

Lee County School District 2023-2024 Pre-K Family Handbook



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Dear Pre-K Family Member:

Thank you for enrolling your child in our Lee County School District Pre-K Program. As a Mississippi resident, choosing to have your child participate in this educational program funded by the Mississippi Department of Education, you can be proud that Mississippi is leading the nation in providing preschool options for children. The purpose of this handbook is to help you understand the goals and objectives of the Lee County School District Pre-K programs and to offer suggestions that will help your child be successful, not only during the Pre-K program, but throughout his or her educational career.

We also want you to know we value your input. Please contact the campus administrator, your child's teacher, or the District PreK Director or Coordinator/Coach with any questions or comments. You may also visit the Office of Early Childhood: Mississippi Department of Education website for more information.

All of the Pre-K classes in the Lee County District are participants in the Early Learning Collaborative and receive funding through MDE as part of that initiative. The program director for the Collaborative is Jodie Boyd and the Early Learning Coordinator/Coach for the Collaborative is Jan Rogers.

Lee County Pre-K Contact Information:

Mooreville Elementary School	662.844.7105
Saltillo Primary School	662.869.3724
Shannon Primary School	662.767.0135
Shannon Elementary	662.767.9514
Verona Elementary	662.566.7266
Jodie Boyd – District Pre-K Director	662.841.9144
Jan Rogers – District Pre-K Coordinator/Coach	662.566.7266



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For additional information on policies, procedures, etc., please refer to the Lee County School District Handbook. You may access a digital copy at the following web address:

<https://www.leecountyschools.us/media/571820/student-handbook-2023-2024-1.pdf>



Goals and Philosophy of our Pre-K Program

The Lee County School District Pre-K Program provides appropriate activities and learning experiences that help prepare young children for school. The term school readiness means that children are socially, emotionally, physically, and cognitively prepared for success in kindergarten.

The Lee County School District Pre-K Program helps children become independent, self-confident, enthusiastic learners. Participation in the program encourages children to develop good habits and daily routines.



Instructional Approaches

The LCSD Pre-K Program encourages teachers to adopt child-centered instructional practices based on the interests and the skill levels of each child. Research shows that children benefit most when instruction is child-centered. Child-centered instruction allows teachers to facilitate learning in a rich environment that fosters children's initiative exploration, and collaborative interaction with other children and adults.



To ensure a smooth transition to kindergarten, families will be provided information and assistance in preparing for and gathering the documentation necessary for their child's enrollment in kindergarten.

You are encouraged to become involved in what your child is learning and experiencing in Pre-K, because your participation contributes to your child's success in school. A parent is a child's first and most important teacher.

Eligibility and Enrollment Requirements

A child may not be denied from registering or enrolling in the program, but parents must complete certain requirements for the child to attend. There are also limited seats available on each campus. Once seats are full, students may be asked to attend the pre-k program offered on another campus in our district.



In addition to the proof of age and residency documentation you have already provided, families will be asked to provide the following documents. All documents must be on file for your child to remain in Pre-K:

- Certificate of Immunization (Form 121) within 30 days of program entry
- Birth Certificate
- 2 proofs of residency
- Alternate contact information



Alternate contact is essential in the event of an emergency. Remember to keep this information updated by notifying your Pre-K provider of any changes.



Health Requirements for Pre-K

All children enrolled in the LCSD Pre-K program must have hearing, vision, and developmental screenings prior to or shortly after enrollment. The LCSD will provide the screenings.



Immunizations (Form 121) must be up-to-date within 30 calendar days of program entry. The local Health Department or your child's physician can provide information on immunizations required for school entry. Children without current Form 121 may not remain in the program. The form must have the box checked that states "Complete for Pre-K -6th Grade" in order to be compliant. Check with your provider if you need assistance in obtaining these certificates.

Transportation

Arrival to school each morning

Your school's principal and teacher will provide you with the start and finish time for pre-kindergarten students as the times may vary slightly from regular school schedule. All pre-kindergarten students will be car riders. No pre-kindergarten student will be allowed to ride any school bus. If the child is tardy to school, the child will need to be accompanied into the school. You must walk your child in and sign them in if you are late.

Departure from school each afternoon

For safety purposes of students, please do not line up to pick up your pre-kindergarten child prior to 2:15 p.m. If someone different will be picking up your child, send a note to the teacher. In emergency situations only, call the office and we will deliver a message to the staff.

Unexcused check outs of older siblings (if pre-k dismisses earlier than regular school) is strongly discouraged and may affect your child's continued participation in the pre-k program.

General Safety Rules for Arrival and Dismissal

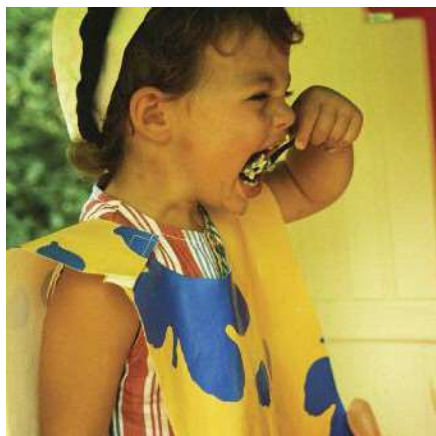
- Please pay attention to staff members and traffic flow when dropping off and picking up students in the car line.
- Line up as specified by your school staff.
- Please keep the line moving. Have your child ready to exit/enter the vehicle.
- Do not exit your vehicle. Teachers/Staff will load and unload students.
- Do not exit pickup area until directed to do so.
- Be patient and use caution at all times.



Support Services

Support services are a vital component of the success of our Pre-K program.

