

# USD 309

## Pre-K Panther

# Parent Handbook



2021-2022

Early Childhood Education  
For 3 & 4 year olds

*Their Future - Our Focus*





## Early Childhood Partners

### **Nickerson Elementary**

Principal: Amy Jones  
400 North Nickerson  
Nickerson KS 67561  
Phone: 620-422-3214

### **South Hutchinson Elementary**

Principal: Chelsey Mathias  
405 South Poplar  
South Hutchinson KS 67505  
Phone: 620-665-8441

### **Reno County Parents As Teachers**

Director: Sarah Berkley  
111 South Madison  
Hutchinson KS 67501  
  
Phone: 620-615-4881

### **Early Childhood Special Education**

Director: Val Shober  
Early Education Center  
303 E Bigger St  
Hutchinson KS 67501  
Phone: 620-615-5850

### **USD 309 District Office**

4501 West 4<sup>th</sup>  
Hutchinson KS 67501  
Phone: 620-663-7141

***Philosophy of USD 309 Early Childhood Education:*** Ensure high-quality early childhood education to all USD 309 families and children through a collaboration of all Reno County early childhood programs including: Kansas Pre-School Program, State Pre-K, Special Education, Parents As Teachers, & USD 309 BOE.

### **Mission**

USD 309 educates, inspires, and challenges every individual, every day, to achieve intellectual and personal excellence.

### **Vision**

Meeting you where you are, and taking you where you want to go.



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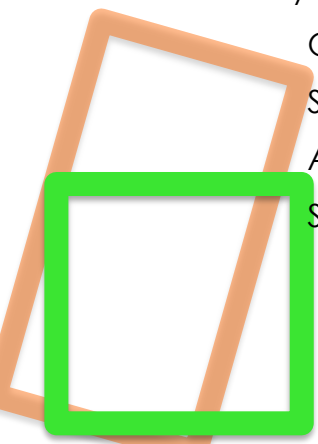
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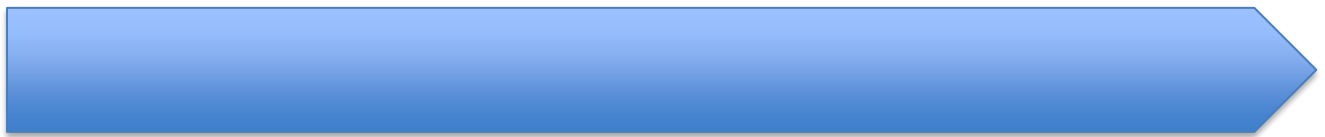
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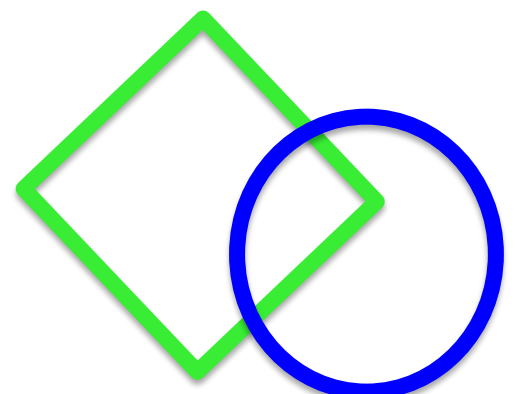
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## Eligibility & Enrollment Requirements

We are honored that you have chosen the USD 309 Pre-K Panther Program for your child's early childhood education. The Pre-K Panther program is funded through a series of grants, collaborations and supported by our USD 309 Board of Education. We work hard to put together the best possible early childhood program with the resources provided. In order for us to keep the program funded, we have a series of requirements that we need to pass along to our families.

Each child needs to meet the following requirements in order to participate in the Pre K Panther Program:

- ✓ Children need to be 3 or 4 years old by August 31<sup>st</sup> of the attending school year.
- ✓ Out of district students need to fill out the out of district request form each year.
- ✓ All families must meet face to face with their classroom teacher prior to attending.
- ✓ All children must attend the enrollment day to complete paperwork once accepted to the program in August at the USD 309 District Office, 7:00 a.m. to 7:00 p.m.
- ✓ All children must attend the screening clinic day. The screening clinic date is held the last Friday in August, 8:00 a.m. to 3:00 p.m. Screening will take 1.5 hours.
- ✓ All parents are asked to participate in parent teacher conferences.
- ✓ **All students must pay a supplies and activities fee. The fee is \$65.00 for the year.**

The following documents are required to participate in the Pre-K Panther Program:

- ✓ Birth Certificate
- ✓ Current Immunizations
- ✓ Physical
- ✓ Proof of Dental Exam
- ✓ Emergency Contact Information



Children not meeting any of the above requirements may forfeit their spot in the program. Please let your building principal, teacher or school counselor know if you need assistance meeting the requirements. It is our objective that your child remains in the program and we will assist in any way we can to ensure that happens.



## Class Days & Hours

### Nickerson Elementary

**4-year old classroom  
8:10 am to 3:10 pm**

**3-year old classroom  
8:10 am to 11:30 am**

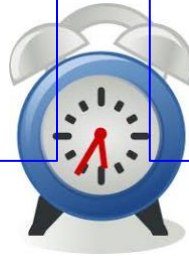
**All Classes Meet M-F  
Following the USD 309 Calendar**

### South Hutchinson Elementary

**4-year old classroom  
8:10 am to 3:10 pm**

**3-year old classroom  
8:10 am to 11:30 am**

**All Classes Meet M-F  
Following the USD 309 Calendar**



### Before School

Teachers are busy preparing for the students prior to the beginning of each class session. Children may not be dropped off to the classroom more than 5 minutes prior to class time starting. Classroom doors will remain locked until 5 minutes prior to class starting.

