



PRESCHOOL PARENT HANDBOOK
2022-23 SCHOOL YEAR

Dear Parents,

This poem reflects the way I feel toward teaching children in their first few years of school. Please take time to read it. I think you will enjoy it.

Ashley Farrell
Preschool Teacher

“Play Today?”

You say you love your children and are concerned about what they learn today?
So am I – that’s why I’m providing a variety of kinds of play.
You’re asking me the value of blocks and other such play?
Your children are solving problems; they will use that skill everyday.
You’re asking what’s the value of having your children play?
Your daughter is creating a tower; she may be a builder someday.
You’re saying you don’t want your son to play in that “sissy” way?
He’s learning to cuddle a doll; he may be a father someday.
You’re questioning the interest centers; they just look like useless play?
Your children are making choices; they’ll be on their own someday.
You’re worried your children aren’t learning and later they’ll have to pay?
They’re learning a pattern for learning for they’ll be learning everyday.

By Leila P. Fagg

Preschool Handbook
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Avenue Cit R-IX Preschool
Parent Handbook

Dear Parents / Guardians,

This handbook has been prepared to help answer questions and to provide a better understanding of the rules and procedures at Avenue City R-IX Preschool. This information will inform you of our policies and aid in developing a positive relationship between Avenue City R-IX Preschool, the children enrolled, and their families.

As you read the handbook, please jot down any questions or concerns and feel free to contact me by phone at 816-662-2305 (school) or in person at school.

We welcome you and your family and know that it is our desire to provide a developmentally appropriate environment where your child can develop a true joy of learning that will last a lifetime.

Sincerely,

Rebecca Grimes
School Principal

Program Statement

Avenue City R-IX Preschool is designed to meet the developmental needs of three and four year olds in Avenue City and the surrounding area. An enrollment of 20 students is the maximum the district will take each year. The school district's preference is that students attend all day preschool.

Placement in preschool is determined by the following priorities:

- 1) In-district families of 4 year olds who are returning from last year.
- 2) In-district 4 year olds who are new to the program.
- 3) In-district families of 3 year olds.
- 4) Out-of-district families of 4 year olds who are returning from last year.
- 5) Out-of-district students who are 4 years old.
- 6) Out-of-district students who are 3 years old.

February 1st is the first date the district will take enrollment forms and March 11th will be the deadline to enroll your child for Preschool to guarantee the priority status. The \$50.00 registration fee must be included with the enrollment form.

Program Assumptions

- Have their own readiness for learning
- Need a safe interactive environment that offers stimulation and guidance
- Need consistency in their environment
- Need social interaction with adults and children
- Need many different developmentally appropriate hands-on activities and toys
- Learn through discovery
- Need parental involvement to grow and learn at their best
- Are individuals and grow / learn at their own pace
- Need a clean / healthy environment
- Need to learn self-control, manners, and respect for themselves as well as others
- Need appropriate models to learn from

Program Philosophy

Avenue City R-IX Preschool will meet all of the developmentally appropriate needs of preschoolers through hands-on, minds-on activities. The district is committed to providing a developmentally appropriate environment where three, four, and five year olds can develop a true joy for learning that will last a life time. The students in the preschool will learn through a combined integrated program. The integrated program is based on the following research based, nationally known educational programs that have been adopted and revised to fit the needs of our students:

- **Project Construct**
- **Pathways to Reading**
- **Missouri Department of Elementary and Secondary Education Kindergarten Readiness Standards**
- **Handwriting Without Tears**

Following is a description of each of the programs:

Project Construct:

Project Construct Curriculum is based on four interrelated domains: Cognitive, Physical, Representational, and Sociomoral. Goals for each domain are below:

Goals: For Each Domain

Cognitive:

Cognitive Domain: (Logico- Mathematical Knowledge)

- Construct classificatory relationships (i.e. match, sort, sequence objects, etc.)
- Construct numerical relationships (i.e. one to one correspondence, the same, more than, less than, etc.)
- Construct spatial and temporal relationships (i.e. over, under, behind, daily routine, past or future events, etc.)