If your child meets certain eligibility requirements, he or she may qualify for health services, such as speech, physical, or occupational therapies. Please contact the Pre-K Director or the District Pre-K Coordinator or SPED Director at the District Office for additional information regarding eligibility requirements. The administrator or coordinator may ask for information and request further assessment to determine which services are appropriate. Supplying this information is not required for entrance in Pre-K, but may be required to help them determine your child's eligibility for some services. This information will be kept confidential. It will not be made available to anyone who is not directly involved in providing specialized assistance or auditing records.



Extended Day Services

Extended day services are not included in our LCSD Pre-K Program.



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MEALS



Each campus in our district provides healthy meals that meet the state and federal nutrition guidelines for young children. If your child requires a special diet or has a food allergy, please share that information with the school where your child is enrolled. Public School prekindergarten programs will provide applications for free and reduced prices.

If you would like to send a special snack/treat for your child's birthday, please contact your child's teacher and send the snack to school with your child. LCSD Pre-K would like to encourage healthy snacks, so we ask that you send healthy choices such as fruit, cheese, pretzels, and/or 100% juice when possible.

Fees Associated with the LCSD Pre-K Program

The public school-based, 7-hour core instructional program is provided at no charge to the parents. If you choose to participate in extracurricular activities, fees may be assessed. These may include, but are not limited to: school photographs, T-shirts, meals, etc.



What You Can Expect

Classroom Settings, Learning Areas, Teaching Methods

Pre-K Classrooms have learning areas or “centers” set-up in the classroom, and each center is supplied with books, materials, and learning activities. Typical learning centers in a Pre-K classroom might include math, blocks, reading, art, science, dramatic play, writing, and music. The learning centers are designed to promote various developmental skills in seven areas:

- English Language Arts
- Mathematics
- Science
- Social Studies
- Creative Expression
- Physical Development
- Social & Emotional Development
- Approaches to Learning



The Pre-K classroom has ample space to accommodate individual, small, and large group instruction. The Mississippi Early Learning Standards provide the basis for instruction in the Pre-K classroom.



Teachers interact with children and move about the classroom to facilitate learning experiences. You can find a copy of a daily schedule posted in the classroom. The Pre-K schedule allows for daily story times, outside time, rest, instruction in the learning centers and in large and small groups. You might find your Pre-K child engaged in building a farm in the block center, or observing butterflies hatching in the science area and then painting or drawing a butterfly in the art center.



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Curriculum

Our Lee County School District Pre-K Program will use Mississippi Beginnings curriculum which is aligned with the MS Early Learning Standards. Each curriculum is used to support children to reach age- appropriate learning goals. Mississippi Early Learning Standards ensure that children develop skills in language, literacy, math, science, social studies, creative expression, health, physical and social emotional areas. You can ask your child’s teacher for a copy of the Mississippi Early Learning Standards or refer the MDE website at www.mde.k12.org.

Teacher Credentials

All Mississippi educators must meet licensure guideline requirements as certified teacher to be considered highly qualified. According to Mississippi Public School Accountability Standard 2.2, *“With the exception of academic core subjects, the professional staff in each school is comprised of no more than 5% of Full Time Equivalent (FTE) units working outside the area or areas of endorsement.”* All current 2023-24 pre-kindergarten teachers in the Lee County School District have met licensure guidelines and are considered highly qualified to teach in a MS Pre-K classroom.

The School Calendar Year

The Lee County School District Pre-K Program operates for 180 days per year. The calendar is determined by the district and approved by the local school board. The core instructional program is 7 hours per day and may begin as early as 7:30 a.m. Families enrolling children in the program must agree to send the child the full 7 hours of instructional time, five days per week for the entire 180 days. Please see the current district calendar on the following page.



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2023-2024 Lee County School District Calendar

1st Semester

July 31 – August 1.....Professional Development
 August 2..... Students Report
 September 4.....Labor Day Holiday
 October 9 – 13.....Fall Break
 October 12-13.....Professional Development
 October 16.....Students Return
 November 20 – 24.....Thanksgiving Holidays
 December 22.....60% Day
 December 25, 2023 – January 5, 2024.....Christmas Holidays

2nd Semester

January 8.....Professional Development
 January 9.....Students Report
 January 15.....Martin Luther King, Jr. Holiday
 February 19.....President’s Day Holiday *
 March 11-15.....Spring Break Holiday
 March 29.....Good Friday Holiday
 April 1.....Easter Monday*
 May 22.....Last Day for Students
 May 18.....Graduation
 May 23 - 24.....Professional Development/Last Day for Staff

* February 19, 2024 & April 1, 2024 are included as inclement weather days.

Nine Weeks Grading Periods:

- 1st Nine Weeks – August 2 – October 6
- 2nd Nine Weeks – October 16 – December 22
- 3rd Nine Weeks – January 9 – March 8
- 4th Nine Weeks – March 17– May 22

Attendance

Regular school attendance is a component to a child's academic success. Children who do not attend on a regular basis, are routinely late, or routinely leave the program early may be dis-enrolled. In addition, children who are late, leave early, or are absent for ten days without a medical or other reasonable explanation will be dis-enrolled from the program.



Behavior

Children may be dis-enrolled from the LCSD Pre-K Program if they are hurting themselves or others and/or are chronically disruptive to the extent that they are not benefitting from the Pre-K program or causing other students not to benefit from the program. Families will be given assistance in obtaining resources to help the child benefit from the program, including assessment referral and treatment options. Dis-enrollment of a child for behavior reasons is the last step taken after all other attempts to help the child within the program have been exhausted. Further information regarding behavior (rules/consequences, etc.) can be found LCSD Handbook.

Staff/Child Ratios

Each Pre-K classroom will have one lead teacher and one assistant teacher. Classes are limited to 20 children, providing a ratio of 1:10. The only exception is mixed 3 and 4 year-old classrooms, which are limited to 17 children. At this time, the LCSD Pre-K program is limited to 4-year-old students.