This policy also applies to children returned to the school by the bus driver. Bussed children are returned to the school when no one is at home to receive the child.

If your child is attending a day care, please ensure that address and phone number are up to date.

### Children Left After School

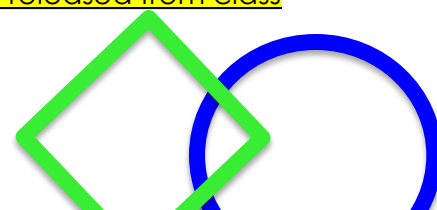
Children will remain in the classroom until the teacher and assistant need to leave to complete other duties or another class is in session. Staff will begin efforts to contact the parent as soon as they identify that the child has been left past class time. Children left more than 10 minutes will be taken to the school office.

Staff will ask for a picture ID of those picking up children if they do not know the individual. Children will not be released to individuals who are not on the parent approved pick-up & emergency contact list.

### After School

If the parent cannot be reached at home or by telephone, staff will attempt to contact emergency contacts listed in the child's file. Parents are responsible for keeping emergency contacts up to date. Law enforcement officials will be contacted for assistance if staff cannot contact the parent or an authorized person to pick up the child after 30 minutes of dismissal. This may result in the child being placed in protective custody.

Students are to be picked up from their classroom by a parent, guardian, or designated adult. They may also be released to an older sibling attending the school if arrangements have been made with the school in advance. Sibling privilege may be revoked if it is determined the Pre-K student is not safe with the sibling. **No Pre-K student may walk home or be released from class alone.**





# Attendance & Illness

## Attendance

Parents are expected to notify staff if their child will be absent through direct communication with the school office by 8:30 a.m. The goal is to enable children to attend on a regular basis. A member of the staff may contact the parent of any absent child. If chronic absences occur, a meeting will be held to discuss the child's attendance and an attendance assistance plan will be developed. If your child requires an extended absence, please maintain contact with the program staff to ensure the availability of your child's enrollment space in the program.

## Attendance Assistance Plan

An attendance assistance plan will be created to address problems that interfere with children's full participation in the program. Chronic problems will be discussed while designing an attendance assistance plan to help remedy the situation. Inability to resolve barriers to regular, on-time attendance may result in the child's dismissal from the program. Chronic attendance will be defined by the Kansas truancy law:

*Kansas statute 72-1113, whenever a child is inexcusably absent on either three consecutive school days or five school days in any semester or seven school days in any school year, whichever occurs first, the child shall be considered to be not attending school as required by law. When the 10 day limit of parent excused absence is reached, a conference with the parent will be scheduled to resolve the attendance problem.*

## Attendance is Important

The children will be learning new things this year. Each child is expected to attend every day. If your child is ill, or cannot attend for any reason, please call the school office. You may reach our answering machine when staff is not on duty or busy helping other families and children. Be sure to leave a message, if your child is ill, please be specific about the illness (a cold, the flu etc.)

It is important to have your child at school on time each day. If you will be late getting your child to school, please call and let us know by 8:30 a.m. so that we can include your child in the lunch count. If you do not call and your child arrives after lunch count is taken he/she may not receive the same lunch the other children are having.

## Bad Weather

In case inclement weather, USD 309 will make the decision to cancel classes. The radio & television stations will be notified to post school closings. Parents of children will be notified by a district wide alert system either by phone, text or email.

## Sick Child Policy

If your child has a fever or is too ill to participate in classroom routine, please do not bring him/her to school. If your child becomes ill at school, you will be contacted and expected to come for your child. The list on pg. 9 provides guidelines that we will use in determining if your child must be excluded from school. You may also use the list to decide when to send your child to school.

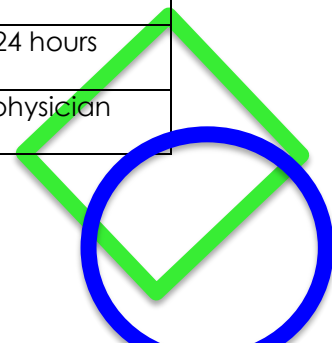






## Exclusion Guidelines For Sick Children

<u>Conditions for Exclusion from School</u>	<u>Conditions for Returning to School</u>
-Appears to be severely ill	-Symptom free
-Fever, elevated temperature	-Free of fever for 24 hours without use of fever-reducing medication
-Behavior change or other signs and symptoms such as sore throat, rash, vomiting, diarrhea	-When diarrhea is resolved and/or stool is contained in toilet (for toilet trained children) -Must be diarrhea free for a full 24 hours.
-Diarrhea (defined by watery stools, decreased form of stool that is not associated with changes of diet, and increased frequency of passing stool that is not contained by child's ability to use toilet)	-Some exceptions apply such as a negative stool cultures depending on cause of diarrhea. --Must be diarrhea free for a full 24 hours.
-Blood in stools not explained by dietary change medication or hard stools	-When cleared by physician
-Vomiting more than 2 times in the previous 24 hours	-Vomiting ends -No vomiting for 24 hours.
-Abdominal pain that continues for more than 2 hours or intermittent pain associated with fever or other symptoms	-Pain resolves and able to participate (without pain relievers)
-Mouth Sores with drooling	-Sores have cleared
-Rash with fever or behavioral changes	-Rash resolved or on medication at least 24 hours if indicated
-Pink or red conjunctiva (whites of the eyes) with whiter or yellow eye mucus drainage, often with mated eyelids, eye pain and/or redness of eyelids or skin around the eye	-Until treatment has been started or discharge has stopped
-Tuberculosis (bacterial lung infection with severe cough)	-When physician or health dept. says it is safe Note from a doctor may be required
-Impetigo (infected areas of skin with crusty discharge)	-24 hours after treatment has been started
-Strep throat or other strep infection	-24 hours after treatment has been started
-Head lice/nits or scabies	-After treatment. Do not have be nit free. Exclusion is not necessary before the end of the program day.
-Ringworm (flat ring shaped rash)	-24 hours after treatment has been started
-Cough, severe	Until symptom free a minimum of 24 hours
-Breathing difficult or noisy, rapid, barking cough, and chest retractions	Until symptom free or cleared by physician