Cognitive Domain: (Physical Knowledge)

- Act on objects and observe reactions (i.e. pulling, pushing, rolling, etc.)
- Act on objects to produce desired effects (i.e. raises ramp to make car go faster, mix paint to make a new color, etc.)

Cognitive Domain: (Conventional Knowledge)

- Know personal information (i.e. first and last name, address, phone number, age, birth date, etc.)
- Know about the community (i.e. knowledge of family or occupational roles, knowledge of special days and or holidays, etc.)
- Know conventional notations, manners and customs (i.e. says please and thank you, recognizes some numerals 1-20, can name first letter of their name, recognizes letters in their environment, shapes, colors, etc.)

Physical:

Physical Development Domain:

- Develop healthy living practices (i.e. holds handrail on stairs, slides down slide correctly, covers mouth when coughing or sneezing, washes hands with soap and water before eating, etc.)
- Develop motor skills (i.e. Gross Motor: hops, skips, kicks a ball, etc. Fine Motor: holds pencil correctly, puts on own coat, zip, button, etc.)

Representational:

Representational Domain: (Symbolic Development)

- Displays ideas and feelings through pretend play
- Displays ideas and feelings through movement, music, art, and construction

Representational Domain: (Language Development)

- Use language for a variety of functions (i.e. for personal needs; “says, “I’m hungry”). Uses language to gain or give information; contributes to classroom discussions, asks questions, etc.)
- Expand and refine the form and organization of language (i.e. completes rhymes, looks at a book and tells story, invents own writing, uses conventional writing, etc.)
- Construct meaning from language (i.e. retells a familiar story, asks teacher to write down what they say, follows three step directions, etc.)

Sociomoral:

Sociomoral Domain: (Social Relationships)

- Build relationships of mutual trust and respect with adults (i.e. asks for help, expresses own ideas or feelings through art, music, etc.)
- Build relationships with peers (i.e. expresses interest in peers, resolves conflicts using words, etc.)
- Considers the perspective of others (i.e. expresses concern and consideration for others, listens to others, accepts individual differences, etc.)
- Negotiate and apply rules (i.e. remembers and follows rules, negotiates with others, etc.)

Sociomoral Domain: (Dispositions)

- Be curious
- Takes lead
- Be confident
- Be creative

Pathways to Reading:

Pathways to Reading (PTR) is a reading curriculum for beginning readers in grades K-2 and struggling readers in upper grades. The reading curriculum includes small group and large group instruction strategies. Avenue City Preschool introduces the program to the pre-kindergarten students to help them gain kindergarten readiness skills.

The primary focus of Pathways to Reading is the five scientifically validated core components of the reading process. The five core components are:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

Decoding (the ability to figure out words) and **Comprehension** (the ability to interact with the meaning of text) are skills necessary for independent reading and are also taught in the Pathways to Reading curriculum. There are specific skills and tasks for each of the five components of the reading process that impact a student's ability to learn to read. In *Pathways to Reading* each of the skills and tasks is presented along continuums of simple to complex.

Missouri Department of Elementary and Secondary Education Kindergarten Readiness Standards:

The Missouri Department of Elementary and Secondary Education Department has developed the following set of objectives / skills for students who are entering kindergarten. The Avenue City Preschool helps students develop these skills so that they will be ready for kindergarten.

Symbolic Development

1. Takes part in interactive play with others.
2. Uses play themes (e.g., pretends to be a fireman).
3. Represents ideas and feelings through movement (e.g., acts like a butterfly, airplane, or truck).
4. Creates or responds to music (e.g., sings, dances, or plays musical instruments).
5. Represents ideas through construction (e.g., builds with blocks or other manipulatives).
6. Uses art (e.g., draws pictures with paint or crayons, makes objects with to convey feelings and ideas.)
7. Talks about his or her creations (e.g., talks about illustrations or constructions).