Dress Code

LCSD Pre- K students should dress modestly, dress according to the weather, and wear shoes appropriate for an active day. Weather permitting, students in the LCSD Pre-K program go outside daily. Shoes and/or sandals shall be worn. Shoes with cleats or house shoes are inappropriate. It is preferable for sandals to have a back strap for the safety of our children as they move throughout the day. Tennis shoes or sneakers are the best option for safety in school. A change of clothing is requested for your child to be stored in the classroom in case of an emergency/accident. Please label your child’s clothing including jackets, coats, backpacks, and lunchboxes with his or her name. Further information regarding the dress code can be found in the LCSD handbook.

Family Involvement

Orientation

Your Pre-K provider will conduct a parent orientation within the first 20 days of the program. The orientation will include more specific information about the curriculum they use, Mississippi’s Early Learning Standards and general program information.



Graduation

The LCSD Pre-K Program does not recommend “graduation” for four-year-old children as an appropriate activity. More appropriate activities include, but are not limited to: a field day, an open house, family/child picnic, dinner, etc. If graduation is offered by your Pre-K Site, graduation ceremonies or other end of the year programs and practice for such should not be conducted during the 7-hour Pre-K day.

Your Involvement

Whenever possible, families should actively participate in the Pre-K program and maintain open communication with the Pre-K program staff. Research shows that active family participation in children's learning experiences contributes to success in school. Volunteering in the classroom is highly recommended, because it helps the children and is informative and rewarding for families. Contact the administrator on campus or your child's teacher to find out about opportunities to volunteer your time, talents, and experiences in your child's classroom.



Reading Aloud

The LCSD Pre-K Program suggests that you read to your child as often as you can. Time spent reading to your child and encouraging your child to read will strengthen your child's school success. Together, at home and at school, you can help your child be an explorer, a discoverer, a problem solver, and an inventor. Visit the website, <http://www.mde.k12.ms.us/ESE/literacy/resources-for-parents> for a listing of recommended children's books, and several helpful resources to help parents build literacy skill at home.



Visitors

Parents are welcome to visit our classrooms/school at any time. As a safety precaution, all visitors must report directly to the school office and sign in. The principal has the right to deny visitation to any individual if, in the judgment of the principal, the visit might negatively affect school climate and/or safety as well as the right to contact the proper authorities if a problem with a visitor should arise.

Mississippi Kindergarten Readiness Assessment (MKAS)

The Mississippi Kindergarten Readiness Assessment (MKAS) is administered to all four year olds enrolled in public pre-k programs to assess the level of performance for each child.



The MKAS is an assessment administered online at the beginning and end of the school year. You will receive a comprehensive report explaining your child's test results each time the test is administered.

Brigance Screener

The BRIGANCE Early Childhood Screen III is a collection of quick, highly accurate assessment and data-gathering tools to use with prekindergarten children. This screening enables educators to readily identify children who may be developmentally delayed or advanced and, therefore, can support any intervention that might be needed. They collect samples of a student's work that show development and growth over time. Teachers will use this data to complete the pre k report card and provide detailed information for you during parent/teacher conferences.

Family/Teacher Conferences

A minimum of three family/teacher conferences will be offered to families during the school year. During this conference a Pre-K Progress Report will be shared with families. While sharing the Pre-K Progress Report with families, the teacher will provide information about your child's performance in language/literacy, mathematics, social studies, science, social/emotional development, health and physical development, and creative expression. Mississippi's Early Learning Standards are included in the next section of this manual. They can be used as a discussion guide during teacher conferences about your child's progress.



TENTATIVE Family /Teacher Conference and Family Engagement Meeting Schedule

October 13th

January TBA

March TBA

*****This is a tentative schedule and it will vary from campus to campus. Some of these sessions will be held during the day, and others will be held at night. More information regarding these dates and times will be sent home by the classroom teachers.**



Classroom Newsletter

LCSD Pre-K teachers will send home weekly newsletters providing you with important information regarding events that will be occurring in the classroom or in the school. These newsletters could also contain information about the skills your child is learning in the classroom as well as provide you with ideas about how to connect what your child is learning at school with what you are doing at home.



Welcome to Pre - K! Book

Your child will receive a copy of a book at some point during the Pre-K year. Each year the teachers choose a book to share with Pre-K children and their families, because they understand the importance of young children being exposed to reading at a young age. Children who share these experiences with their families will develop a

love for reading. Children who are surrounded by language, not just at school but also at home, will naturally develop a desire to learn the words they will eventually need to read, speak, and write. Let this be one of many books available for you and your family to read together.

Week of the Young Child

Each April the National Association for the Education of Young Children (NAEYC) designates the one week in April as Week of the Young Child. Communities throughout

Mississippi celebrates young children in special ways, especially through literacy. Providers, teachers, and families are encouraged to read to children and keep track of the number of books read by completing reading logs provided by your teacher. We hope you will join in these efforts on behalf of children across the state!



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MEDICAL ISSUES

COMMUNICABLE DISEASES

(See School Board Policy JGCC)

This school board has the power, authority and duty to exclude from the school's students with what appears to be infectious or contagious diseases; provided, however, such student may be allowed to return to school upon presenting a certificate from a public health officer, duly licensed physician or nurse practitioner that the student is free from such disease. Miss. Code Ann. § 37-7-301 (h)

Any student showing signs or symptoms of illness including vomiting, fever, and diarrhea should not be sent to school. Parents are expected to pick up students showing signs of illness during the school day. If the student's condition is thought to be a health threat to others, a health letter will be sent home with the student. Any student given a health letter will receive a prompt follow-up on return to school.

HEAD LICE

When a student is found with "nits" or "live" head lice, the parent/guardian will be required to pick up the child and to follow the procedures listed below:

1. Use medicated shampoo for treatment.
2. Sign the school form and return it to school.
3. Attach box top of shampoo or prescription label as proof of treatment. Parent/Guardians will be given a letter with information to help with treatment.