# Health Requirements

## Immunizations

Children enrolled in the Pre-K Panther Program must have a current (within the year) physical & dental exam and an up to date immunization record on file. During the year parents are expected to keep on schedule with their child's health requirements.

Children who are eligible for a second year of Pre-K Panthers must have up to date physicals dental exams and immunizations to be enrolled for the second year.

## Medicine At School

No employee of USD 309 shall prescribe for or give an unauthorized medication, or any other internal medicine. While we do not encourage the administration of prescription or nonprescription, medication to children while at school, occasionally we understand it is necessary. Any medication to be administered at school must come in its original container. If it's a prescription medication, the container should indicate the doctor's name, child's name, name of medication, dosage, date and Rx (prescription) number. AN AUTHORIZATION FOR MEDICATION TO BE GIVEN AT SCHOOL the form must be completed and signed by the parent and physician prior to the administration of any medications at school.

Non-prescription items also require An Authorization for Medication to be Given at School form. Non-prescription items include but are not limited to: cough drops, chapstick, & sunscreen. A copy of this form can be obtained at the school office.

## Communicable Disease Policy

A child with a communicable disease shall not attend the pre-k program until the condition improves and the child's reentry meets with the school nurses approval and/or the child's physician provides written documentation of the child's noncontiguous status. These diseases include, but are not limited to those listed below. Any child found to be contagious with a communicable disease will be immediately sent home.

Please notify the school office if your child has been exposed to or diagnosed with any of these diseases so that we can take preventive measures to protect the health of the other children as well as the staff members.

### Diseases

AIDS (HIV) Infections  
Bacterial Meningitis  
Chicken Pox  
Diarrhea (Shigella, Campylobacter, Salmonella, Giardia)  
Diphtheria  
Fifth Disease  
Hepatitis A  
Measles  
Mumps  
Pertussis (Whooping Cough)  
Rubella (German Measles)  
Covid 19



## Toileting

Students are to be toilet trained prior to participating in the PreK Panther Program. We understand that accidents happen we ask that parents are responsible for supplying any toileting items needed (pull-ups, wipes, extra underwear). If continued toileting accidents occur, the educational team will set a meeting with the parent to create a plan and/or setup an evaluation to assist the child with toileting.



## Support Services

### Screening & Health Services

Pre-K Panthers promotes the school readiness of children by enhancing their physical, social, emotional and cognitive development. Guidelines are set to ensure that children are provided a learning environment that supports their growth in the following areas:

- Language & Literacy
- Cognition & general knowledge
- Physical development & health
- Social & emotional development
- Approaches to learning

Children & families are linked to a system of health care to assure they have an ongoing source of continuous, accessible medical care including health, dental, nutrition, and mental health services.



### Transition Services

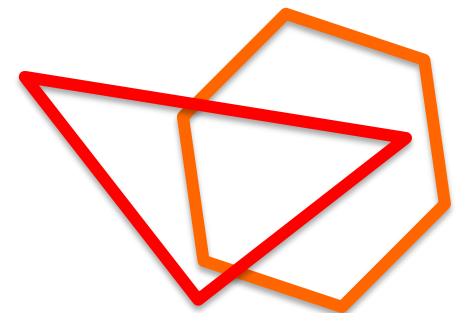
Staff will assist children and their parents with the transition from Pre-K Panthers to kindergarten. A variety of activities are planned throughout the year to build bridges for this transition. These activities will include parent informational meetings, school visits, enrollment support and programs to facilitate cooperation between parents, staff, and the kindergarten classrooms.

### Mental Health Services

The Pre-K Panther Program provides mental health services to families in several ways. Each child's social and emotional development is screened annually. Mental health support services are offered based on the screening results or as a result of a parental request. Families are connected to services that meet their individual needs and preferences.

### Behavior Support

When an enrolled child exhibits persistent aggressive behavior, a support plan will be developed. If a child's aggressive behavior presents a significant threat to his safety or the safety of others, staff may have to consider alternative means of serving the child and family. This might include temporarily providing child development services through a modified schedule. The program will work with the special education and mental health service providers to identify more intensive services and behavioral supports that could enable the child to participate successfully in the classroom. Parents and staff must work together to develop this plan and identify roles in obtaining or providing services.





# Transportation

## Bussing to and from School

USD 309 provides bussing to and from school for all children enrolled in the Pre-K Panther program, including children who have been identified with special needs and who have an Individual Education Plan (IEP).

During the initial enrollment process, families will have the opportunity to fill out the necessary paperwork to ride the bus.

