may be injurious to self or others. Parents would be contacted.