If a student has head lice on three (3) occasions during one school year or if the parent of the student has been notified by school officials that the student has had head lice on three occasions in one school year, as determined by the school nurse, principal, or other administrator, the following procedure will be followed:

- a. The principal or his designee will notify the county health department of the problem.
- b. The county health department will instruct the parents or guardian as to how to treat head lice, eliminate head lice from household items, and prevent the recurrence of head lice.
- c. The county health department will charge parents or guardian a fee for providing treatment and counseling.
- d. The school principal or his designee will not allow the child to attend school until proof of treatment has been obtained from the county health department, attending physician, or family nurse practitioner.



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MEDICATION

(See School Board Policy JGCD)

To ensure safe and consistent treatment of children who must use prescription and non-prescription (over-the-counter) medications at school, the following guidelines have been established.

If your child must have medication of any type given during school hours, including over-the-counter drugs, you have the following choices:

1. You may come to school and give the medication to your child at the appropriate time(s).
2. You may obtain a copy of a medication form from the school nurse or school secretary. Take the form to your child's doctor and have him/her complete the form by listing the medication(s) needed, dosage, and number of times per day the medication is to be administered. This form must be signed by the doctor for both prescription and over-the-counter drugs. Prescription medicines must be brought to school in a pharmacy-labeled bottle which contains instructions on how and when the medication is to be given. Over-the-counter drugs must be received in the original container and will be administered according to the doctor's written instructions.
3. You may discuss with your doctor an alternative schedule for administering medication (e.g., outside of school hours).

School personnel will not administer any medication to students unless they have received a medication form properly completed and signed by the doctor, and the medication has been received in an appropriately labeled container. In fairness to those giving the medication and to protect the safety of your child, there will be no exception to this policy. Medication not picked up at the end of the school year will be discarded.

Students should be fever free for at least 24 hours before returning to school.

SELF-ADMINISTRATION OF ASTHMA & ANAPHYLAXIS MEDICATIONS

(See School Board Policy JGCDA)

Every child who has been diagnosed with asthma must have an asthma action plan on file in the school office.

The Lee County School Board permits the self-administration of asthma and anaphylaxis medication pursuant to the requirements of this policy. A student with asthma and/or anaphylaxis is entitled to possess and self-administer prescription asthma and/or anaphylaxis medication while on school property, on school-provided transportation, or at a school-related event or activity if:

1. The prescription asthma and/or anaphylaxis medication has been prescribed for that student as indicate by the prescription label on the medication;
2. The self-administration is done in compliance with the prescription or written instructions from the student's physician or other licensed health care provider; and
3. A parent of the student provides to the school:



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- a. Written authorization, signed by the parent, for the student to self-administer prescription asthma and/or anaphylaxis medication while on school property or at a school-related event or activity;
- b. A written statement, signed by the parent, in which the parent releases the school district and its employees and agents from liability for an injury arising from the student's self-administration of prescription asthma and/or anaphylaxis medication while on school property or at a school-related event or activity unless in cases of wanton or willful misconduct;
- c. A written statement from the student's physician or other licensed health care provider, signed by the physician or provider, that states:
 - i. That the student has asthma and/or anaphylaxis and is capable of self-administering the prescription asthma and/or anaphylaxis medication;
 - ii. The name and purpose of the medication;
 - iii. The prescribed dosage for the medication;
 - iv. The times at which or circumstances under which the medication may be administered; and
 - v. The period for which the medication is prescribed.
 - vi. The physician's statement must be kept on file in the office of the school nurse of the school the student attends or, if there is not a school nurse, in the office of the principal of the school the student attends.
4. If a student uses his/her medication in a manner other than prescribed, he/she may be subject to disciplinary action under the school codes. The disciplinary action shall not limit or restrict the student's immediate access to the medication.
5. The school board authorizes the school nurse or trained school employee to administer auto-injectable epinephrine to a student who the school nurse or trained school employee, in good faith, believes is having an anaphylactic reaction, whether or not the student has a prescription for epinephrine.

Any student that has life threatening allergies to food, medication, stings/bites, or other allergies, must have the following:

1. Life Threatening Allergy Care Plan on file in the school nurse's office.
2. Authorization for Medication form completed by his/her physician on file in the nurse's office. You may obtain a copy of this form from the school nurse or secretary.
3. The student's emergency medication bronchodilator (inhaler) or auto-injectable Epinephrine (Epi-Pen) must be brought to school by his/her parent in the prescription labeled container and turned in to the school nurse. Benadryl can be bought over the counter and will be given as directed by his/her health care provider.
4. The school nurse or other trained employee may administer auto-injectable Epinephrine to a student who the school nurse or trained school employee, in good faith, believes is having an anaphylactic reaction.

All prescription drugs (medicine) and over-the-counter drugs brought to school by students must be surrendered to the principal's office upon arrival at school. Students who fail to surrender prescription drugs or any medicines to the office will be in violation of school regulations and will be subject to disciplinary action which may include suspension and/or arrest.



GENERAL GUIDELINES AND PROCEDURES

BALLOONS, FLOWERS, ETC.—DELIVERY POLICY

The delivery of balloons, flowers, etc., to students and faculty causes disruption of the school day and loss of instructional time in the classroom. (School Board Policy EL)

EMERGENCY DRILLS

Emergency drills will be conducted at regular intervals as scheduled by the school administration in accordance with board policy and accreditation standards. Due to emergencies, catastrophic incidents, or weather related emergencies, the Superintendent has the authority, given by the school board, to cancel school, dismiss early, or begin later in the school day. The Superintendent shall make the final decision after consulting with weather and transportation authorities.

INCLEMENT WEATHER

In the event of inclement weather, parents will be notified of any school closures. Depending on the severity of the situation, the school may close for the day, have a two- hour delay of start, or be dismissed early.

EDUCATION FOR HOMELESS CHILDREN AND YOUTH Title X: The District complies with the Stewart B. McKinney Homeless Assistance Act of 1990, as amended. Homeless Liaison is Shauna Bostick and she can be contacted at 662-841-9144.