## Transportation Requirements

Families requesting their child to ride the bus must do the following:

- Complete an Emergency Contact Form
- Notify the bus driver and /or bus aide of any medical conditions
- Identify at least four adults who will be allowed to bring and take your child to & off the bus
- An adult must accompany children to the bus stop to meet the bus in the morning and be present to take them off the bus, and must be waiting at the bus stop.
- Children may be released only to adults who are on the Emergency Contact form. If no one is at the bus stop to take charge of your child, the driver or aide will notify the school and your child will be returned to the classroom at the end of the bus route. You will be notified of your child's location and will be required to pick the child up or make arrangements for one of the adults named on the Emergency Contact Form to pick your child up from the school. (See Child Left After School Procedure p. 4)

If your child will be riding the bus to and from school, you will receive a list of School Bus Rules for Parents during initial enrollment which will provide more information to you regarding your responsibility as a parent of a school bus during initial enrollment which will provide more information to you regarding your responsibility as a parent of a school bus rider. The USD 309 bus service phone number is 620-422-3191 or toll free 1-866-422-3191.



## Permission to Transport

Parents will complete a transportation form at the time of enrollment. This form specifies your plan for daily transportation arrangements. Only individuals listed on this form will be allowed to pick up your child. Parents must be sure to keep staff informed of changes and keep the information on the form current.

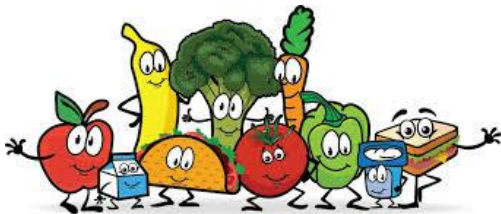
Staff will NOT transport children to or from school without parent permission. If children are not picked up after class staff will follow the "Children Left After School" policy." (p.7)



## Food Service

### Nutrition

Child nutrition is an important aspect of the Pre-K Panther program. USD 309 works to promote child wellness by providing nutrition services that supplement and compliment those of the home and community. Policy states that food and beverages served meet nutritional guidelines and are Smart Snack compliant. This includes class treats and family events.



### Meal Charge Policy

It is the goal of USD 309 Nickerson-South Hutchinson to ensure that each student has access to nutritious meals as support for their academic success. It is also important that we protect the financial stability of the school nutrition program.

Students who qualify for free meals will not be denied a reimbursable meal. Students who are eligible for reduced or full price meal benefits may charge up to 3 meals. Once the 3 meal or dollar limit has been reached, an alternate meal will be provided for the student. The alternate meal will be cereal and milk for breakfast or a sack lunch consisting of a meat and cheese sandwich with fruit and milk.

### Breakfast, Lunch, & Snacks

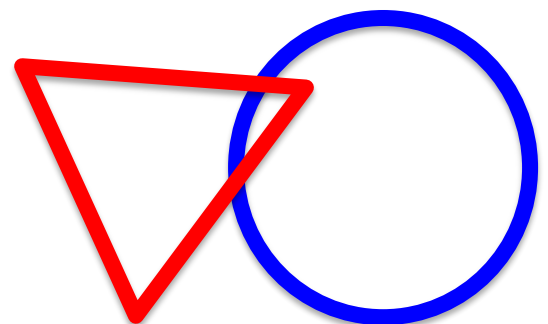
The Pre-K Panther program will provide your child with a healthy breakfast, lunch and/or snack. Menus for both meals are sent home monthly and can be found on the USD 309 website. The program does not serve foods high in sugar in an effort to promote dental health. For allergy reasons, we cannot serve any homemade food treats.

Mealtime is a learning experience for the children as they find out more about foods that are good for them, good tasting and fun.

Families will complete a National School Lunch application at enrollment in August. Students not qualifying for the free or reduced lunches will be permitted to purchase meals or bring a sack lunch. Power School is used to show your child's balance for meals. Please check with your school office for updated meal and milk prices.

### Join Us for Lunch

Parents are always welcome to join their child for lunch. If you wish to have lunch with the class, the secretary and teacher need to be notified the day before.





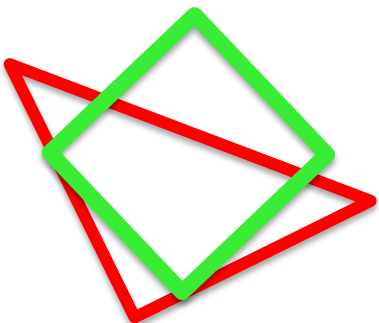
## Safety

### Office Check In

In order to provide a safe learning environment for children who attend programs in USD 309, all students and visitors are required to check in and out of the building. Everyone **MUST** enter the building through the main doors. Other exterior doors are locked at all times. The front doors will be locked before and after regular arrival/dismissal times. Anyone wanting to enter the building outside of regular arrival times must be identified and enter through the front office.



Students must be brought into the classroom and picked up from the classroom each day by an authorized adult or responsible older sibling. Any students arriving or leaving for the day must be signed in or out in school office.



### Suggested Clothing

Your child should be dressed in safe comfortable clothing and according to weather conditions. Safe clothing fits well and does not have drawstring or ties. Well-fitting tennis shoes are best for school, flip-flops and croc like shoes are not safe. Children will have a variety of learning experiences each day, some of which may be messy at times, so dress your child in clothing that can be easily cleaned. Please feel free to contact your child's teacher or principal if you would like information or need assistance in obtaining clothing for your child.

### Child Abuse/Neglect

The present law on child abuse/neglect (KS 38.1522) mandates that staff must file a report with the Kansas Department of Children and Families (DCF) if child abuse /neglect is suspected. The law also mandates staff allow employees of DCF and law enforcement agencies "access to a child on school premises for the purpose of investigating a report of suspected child abuse or neglect."

It is DCF's responsibility to inform the parent of the investigation. Staff may not interfere with a child abuse investigation after DCF and law enforcement officials have been able to meet with the parent. Our goal is to be a support and assist the family, if possible, before such crisis arises.