Communication

8. Uses language to communicate ideas, feelings, questions, or to solve problems.
9. Uses language to pretend or create.
10. Responds to questions.
11. Follows directions.
12. Shows interest in books.
13. Uses picture cues and/or context cues to construct meaning from text (e.g., when being read to).
14. Exhibits book-handling skills (e.g., knows how to hold a book and understands the direction of print).
15. Reads environmental print (e.g., cereal boxes, logos, signs).
16. Responds to texts (e.g., talks about books, laughs, makes predictions, intones, questions, or compares).
17. Identifies letters in the alphabet (e.g., recognizes letter name).
18. Recognizes that there is a relationship between letters and sounds (e.g., recognizes the sound of a letter or gives a word that starts with the letter).
19. Recognizes that written spellings represent spoken words.
20. "Reads" simple books (e.g., easy, beginning books or predictable books).
21. Scribbles with intended meaning.
22. Uses some letters in writing (e.g., letters from own name).
23. Uses letter-sound correspondence to write (i.e., invented spelling).
24. Identifies letters in the alphabet (e.g., recognizes letter name).
25. Shares writing with others (e.g., tells others about the intended meaning in drawings and writing).
26. Recognizes first name in print.

Mathematical/Physical Knowledge

27. Classifies objects used in daily experiences (e.g., sorts knives, forks, and spoons, compares plastic dinosaurs, or identifies similarities and differences among beads).

28. Writes some numbers.
29. Uses numerical relationships to solve problems in daily life (e.g., uses numbers to take lunch count or to figure out how many cookies are needed so that everyone can have one).
30. Orders things according to relative differences (e.g., arranges dolls according to height or trucks according to size).
31. Makes one-to-one correspondence (e.g., when playing a game, understands that “one” means to move his/her marker one space).
32. Determines “same,” “more than,” and “less than” by comparing (e.g., looks at her own and another child’s collection of buttons and says that she has more buttons than the other child).
33. Uses spatial relationships in solving mathematical problems (e.g., rearranges blocks so they can all fit in a container, solves simple puzzles).
34. Shows understanding of sequence of daily events (e.g., knows that recess comes after story time).
35. Experiments with objects to produce effects (e.g., when playing with objects in water, may predict which objects will float and which objects will sink).
36. Explains own actions in manipulating objects (e.g., “The tower will fall if I put another block on top.”).

Working with Others

37. Uses adults as resources (e.g., asks questions, requests materials).
38. Initiates conversation with familiar adults.
39. Works cooperatively with others in a give-and-take manner.
40. Uses peers as resources.
41. Shares resources (e.g., toys, manipulatives) with others.
42. Shows sensitivity and respect for others (e.g., shares with others or offers comfort when someone is hurt or sad).
43. Suggests appropriate solutions to conflicts (e.g., negotiates rules during play/work—who will go first, handles conflicts over materials by taking turns or playing together).

Learning to Learn

44. Shows curiosity and interest (e.g., enjoys and notices new things in his/her environment).
45. Explores and tries new things (e.g., is willing to try new activities and explore new materials).
46. Takes responsibility for belongings (e.g., hangs up coat, puts materials away).
47. Makes choices.
48. Stays focused and productive while playing/working independently.
49. Stays focused and productive while playing/working in a group.
50. Shows pride in accomplishments.
51. Copes with frustrations and failure.
52. Talks about what he or she is learning.

Physical Development

53. Is physically active.
54. Demonstrates gross motor skills (e.g., running, jumping, climbing stairs, or skipping).
55. Demonstrates fine motor skills (e.g., control of scissors or pencil).
56. Appears to be healthy.
57. Practices personal hygiene.

Conventional Knowledge

58. Tells first and last name.
59. Knows how to contact an adult family member (e.g., knows a parent's or grandparent's home or work telephone number).
60. Knows age.
61. Knows birthdate (month and date).
62. Recognizes some basic shapes (e.g., circle, square, triangle).
63. Identifies basic colors.
64. Counts by rote to 10.
65. Recognizes and names numbers to 10.

Handwriting without Tears:

Avenue City Preschool Introduces the Handwriting without Tears Program. This curriculum is designed to make handwriting easy to learn. The Handwriting Without Tears printing program draws from years of innovation and research to provide developmentally appropriate, multisensory tools and strategies for your child's classroom. Research shows that children learn more effectively by actively doing. Using the materials from Handwriting Without Tears we aim to make legible and fluent handwriting a skill that students can master easily.