EQUAL EDUCATION OPPORTUNITIES

Every pupil of the district will have equal educational opportunities regardless of race, color, creed, sex, handicap, religion, or marital status. No student shall be excluded on such basis from participating in or having access to any course offerings, athletics, counseling, employment assistance, and extracurricular activities. LEGAL REF: Mississippi Code 37-15-35 and 1972 Educational Amendments, Title IX; 45 CFR Part 86; 1964 Civil Rights Act, Title VI 1973 Rehabilitation Act, Section 503 & 504; 45 CFR Part 84. School board policies follow federal laws related to non-discriminatory practices in the operation of the schools, as pursuant to Mississippi Public Schools Accountability Standards, 2008.



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**FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)
NOTICE OF SCHOOL POLICY STUDENT RECORDS
(SEE SCHOOL BOARD POLICY JR)**

The Lee County School District has implemented the following policy concerning the “Family Education Rights and Privacy Acts of 1974.”

1. Parents have the right to inspect and review the educational records of their children and request correction or deletion of any inaccurate, misleading, or otherwise inappropriate data contained therein.
2. The law allows “directory information” about students to be made public without specific permission. Parents may, however, request certain information about their child be deleted from publications. During the coming year the schools with the Lee County Schools will publish, or sponsor the publication of yearbooks, student directories, honor rolls, athletic contest programs, and graduation programs. The following directory information may be made public through one or more of these publications: the student’s name, address, telephone listing, date and place of birth, participation in officially recognized activities and sports, weight and height of members of athletic teams. For a period of ten days from the date of public notice, parents may request the deletion of information relating to their child from specific school publications. All requests must be in writing.
3. Lee County Schools will not release to any third party the educational records of students without the written consent of their parents other than for the following exceptions:
 - a. School officials, including teachers, who have legitimate educational interest.
 - b. Officials of other schools after a student has transferred.
 - c. State or Federal officials for audit purposes or for reporting information required by state statute.
 - d. Financial Aid officials in connection with a student’s application for Financial Aid.
 - e. Educational agencies for developing, validating and administering predictive tests if such information will not permit identification of individual students.
 - f. Accreditation organizations in order to carry out their function.
 - g. Parents of dependent students who are over the age of seventeen.
 - h. Appropriate persons who need information to protect the health or safety of students.
4. Lee County Schools will maintain a record of individuals having access to the cumulative folders of each student. With the exception of category 3-a above, this record will contain the signature, the date, and the reason for needing access. This record will be available to parents.
5. The law states that whenever a student has attained eighteen (18) years of age, an emancipated minor, or is attending an institution of post-secondary education, the permission or consent as required and accorded to the parent shall be required and accorded only to the student.

In the Lee County Schools, each principal will be the custodian of the student’s record. Parents who have legitimate interest are welcome to make inquiries about such records. Out of courtesy for the operation of the school and the education of all students, a parent/guardian wishing to review a student’s record should make an appointment with the school principal or counselor.



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PARENT'S RIGHT TO KNOW

Under the **Every Student Succeeds Act** (ESSA), parents have the right to request information on:


- Whether the teacher has met state qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived;
- Whether the teacher is teaching in the field or discipline of the certification of the teacher; and
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

(Please refer to the Lee County School District Student Handbook for more information.)



Family Guide to Early Learning Standard

Mississippi's Early Learning Standards provide the foundation for instruction in classrooms as teachers use these goals to plan activities for your child. Below you will find a variety of activities you can use at home to extend your child's learning within these same standards. For a complete listing of the MS Early Learning Standards, visit the MDE website at www.k12.ms.us.

 Language and Literacy	
Children will participate in shared conversations and language activities	
In the classroom, your child may...	Ideas to support your child at home
Follow along and respond appropriately to music and movement activities such as the "Hokey Pokey" Respond verbally to books and stories Listen to books or stories on cassette tape at the listening center	Play some classic games like "Simon Says" or "Mother, May I?" Give 1-step commands at first and then progress to 2 or 3 steps. "Simon says <i>turn around</i> then <i>clap your hands</i> then <i>touch your toes</i> ." Read a favorite story together and ask your child to give a signal each time he hears a particular word. For example, "Clap your hands when you hear me say the word <i>bear</i> ."



Inspiring Young Minds for Success

Children will learn to discriminate the sounds of language	
In the classroom, your child may...	Ideas to support your child at home
Identify common environmental sounds or animal sounds Clap hands for syllables in names or other familiar words Substitute different beginning sounds for common words Repeat finger plays and poems such as “Humpty-Dumpty”	Go outside and identify sounds you hear. Teach your child some hand clapping chants or jump rope rhymes you remember from childhood. Play silly rhyming games and substitute sounds. Recite nursery rhymes together. Emphasize the rhythm and rhyme that you hear.

Children will develop an understanding of new words acquired through experiences, conversations, and/or from hearing a story.	
In the classroom, your child may...	Ideas to support your child at home
Create a story for a wordless book Help create a language experience chart after participating in a new group activity	Talk to your child while you are engaged in household activities like cooking, gardening or fix-it chores. Explain what you are doing and tell them the names of the tools you are using. Spatula, spade or wrench will soon become part of your child’s growing vocabulary. Discuss the day’s events after your return from an outing or special event.

Children will develop expressive language (speaking) skills	
In the classroom, your child may...	Ideas to support your child at home
Ask questions for information and to solve problems Engage in turn-taking conversations Tell real or make-believe stories	Give your child lots of opportunities to engage in conversation with adults. Let them order for themselves in a restaurant or answer the telephone using phrases you have rehearsed ahead of time. Create silly stories together while you are riding in the car or while you are waiting at a restaurant.