## Safety Continued

### Parking

When bringing your child to school please park in the designated parking area. An adult must accompany the child into the school building. The same procedure applies to picking children up from school. If you are at the school for a minute or for a long meeting or visit, please remember these parking rules.

- No double-parking is permitted
- Be careful not to block driveways, or bus loading zones
- Watch for restricted areas
- Shut car off when away from the vehicle
- Children are not to be left in the car without supervision.
- All children are in appropriate safety restraints coming to and from school

### Car Seat Safety

Kansas State law requires children under one year old and 20 lbs. to be placed in a rear facing child seat. Children one, two and three years old must be properly restrained in a federally approved forward-facing child seat. All ages four, five, six, and seven must be secured in a federally approved booster seat until the child weighs 80 lbs. or the child is 4ft 9 inches in height. All children who meet the above criteria must be protected by a safety belt. Children ages 8-13 must be properly restrained with a safety belt and ride in the back seat.

The Reno County Sheriff's Department, South Hutchinson Police Department, and the USD 309 Police Department will be glad to assist you in checking the proper installation of your child's car safety seat.

### Animals in the Classroom

Teachers follow school policy and procedures when bringing animals into the classroom for instructional purposes. Only healthy animals free of transmittable disease with appropriate vaccinations and current health certificates from a veterinarian are selected. Parents are asked about allergies their child may have that could be aggravated by daily contact with the animal prior to bringing the animal into the classroom. Certified therapy dogs are allowed in the classroom.



### Bring Pets to School

Children are discouraged from bringing pets to school. Parents must contact the teacher and request approval from the building principal to bring a child's pet to school. Prior to the pets arrival evidence of rabies vaccinations must be presented as well as a health certificate from a veterinarian showing proof of current vaccinations. When a parent brings a pet to school, the parent must be present during the entire time to show the pet and then take the pet home. Animals not allowed include: wild animals, poisonous animals (spiders, venomous insects, reptiles and amphibians), reptiles and amphibians (due to high risk of salmonellas), wolf-dog hybrids, stray animals, baby chicks and ducks and aggressive animals.



## Safety Continued

### Emergency Drills

Fire drills, tornado drills, and lockdown drills are practiced routinely at the schools so that children will know what to do in an emergency. If you are visiting the school during a drill, you will be expected to participate in the drill. In the situation where an evacuation of the school would be necessary, local radio stations and an alert call will go out to parents announcing that an incident has occurred at the school and where the evacuation site is located.



### Confidentiality Policy

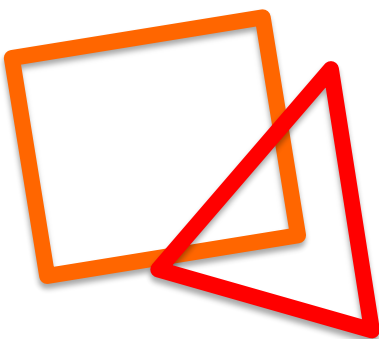
All required records of families and children **MUST** be safeguarded to assure confidentiality. Your program requires many files and records to be completed on your child. Your child's complete file is kept at the school office, in a locked file cabinet. Old records are also kept for one year after our child leaves the program. The files are then shredded.

Any parent/legal guardian will have access to records of his/her child upon request. Any parent/legal guardian has the right to make corrections or amendments to their file. Only with parent signed consent will any information be shared with another agency or unauthorized persons.

### Smoke Free Environment

Kansas law prohibits smoking and tobacco use in schools, as well as 10 feet of doorways and windows of schools. Additional program policies provide a smoke-free environment for staff, children and participants. This policy covers the smoking or tobacco use of those participating in program activities. This includes the following environments:

- Vehicles transporting children.
- Sponsored activities indoors or outdoors.
- Field trips and off site activities and functions.







# Classroom & Teachers

## Classroom Management

We use a brain based classroom management program called Conscious Discipline. It is a comprehensive social and emotional intelligence program that empowers teachers and students. The base of the program is built on relationships. When teachers and students are connected in a relationship to each other, this becomes the motivation for learning. We build a school family through a philosophy of acceptance and everyone is important. Each classroom has a designated Safe Place. This is a place for children to go when they are feeling angry, upset, frustrated, or overwhelmed. It is a comforting place where the child can go to relax, calm down and regain control. This provides the opportunity for the child to choose to be helpful, rather than harmful to themselves or others.

Our discipline policy states that under no circumstances will staff or volunteers physically discipline any child. The following actions are also prohibited: food or bathroom deprivation; sarcasm, belittling or criticism, and use of restraints such as scarves or belts.

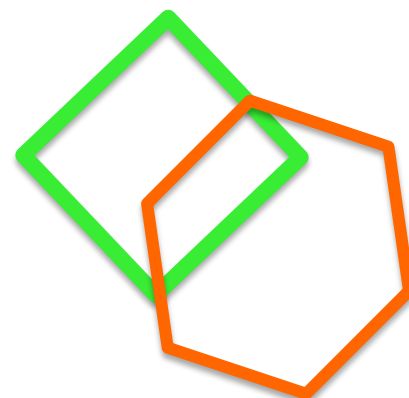
In case of behavior that has not responded to documented intervention efforts, a meeting of the staff and parents shall be held to develop an individualized plan to support your child and your family. Parenting classes and support services may be offered and are based on the Conscious Discipline approach and the philosophy of the positive guidance plan

## Classroom Sizes and Ratios

Early Childhood classroom sizes will follow state and federal guidelines. Classes may be less than the guideline but will be considered full at the regulated numbers.