Operational Policies:

Program Operations:

- Avenue City Preschool is a 9 month program
- There must be at least 7 children enrolled in the program at all times with 20 children being the maximum enrolled.
- Child must be able to use the bathroom without assistance.
- Avenue City R-IX will provide enrollment applications. The application must be completely filled out and returned before admission to the program.
- If necessary, there will be a waiting list kept in the order of when the completed enrollment forms were returned.
- Applicants will be notified of acceptance or of an opening.
- Developmental screenings will be used to evaluate growth of the children enrolled in the program; the children will be evaluated upon entering and exiting the program. Classroom observations and sample work will also be used to evaluate growth.
- Progress Reports will be sent home on a quarterly basis. A Parent/Teacher conference will be scheduled at the end of the first quarter. Additional conferences may be scheduled if needed.
- Weekly newsletters will be sent home informing parents of activities.

- Parent information will be posted outside the classroom on the parent bulletin board.
- Your child's blanket and snuggly will be sent home periodically for washing. Please return it the following school day.
- Fire, tornado, earthquake and intruder drills will be done periodically.

Materials Needed:

Please send a regular sized backpack and a change of clothes that is placed in a Ziploc bag with their name on it. The remainder of the materials needed, will be covered with a \$50 registration fee. Your child will also need a small blanket for rest time.

Nutrition / Food and Costs:

Nutritious meals and snacks will be offered and delivered to our room. Lunch is \$3.25 (subject to an increase) or you may send a sack lunch from home. Snacks will be offered in the morning and the afternoon. A snack fee of \$20 for Tuesday/Thursdays, or \$30 for Monday/Wednesday/Fridays, or \$50 for all week will be charged in September and January.

Tuition:

Tuition for In-District is \$26.50 per day for 8:00am-3:00 pm. Tuition for Out-of-District is \$29.00 per day for 8:00am-3:00 pm. If you qualify for Free or Reduce Meals see the 2022-23 Preschool Tuition Fee Sheet.

Tuition Policy:

- When a student enrolls, the total financial responsibility is assumed for the entire school year. To help with bookkeeping, we request that tuition and meals be paid monthly.
- Tuition will not be charged for days that preschool is not in session; however, if preschool is in session and your child does not attend due to illness, personal reasons, or vacation, tuition will be charged as normal and must be paid on the first day of the month that preschool is in session.
- If payment is late, a \$10.00 fee will be added to the tuition charge and your child will not be allowed to remain in preschool until tuition is paid.
- If you know tuition will be late, please let us know (816-662-2305).

Discharge / Termination:

Termination of enrollment may take place if the child is not benefiting from the program or if tuition has not been paid.

Authorized Pick-Up:

For safety purposes, your child will not be allowed to leave with someone who is not listed on the child Enrollment form under 'Person Authorized to Take Child from the Child Care Facility' without written authorization.

Field Trips:

A note will be sent home for the parents to read and sign prior to each field trip in order to keep parents informed.

First Day Attendance:

Both or one parent should have a scheduled visit at the preschool or attend the Back to School Open House before school starts in order to make the transition easier. If parents are taking their child on the first day, you should allow a few extra minutes to get your child settled in before departure.

Arrival and Departure:

- Hours are 8:00 am -3:00 pm and will follow the Avenue City School's calendar.
- Bring your child to the front doors where a teacher will be there to greet you.
- Bus Riders: A teacher will escort your child off the bus in the morning and on the bus in the afternoon.
- Dismissal: Parents are to park in the parking lot and pick-up the children on the sidewalk.
- Prompt pick-up is necessary and important for your child's secure feelings. A child left waiting feels insecure and may worry. If you know you are going to be late, call 816-662-2305. Thank you.