Children will develop strategies that will assist in reading	
In the classroom, your child may...	Ideas to support your child at home
<p>Use puppets or flannel board to retell a story</p> <p>Identify letters when using alphabet play dough cutters</p> <p>Discuss the characters in a story</p>	<p>Practice reading environmental print – street signs, store names, favorite foods.</p> <p>Cut out logos from the ad section of the newspaper or the grocery store circular. Paste them on paper or put them in a photo album to make a book that your child will love to read often.</p> <p>Discuss books with your child after reading them together. Ask “How” and “Why” questions to extend their learning.</p> <p>Use newspapers and magazines for letter find activities. Children love to find and circle letters in their names.</p>

Children will develop age-appropriate writing skills	
In the classroom, your child may...	Ideas to support your child at home
<p>Use scribble writing and letter-like forms</p> <p>Copy word cards at the writing center</p>	<p>Invite your child to “write when you write.”</p> <p>Let your child write on old calendars, order forms, check registers or grocery lists. Provide a “grown-up” pen or pencil.</p> <p>Encourage all forms of writing, from scribbling to forming letters.</p>



Mathematics

Children will develop an understanding of numbers

In the classroom, your child may...	Ideas to support your child at home
<p>Count in finger plays or rhymes</p> <p>Match blocks with animals in the block center in one-to-one correspondence</p> <p>Count sets of objects during group time or independent play</p> <p>Participate in putting together large floor puzzles.</p>	<p>Build one-to-one correspondence by letting your child set the table. Show him how to put one plate, one cup and one fork at each place.</p> <p>Develop the concept of part to whole by doing puzzles. Make your own puzzles by cutting apart magazine pictures and gluing them back together again.</p> <p>Encourage counting frequently in daily routines, such as counting the forks as you put them away. Create games around counting common objects, such as counting the number of doors, windows, telephones in your home</p> <p>Choose books from your local library that encourage counting, such as ‘Splash’ by Ann Jonas.</p>

Children will sort and classify objects

In the classroom, your child may...	Ideas to support your child at home
<p>Sort the counting objects into groups according to color or size</p> <p>Sort through a box of classroom buttons and makes up rules for organization</p>	<p>Let your child help put away flatware by sorting all the knives, forks and spoons.</p> <p>Have your child help sort laundry before you wash by putting all the socks in a pile, all the shirts in a pile, and all the towels in a pile.</p> <p>Let your child play with collections of similar items, such as a box of shells or buttons. Have your child tell you how they chose to group and organize them</p>



Children will create and duplicate simple patterns	
In the classroom, your child may...	Ideas to support your child at home
<p>Snap, clap or stomp a rhythmic pattern</p> <p>Create a pattern using manipulatives toys, such as peg boards, or color block.</p> <p>Recognize patterns in the environment</p>	<p>Point out the way items are arranged at the grocery store. “Look, here is where all the cereal goes. And all of the frozen food is over here.”</p> <p>Let your child help you put away groceries according to a plan – all the cans together, all the boxes together, all the refrigerated items together.</p> <p>Play some music with a strong beat and clap hands and knees in an alternating pattern. Or face each other and clap your hands together and then clap your own hands. Say the pattern together, “Clap, together, clap, together, clap, together.” Add a third motion to increase the difficulty – clap, together, knees, clap, together, knees.”</p>

Children will develop a sense of space and understanding of basic shapes	
In the classroom, your child may...	Ideas to support your child at home
<p>Find common shapes in the environment</p> <p>Combine the unit blocks to make new shapes</p> <p>Use positional words such as over, under, behind</p>	<p>Make a SIGN BINGO game by drawing shapes on a piece of paper – circle, square, triangle, octagon. Then watch for those shapes in signs as you ride along. When you spot a triangular YIELD sign, color in the triangle or color the octagon when you see a STOP sign.</p> <p>Play games with your child at the table. Ask your child to move the napkin or fork over, under or beside the plate.</p>

Children will develop measuring skills	
In the classroom, your child may...	Ideas to support your child at home
<p>Measure water in the sensory table</p> <p>Place objects in order according to size</p> <p>Use classroom objects to measure the length of a table or shelf</p>	<p>Cook together and allow your child to measure ingredients. Or put a set of measuring cups and spoons in your child’s tub. Encourage him/her to fill and empty the cups. Ask which holds more? Pour from one cup to the other. How many small cups does it take to fill a bigger cup?</p> <p>Provide your child with objects such as paperclips to measure items in your household. Whose shoe is longer? Dad’s or brother’s?</p>



Science

Children will use processes of science to increase understanding of the environment

In the classroom, your child may...	Ideas to support your child at home
<p>Observe collections of natural items in the science area.</p> <p>Identify objects by touch</p>	<p>Go on a nature walk and collect small items as you walk along. Try to collect several samples of each item – leaves, rocks, or twigs. When you get home, ask your child to look carefully at each rock, for example and find ways that they are different – shape, color, size.</p> <p>Talk about how different items feel while you are on an outing or shopping. Ask your child to find objects that might be soft? furry? or rough?</p>

Children will learn about earth science

In the classroom, your child may...	Ideas to support your child at home
<p>Draw a picture of the weather outside</p> <p>Read an outside thermometer and record observations in a weather journal</p>	<p>Look at the night sky for several weeks around the same time and locate the moon. Is it behind a tree, over the garage, or across the street? Does it change places? Does it seem higher or lower in the sky? Does it change shape? Invite your child to draw a picture showing all the different ways he has seen the moon.</p> <p>Talk to your child about the weather. Does it feel hot, cold, or windy? Or is it cloudy or rainy?</p>