Class Type	Part Day	Full Day
4 year olds	18	20
3 year olds	15	N/A

Each classroom will maintain a ratio of one adult to 10 children. In most cases this ratio will be lower. When resources allow, each classroom will have 1 certified teacher and 1 to 2 paraprofessionals.





# Curriculum/Assessment

## Connect4Learning

Connect4Learning (C4L) is an interdisciplinary early childhood curriculum. C4L is a research-based approach in four domains of learning: mathematics, science, literacy, and social-emotional development. The writing team of the program followed an intensive research and development framework to guide the curriculum's development, which resulted in six instructional units.

C4L recognizes the following:

- Play and academic instruction can work together in early childhood
- Early academic skills are essential to later school success
- Current approaches to early childhood education often provide superficial math and science experiences
- A more multifaceted and intentional approach to social-emotional, language, and literacy development is critical to school readiness



Vocabulary is used as a tool for learning, rather than being taught in isolation. The program uses read-alouds including informational books. C4L includes more than 120 children's books, both trade and custom, to promote the development of vocabulary skills in all children and to help narrow vocabulary gaps.

## Music/P.E./Library

Pre-K Panther students will attend music, p.e. (rhythm & movement) and library classes. The school counselor will provide additional class instruction in the area of social emotional skills.

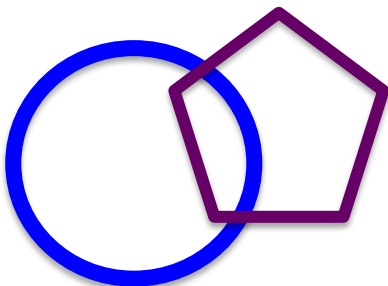
## Assessments

Teachers will perform on-going assessments using the Connect4Learning curriculum spectrum of skills. Teachers will use checklists and observations to determine the skills learned for the data system. Teachers will share your child's progress at parent teacher conferences and on quarterly reports.

## PreK 3

The PreK Panther 3-year-old classes use a program called Frog Street. *Frog Street Threes* provides intentional instruction in key areas of development so children ages 36-48 months can effectively continue on the path to kindergarten readiness. Key components include:

- Easy-to-use activities developed around early brain development research
- Well-rounded scope of activities that address all developmental domains
- Intentional instruction that optimizes key windows of opportunity for growth and development
- Social and emotional emphasis featuring Dr. Becky Bailey's Conscious Discipline®





# Family Involvement

Pre-K Panther emphasizes the role of parents as their child's first and most important teacher. Parents are encouraged to be involved in the Pre-K Panther program in a variety of ways, including completion of health/nutrition activities, participation in parent/ teacher conferences, activity planning, or contributing your time and talents in away uniquely your own. Please let a staff member know if you would like to become involved. The program will provide opportunity for your involvement.

## Parent Teacher Conferences

Parents will have the opportunity to meet with their child's teacher at least 4 times during the year thorough out the scheduled parent/teacher conferences and visits. Additional meetings will be scheduled upon request. These meetings provide parents an opportunity to give input on goals and progress of their children. Teachers will also be seeking information throughout the year from parents regarding classroom themes, field trips, and activities. Teachers, as well as other staff, will periodically provide families with information about activities they can do with their children at home. Additional information or ideas can be provided upon request. YOU are your child's first and most important teacher. We would like to be a partner with you, and need your knowledge and support while working with your child.

## Screening Day

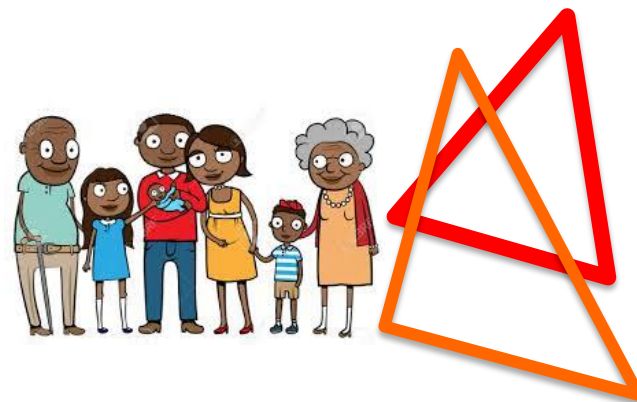
Every fall the Pre-K Program will host a screening day. In order for the program to receive state and federal funding the program must perform specific screenings and collect data on its students. It is expected that all students will attend the screening as a pre-requisite to participate in the program. These screenings also allow us to get to know your child and prepare for their needs in the classroom.

## Field Trips

Parents are encouraged to share ideas for field trips with their child's teacher. Each trip needs to have instructional value and parent support. When the classroom goes on a field trip, it is necessary to have other adults along to keep things going smoothly. Teachers will be seeking volunteers during the planning process, to assure that adequate supervision will be available for the trip. Please let your child's teacher know if you would be interested in helping on field trip days. Your child is proud of you and will enjoy having you along on these trips.

## Communication

You will receive written communication from your child's teacher on a regular basis. We encourage you to take the time to read these letters carefully. Many important events and activities are announced/advertised in these documents. Do not miss the news! You can also find news on the USD 309 website at: [www.usd309ks.org](http://www.usd309ks.org)





## Family Involvement Continued

### Celebrations & Family Activity Guidelines

At the beginning of each program year, staff will work with parents to determine what celebrations will take place in the classroom and at family activities. This determination will be made based on expressed interests of enrolled families.