Absences / Illness:

- Please call the school by 8:10 a.m. if your child will be late or absent. Children should not attend school if they display any of the following symptoms; fever, sore throat, skin rash, red or inflamed eyes, discharge from ears, vomiting, diarrhea, severe cough, or severe itching of the body or scalp. If your child has any of these symptoms, parents will be notified to pick-up their child.
- Please keep your child home for 24 hours after fever, vomiting or diarrhea and report any contagious disease so other parents may be notified. If your child becomes ill or injured at school, parents will be notified immediately. It is necessary that you have a back-up caregiver for your child to go home with. All injury fees will be the parent's responsibility (doctor, hospital, etc.).

Medication:

- Parents must fill out a "Medication Authorization" form before we can administer medication.
- If your child is on medication, please bring the medicine to school with him/her in the original container.
- Parents should give the medicine if possible.

Accidents at school:

- Parents will be notified at once in case of an accident or illness to their child. If you cannot be reached to make necessary arrangements, or in a critical emergency requiring medical care, the person/persons you listed on your child's enrollment form to authorize treatment will be called.

Hand Washing / Sanitation:

- The children and caregivers will be required to wash their hands as they enter the classroom, before and after eating, after using the restroom, after blowing their nose, before and after handling food, and after playing outside.
- Caregivers and children will also be asked to cover their mouth when coughing.

Health Screenings:

- Hearing and health screenings will be done annually at no cost.

Emergency Dismissal:

- In case of fire or weather related hazards, parents will be notified as soon as possible.
- **Early Morning Closings:** Announcements will be made between 6:30 and 7:00 AM on KQTV. Announcement will also be made on KFEQ, KKJO, and KSFT radio stations. (Extreme cases will cause the announcements to be made the night before.) (When possible the announcement will also be posted on the website: <http://avenuecityschool.org/>)
- **Early Dismissal:** Announcements will be made as soon as possible on the stations listed above. Dismissal because of inclement weather will be at 12:50 when possible. (If at all possible announcements will be made between 10:30 AM and 11:00 AM.) (When possible the announcement will also be posted on the website: <http://avenuecityschool.org/>)
- **Lumen Communication System:** Lumen is the student data software used at Avenue City. Once your child is a student at ACES you will receive more information. During the school year if you have any questions please consult Technology Director, Tim Jones (tjones@avenuecityschool.org).
- **Classroom App:** A classroom app to text the teacher and share pictures will be available. A unique code will be sent home with your child to sign up.

Guidance:

- Conscious Discipline is used in the classroom.
- Guidance will be positive and children will be asked to come up with alternative choices if their behavior is unacceptable.
- If children are fighting or arguing they will be asked to “talk it out” and come up with a solution to the problem (some guidance for solutions may be necessary in the beginning).
- If behavior continues to be a problem, parents will be contacted.

Behavior Management: (children will help make additional rules)

- Listen to the teacher and do what he/she asks
- Be kind to others: use kind words, keep hands and feet to yourself, share toys with others, wait until someone else is finished talking before you talk, raise your hand at group times before you talk.
- Take care of our school, toys and materials.
- Walk, except when playing outside.
- When finished playing, put toys away where they belong.
- When inside, use indoor voices.
- Use good table manners at snack and lunch time.
- Children who do not follow school rules will be reminded. If this doesn't help, they may sit by the teacher at circle time or on a chair away from the group. Expected behavior will be explained to the child. Parents may be contacted.

Birthdays:

- Children are allowed to bring non-extravagant treats on their birthday.
- We will sing "Happy Birthday" to the birthday child.

Bringing Objects:

- Objects and toys should not be brought to school unless requested by the teacher.
- A Share Bag will be passed throughout the year. If your child has something of special interest to them this may be shared as well.

Outdoor Play:

- Outdoor play will be scheduled on a daily basis when the weather permits.
- Please dress your children in proper shoes / clothing for running and playing. Rubber soled shoes work best for playing. Sandals, boots, and flip-flops are not recommended.

Holidays:

- We will celebrate holidays and parents may volunteer to bring treats for a class party.
- If you have any questions, please notify the teacher.