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Children will learn about life science	
In the classroom, your child may...	Ideas to support your child at home
<p>Observe the life cycle of insects or amphibians</p> <p>Use picture cards and match animals with their offspring</p> <p>Assist with planting a tree or other plant</p>	<p>Look under rocks or around the foundation of your house to discover the tiny crustaceans called “roly polies” or “pill bugs.” Put them in a plastic jar lid with some soil and a small rock and watch them move around. Talk about what all living things have in common – they move, breathe, eat. Ask your child why he thinks they are called “pill bugs.” (They curl up in a ball when they are touched.) After an hour or so, put them back where you found them.</p> <p>Check out books from your local library about animals, plants and other science concepts.</p> <p>Let your child plant seeds or small plants in your garden and watch them grow.</p>

Children will learn about physical science	
In the classroom, your child may...	Ideas to support your child at home
<p>Describe how water flows through a tube in the sensory table</p> <p>Describe the difference between liquid and solid objects</p>	<p>During bath time, provide several different objects for your child to play with in the tub – a rubber duck, a metal spoon, and a plastic bowl, for example. Talk about why some sink and some float. Do some “experiments” to see if you can change what they do. Fill the bowl with water, for example, to see if it will sink.</p> <p>Put an ice cube in a bowl and watch it melt. Check it every few minutes and discuss the changes your child sees. Or, make homemade Popsicles by adding your child’s favorite drink to ice cube trays and placing plastic wrap over the top of the tray and inserting a Popsicle stick. Let your child predict what will happen and then observe the tray every thirty minutes to check for changes.</p>



Social Studies

Children will develop an awareness of family, school and community

In the classroom, your child may...	Ideas to support your child at home
<p>Participate in classroom jobs and contribute to the classroom community</p> <p>Identify community workers in the puzzles, stories or pictures on the wall</p> <p>Pretend to be a store salesperson or mail carrier during dramatic play</p>	<p>On a trip to the grocery store, point out the different jobs people do – bag groceries, scan the food, or stack the vegetables. Emphasize the jobs that they do – not the titles. For example, “That man is cutting up the meat and putting it in packages so we can buy it.”</p> <p>Go out and meet the person who delivers your mail (or cleans the street or helps people cross.) Help your child write a thank you note to them for the jobs they do.</p> <p>Assign your child regular household jobs. Talk about how everyone in the family should help make the home a comfortable place to live.</p>

Children will understand the importance of people, resources and the environment

In the classroom, your child may...	Ideas to support your child at home
<p>Read a story about a child with a disability or about people from other cultures.</p> <p>Identify ways people care for the environment</p> <p>Taste a snack from another culture</p>	<p>Look through magazines and cut out “people pictures.” Point out differences in skin color, hair color or style. Use positive words to talk about each color – warm brown, clear blue, etc.</p> <p>Participate in recycling activities, clean up a public place, such as a city park, while discussing the importance of taking care of our environment.</p> <p>Visit outdoor festivals or ethnic celebrations. Try out new foods and recipes. Read books together like Everybody Cooks Rice by Norah Dooley or Bread, Bread, Bread by Ann Morris.</p>



Children will develop geographic thinking	
In the classroom, your child may...	Ideas to support your child at home
<p>Draw a simple map of classroom or school</p> <p>Build a familiar street with blocks</p> <p>Identify objects that are near and far</p> <p>Take a walking field trip to explore the community</p>	<p>Hide a small treasure and give your child directions for the search using positional/directional words. “Go out the door and across the porch. Look under the tree.”</p> <p>Point out landmarks along a familiar path – from home to school, for example. “Next we will turn right at the Walmart sign.”</p> <p>Help your child make a simple map of her room. Draw the outline of the room on a piece of paper. Point out the windows and doors. Invite her to draw her bed and other furniture in the room. Help her with locations. “Your bed is right here, under the window.” For added fun, draw the furniture on a separate piece of paper and cut out. Then she can rearrange it to make a new room.</p>



Creative Expression

Children will explore creative expression through visual art

In the classroom, your child may...	Ideas to support your child at home
<p>Use markers, paint, crayons, modeling clay, collage materials, play dough</p> <p>Explain a painting or drawing to another person</p> <p>Show interest in illustrations in books or pieces of artwork in the environment.</p>	<p>Give your child markers or crayons and a variety of surfaces to draw on – newspaper, waxed paper, foil, pages from an old phone book, cardboard, or Styrofoam.</p> <p>Make some homemade paint from food color and water or food color and liquid starch. Or add water to backyard soil for a wonderful “mud paint.”</p> <p>Put some shaving cream on a tray and finger paint to music.</p> <p>Visit a museum or art gallery and talk to your child about what they see. Explain what an artist is. Let your child become an artist at home.</p>

Children will participate in music, dance, and movement activities

In the classroom, your child may...	Ideas to support your child at home
<p>Create a movement that responds to the beat of a record</p> <p>Use props to respond with expression to music of various tempos</p> <p>Sing a song with the group during circle time.</p>	<p>Help your child learn about different kinds of music. Find the jazz station on the radio and listen together for a while. Talk about the sounds of the instruments and how the music makes you feel. Then try a different station with a different style of music.</p> <p>Roll a section of newspaper tightly and tape it together in several places to form a stick. Cut it in half to make a pair. Turn on some lively music and encourage your child to play his drumsticks on a variety of surfaces around the house – the kitchen table, the back of the sofa, his own knees. What makes the best drum?</p> <p>Sing songs together. Sing in the car, at home or outside. Recall some from your own childhood.</p>



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Children will use drama	
In the classroom, your child may...	Ideas to support your child at home
<p>Use props to retell familiar stories</p> <p>Participate in different forms of dramatic play</p> <p>Use symbolic materials to represent real objects</p>	<p>Fill a cardboard box with old scarves, hats, purses and other dress up props. Invite your child to dress up and act out a favorite slogan, song or jingle.</p> <p>Practice making faces together in front of a mirror. Who can make the scariest face? Who can look the most surprised?</p> <p>Use your hand or another object to pretend it is a phone. Carry on a pretend phone conversation with your child.</p>