All celebrations planned must follow the guidelines below:

- Activities will be at no cost to parents.
- No food will be used in celebrations UNLESS it ties into a nutrition activity and are USDA Smart Snack compliant.
- Food safety guidelines will be followed.

### Parent Learning Opportunities

The schools will provide information on topics available throughout the year for parent meetings, newsletter articles, parent and staff trainings. Parents are encouraged to attend meetings of interest whenever possible. Parent meetings are an excellent way to meet other parents as well as learn relevant information.

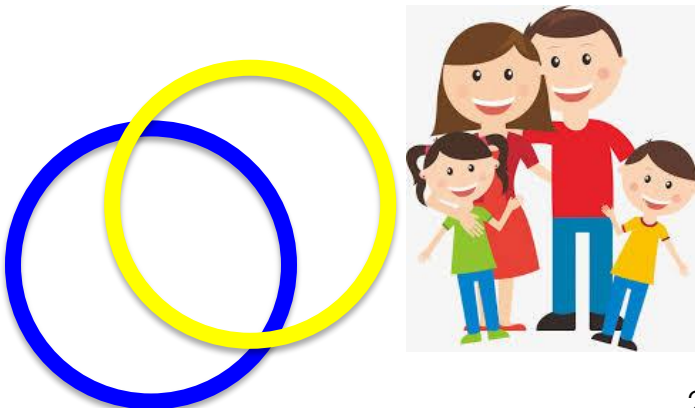
### Suggestions, Comments, & Concerns

At the end of each school year, families are asked to complete a Parent Satisfaction Survey about their experiences with the Pre-K Panther program. The responses help us direct our efforts to improve the program and provide quality services. However, if you have suggestions, comments or concerns, do not wait for the survey. Contact a staff member to let us know your concern. Some suggestions may be implemented during the school year and problems can be taken care of before they grow larger. Of course, we like to hear what is going well too!

Concerns or complaints about the program or individual staff members should be resolved at the level where the concern originated. If the complaint is not satisfied with the outcome, the school principal may be contacted in an attempt to resolve the matter. Issues that cannot be resolved at the build level will be forwarded to the USD 309 District Office.

### Volunteer Opportunities

Many of our program's successes are due to the volunteer help we are able to recruit and use. Volunteers are needed in many areas including Parent Committees, family activities, and in the classroom.





# Kansas Early Learning Standards

## Approaches To Learning

The term “approaches to learning” describes the predispositions or styles reflective to the ways children temperament or cultural patterns and values.

Activities in this area include:

- Sustaining attention to task
- Gathering information through listening.
- Remembering and following one or two-step directions.
- Staying with a task for at least five minutes.
- Initiating Play with other children
- Identifying a problem, demonstrating flexibility in solving it and changing plans if a better solution is proposed.

## Physical Health & Development

The child's physical development is essential to their total wellbeing and is basic for living and learning. Physical development includes nutrition, safety, health (physical, vision, hearing, oral), loco-motor development and play skills of all young children. Because it impacts the quality of development, attention must be given to physical health (including immunizations), physical activity, safety and nutrition.

Activities in this area include:

- Using loco motor skills with increasing coordination and balance during active play (e.g. runs with a stride, jumps, kicks a ball uses alternation feet when climbing stairs).

- Demonstrating increasingly complex oral motor skills (e.g., drinking through a straw, blowing bubbles).
- Completing personal care tasks with increasing responsibility) e.g. bathroom routines, brushes teeth, etc.).
- Demonstration an ability to follow emergency routines with adult support) e.g., ling up to exit building during a fire drill).

## Social Emotional Development

Social-emotional wellbeing determines how children think, feel and act. Social skills are the foundation for optimal learning in all areas of growth and development. Social skills, self-regulation, friendship skills and social problem-solving will continue to be taught jointly beside academic skills in early childhood classrooms since they are likewise critical for school success.

Activities in this area include:

- Showing awareness of and responds to feeling and emotions of others.
- Beginning to work with others as part of a team.
- Stating personal information (e.g., name and age, names of family members, names of neighbors).
- Making known personal needs and desires.
- Demonstrating an understanding of and responding to needs of others and people in distress.
- Adjusting behavior to different settings (e.g., “inside voice”)
- Resolving conflicts with peers, seeking adult assistance when necessary.





## K.E.L.S. Continued

### Communication & Literacy Skills

As we communicate through language, we clarify and expand our thinking. The pre-literacy skills developed in early childhood set the foundation for creating a well-educated and responsible citizen. Given appropriate experiences, children are more likely to be successful in learning to read and write.

Activities in this area include:

- Using pictures and illustrations to tell and retell parts of a story.
- Answering simple “wh” questions about the topic presented in the text.
- Interacting with a variety of common types of texts (e.g. storybooks, poems, songs).
- Identifying the front cover, back cover and the title page of a book.
- Demonstrating an understanding of how print is read (i.e. left to right, top to bottom, front to back).
- Recognizing and naming some upper and lowercase letters in addition to those in first name.
- Distinguishing, basic knowledge of letter-sound correspondence by producing the sound of some letters.
- Using a combination of drawing, dictating or emergent