Vacation Days:

- See yearly school calendar

Dress:

- We will be painting, cooking, digging and all around getting dirty. Please send your child in “play clothes” that are comfortable and safe for running and climbing.
- Please send a change of clothes (weather appropriate) including underwear and socks. Please put the extra clothes in a zip lock bag with their name on it.

STUDENTS

Policy 2710 **(Regulation 2710)**

Student Welfare **Reporting Student Abuse**

The Board of Education believes that school staff members, school volunteers and school contractors, are in unique positions to assist children, families, and the community in dealing with the issue of child abuse and neglect. Child abuse is defined as any physical injury, sexual abuse or emotional abuse inflicted on a child other than by accidental means. Neglect is defined as the failure to provide the proper or necessary support, education, nutrition or medical, surgical or other care necessary for the child's well-being. The status as an unaccompanied youth is not, in and of itself, a sufficient basis for reporting child abuse or neglect unless the child is under sixteen (16) years of age or is an incapacitated person. However, if a mandated reporter knows or has reason to believe that an unaccompanied child has been or may be a victim of child abuse or neglect, a report must be made. Employees, volunteers and school contractors making reports of allegations of sexual abuse of a student will be provided immediate unrestricted use of communication technology and will be temporarily released from their work duties to make an immediate report.

If a school employee, volunteer or school contractor has a reasonable belief that a student has been or maybe subjected to abuse or neglect, such employee, volunteer or school contractor and the Superintendent shall report the information immediately upon receiving the information to the Children's Division. Thereafter, the Superintendent will investigate the allegation for the purpose of making decisions about the accused person's employment. Depending upon the specific facts, the District may place the alleged abuser on paid leave of absence; place the employee in a non-student contact position; initiate dismissal proceedings, or continue the employee in their present position pending outcome of the investigation.

Any school district employee, volunteer or school contractor acting in good faith, who reports alleged sexual misconduct on the part of a school employee will not be disciplined or discriminated against because of such reporting.

The District will annually provide employee and volunteer training, which will include but not be limited to current information concerning identification of the signs of sexual abuse in children as well as the identification of the danger signals of potentially abusive relationships between children and adults. This training will emphasize the importance of mandatory child abuse reporting, including the obligation to report suspected abuse by other mandated reporters. Employees and volunteers will receive training on the need for and methods to create an atmosphere of trust so that students believe their school and school employees are available to discuss matters concerning abusive behavior.

The District will post in each student restroom and in a clearly visible location in each school office, the toll free child abuse and neglect hotline number established by the Children's Division. These signs will be published in both English and Spanish. Such child abuse and neglect hotline numbers shall be depicted in large print on posters 11 inches by 17 inches and will be placed at eye level for easy viewing. The hotline number will be shown in bold print. The signs shall also contain instructions to call 911 for emergencies and contain directions for accessing the Children's Division's website for more information on reporting abuse and neglect.

Student Welfare**Reporting Student Abuse****Procedure for Reporting Abuse and Neglect**

1. If notice of alleged child abuse or neglect is received. A report will be made to the Children's Division by telephoning the Abuse Hotline at 1-800-392-3738. The call will be logged with the date, time and nature of the report, if the Children's Division declines to accept the report, the name of the CD representative; the date and report made must be documented.
2. When CD representatives interview students on District property, a school staff member will be present. CD representatives may not meet with a child at any school or childcare facility where abuse of the child is alleged to have occurred.
3. When CD receives a report of suspected abuse involving a school employee, other than reports made under subsection (1), the CD is required to notify the Superintendent. If the alleged perpetrator is the Superintendent, CD will notify the Board President. However, if the report relates to spanking or the use of reasonable force to protect persons or property pursuant to Board policy, a report will be made to county law enforcement officials. The investigation into such report will be made by a law enforcement official in the county.
4. When the District and student involved request mediation of the child abuse situation in a school setting, the matter will be referred to the Office of Child Advocate.

Adopted: August 17, 2000

Revised & Adopted: December 9, 2004

Revised & Adopted: November 15, 2011

Revised & Adopted: September 13, 2012

Revised & Adopted: December 12, 2013

Avenue City R-IX School District