### Mathematical Knowledge

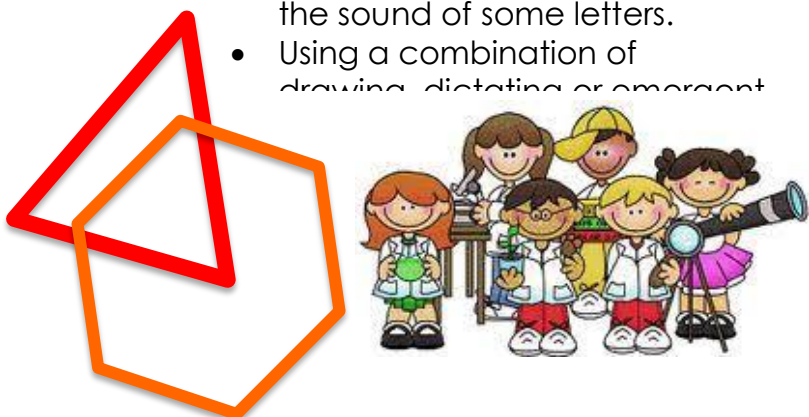
Children at play begin to learn essential math skills such as counting, equality, addition, subtraction, estimation, planning, patterns classification and measurement. They compare, notice similarities and differences, and group toys and materials. This ability to organize information into categories, quantify data and solve problems helps children learn about time, space and numbers.

Activities in this area include:

- Counting in sequence.
- Demonstrating an understanding of number names represented with a written numeral.
- Understanding the relationship between numbers and quantities to 10.
- Identifying whether the number of objects in one group is more or less as compared to the number objects in another group.
- Using concrete objects including shapes to copy simple patterns.
- Describing objects in the environment using names of shapes and uses actions and words to indicate relative positions of these objects (e.g., over, inside, close to, far away).

### Science

Science learning provides children with the opportunity to explore, investigate and problem-solve. Through children's science explorations, they learn to record and document their observations of changes, identify patterns and discuss relationships to help build understanding. Science feeds the curiosity of children and the scientific problem solving of investigative play supports and enhances children's learning: helping them better understand the world.





## K.E.L.S. Continued

Activities in this (Science) area include:

- Exploring and experimenting with familiar and unfamiliar objects to examine how objects move when acted on by force (e.g., pushing, pulling, throwing).
- Understanding and explaining why plants and animals need air, food and water.
- Observing and discussing changes in weather and seasons using common weather-related vocabulary (e.g., rainy, sunny, cold, windy).
- Demonstrating an understanding of living things exist in different habitats.



### Social Studies

Young children need to learn about and understand life within their families and communities. Social studies includes learning about the world in which one lives-and understanding how one's family and community fit into a larger world of the state and the country.

Activities in this area include:

- Naming family members by relationships. (e.g. mom, dad) and identifies leaders at home and school (e.g. parents, teachers).
- Recognizing people have wants and must make choices because resources and materials are limited (e.g. takes turns with scissors when only one pair is available).
- Demonstrating an understanding of money.
- Using words to indicate direction.
- Demonstrating an emerging understanding of helping with home and classroom routines improves the quality of the environment.

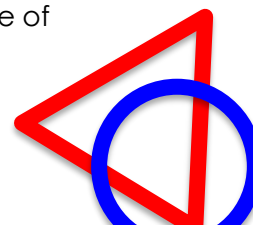
- Using word or phrases to differentiate between events that happened in the past, the present and the future.
- Describing some of the holidays, foods and special events related to his/her own culture
- Naming city and state where he/she lives.

### Creative Arts

Creative arts includes: physical movement, responding, creating and understanding within the areas of dance, music, theater and visual arts.

Activities in this area include:

- Dance
  - Moving all body parts
  - Dancing or moving in response to a simple rhythm.
- Music
  - Singing simple songs.
  - Moving to music: marching, galloping, hopping, etc.
  - Creating own songs and movements.
  - Demonstrating understanding of concepts: soft/loud, high/low, fast/slow.
- Theater
  - Reciting nursery rhymes and simple songs.
  - Participating in songs, stories, finger plays, and dramatic play with voice and body.
  - Using props/objects in creative ways to tell story.
  - Retelling stories.
- Visual Arts
  - Using a variety of materials and tools to create art.
  - Discusses own artistic creations and those of others.





# USD 309 PreK Panther | 2021-2022 CALENDAR | Parent

AUGUST '21						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

**17-20** Family Visits  
**23** [First Day of Class](#)  
**27** Screening Day-Required

JANUARY '22						
S	M	T	W	Th	F	S
						1
4	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

**3** Teacher. PD  
**4** School Resumes  
**14** Collaboration  
**17** No School

SEPTEMBER '21						
S	M	T	W	Th	F	S
			1	2	3	4
	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

**6** [Labor Day](#)  
**16** Collaboration  
**17** Teacher PD

FEBRUARY '22						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

**14 & 17** P/T Conferences  
**17** Collaboration  
**18** No School

OCTOBER '21						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

**11** Collaboration  
**19 & 21** P/T Conferences  
**22** No School  
**31** [Halloween](#)

MARCH '22						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

**11** Collaboration  
**14-18** Spring Break

NOVEMBER '21						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

**1** Collaboration  
**24-26** Thanksgiving Break  
**25** [Thanksgiving Day](#)

APRIL '22						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

**15** [Good Friday](#)  
**18** Collaboration

DECEMBER '21						
S	M	T	W	Th	F	S
			1	2	3	4
	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

**6** Collaboration  
**20-31** Christmas Break  
**25** [Christmas Day](#)

MAY '22						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

**6** Collaboration  
**16** Last Day for PreK  
**19** Last Day

### Calendar Key:

Shaded weekdays = NO school days.

Non-shaded days = class IS in session.

Total Student Days = 157

### Dates to Plan For:

August 17 – 20 Family Visits

August 23 – 1<sup>st</sup> Day of Class

August 27 – Screening Day (required)

October 19/21 – Parent Teacher Conferences

February 14/17 – Parent Teacher Conferences

May 16 – Last Day of Class

May 17-18 – End of Year Visits