Social and Emotional

Children will develop confidence and positive self-awareness

In the classroom, your child may...	Ideas to support your child at home
<p>Describe self using several basic characteristics</p> <p>Make choices during independent play</p> <p>Become aware of the uniqueness of each individual</p>	<p>Make an “I Can” can with your child. Cover a clean can with paper and decorate it. Each week, write a new skill on a strip of paper (“I can hop on one foot,” “I can feed the dog,” “I can sing a new song”) and place it in the can.</p> <p>Look through photos with your child often. Point out how she has grown and changed over time.</p>

Children will develop curiosity, initiative, self-direction and persistence

In the classroom, your child may...	Ideas to support your child at home
<p>Become involved with classroom materials without teacher prompting</p> <p>Select additional materials to complete a project</p> <p>Complete a challenging puzzle</p>	<p>Make plans for independent “time alone” play. Talk with your child afterwards and encourage him to tell you about what he did.</p> <p>Give your child some choices throughout the day. “Should we get out the LEGOS or the play dough now?” “Would you like noodle soup or tomato soup for lunch?”</p>

Children will increase the capacity for self-control

In the classroom, your child may...	Ideas to support your child at home
<p>Provide ideas to make the classroom run smoothly</p> <p>Follow simple rules</p> <p>Understand and follow the daily schedule</p> <p>Use words to express frustration</p>	<p>Remind your child that every place has its own rules. Practice being quiet in the library, and waiting your turn at the bank or the ice cream store.</p> <p>Take turns speaking or listening. During dinner let each person take a turn “in the spotlight” to share something about their day.</p> <p>Listen while your child speaks.</p>

Children will develop interpersonal and social skills	
In the classroom, your child may...	Ideas to support your child at home
<p>Greet the teacher or other adults when arriving at school</p> <p>Give assistance to peers who are trying to solve a problem such as zipping coats or tying shoes</p> <p>Cooperate with other children during dramatic play or in building block structures</p>	<p>When reading with your child, talk about how the book characters feel. Point out their facial expressions, their actions and their words. Say “show me how you look when you’re disappointed,” or “how do people look if they’re excited?”</p>



Physical Development

Children will participate in gross-motor activities	
In the classroom, your child may...	Ideas to support your child at home
<p>Learn how to peddle and steer on gym equipment</p> <p>Walk on a balance beam</p> <p>Climb a slide ladder</p> <p>Walk, gallop, jump and run in rhythm to simple tunes and music patterns</p>	<p>Show your child how to roll socks together to make a ball and practice tossing them into an empty laundry basket.</p> <p>Make a beanbag by filling a small zip-lock bag with beans or rice and taping securely closed. Encourage your child to balance the beanbag on different parts of her body. Can she walk with it on her shoulder? Jump with it on her head?</p> <p>Play the mirror game. Face your child and ask him to copy your movements – put hand on head, touch nose, etc. Then switch places and you copy his movements.</p>



Children will participate in fine-motor activities	
In the classroom, your child may...	Ideas to support your child at home
<p>Tear paper or tape</p> <p>Use a paper punch</p> <p>Use writing tools</p> <p>Use scissors and art materials</p> <p>String beads or put pegs into boards</p> <p>Work with play dough</p>	<p>The kitchen is a great place to develop the fine motor skills and eye-hand coordination needed for handwriting. Give your child lots of opportunities to use tongs, tweezers, spatulas, hand juicers, and clothespins. Learn to use chopsticks together if you don't already know how.</p> <p>Provide writing utensils for your child daily. Give them reasons to write. Can you help me write this recipe or make a list for the store?</p> <p>Let your child cut magazines or newspapers before you recycle.</p> <p>String O-shaped cereal on lengths of yarn and hang over an outside bush or tree limb for the birds and squirrels to enjoy.</p> <p>Make snacks with pretzel sticks and cheese cubes. Spear the cheese with the pretzel and enjoy.</p> <p>Make homemade play dough with your child: ½ cup salt, one cup flour, one tablespoon cream of tartar, one tablespoon oil, one cup water, and food color. Combine ingredients in saucepan. Heat gently, stirring all the time. When dough has good consistency, take it off the heat and allow to cool.</p>

Parent Tips

Reading aloud to your child is the single most important activity for building the knowledge required for success in reading. Choosing many different types of books will expose your child to new concepts, vocabulary and interests. Listed below are some recommended books that represent various types of literature. Visit your local library for other books to enjoy with your child. A complete listing of recommended books for children can be found on the department website: www.decal.ga.gov.

Alphabet Books

Alphabet books introduce your child to the letters and connect the beginning letter sound with pictures.

- ❖ *Dr. Seuss' ABC*, Dr. Seuss
- ❖ *Chicka Chicka Boom Boom*, Bill Martin, Jr., and John Archambault
- ❖ *Eating the Alphabet*, Lois Ehlert

Counting Books

These books emphasize counting and connect the numerals with a corresponding number of items.

- ❖ *Five Little Monkeys Jumping on the Bed*, Eileen Christelow
- ❖ *Anno's Counting Book*, Mitsumasa Anno

Concept Books and Informational Books

These books teach concepts that children will review in school such as colors, shapes, opposites, or sizes and provide information to help in understanding the world.

- ❖ *Red, Blue, Yellow Shoe*, Tana Hoban
- ❖ *Boats*, Anne Rockwell





Poetry/Rhymes

These books contain rhymes and repeated verse. Learning to hear rhymes is an essential step in developing the skills needed for reading.

- ❖ *Read Aloud Rhymes for the Very Young*, Jack Prelutsky
- ❖ *Hickory Dickory Dock and Other Nursery Rhymes*, Carl Jones
- ❖ *Over in the Meadow*, Ezra Jack Keats

Predictable/Repetitive Books

In these books, a word or phrase is repeated throughout the book forming a pattern. Children quickly recognize the patterns and are able to read along.

- ❖ *Brown Bear, Brown Bear, What Do You See?* Bill Martin, Jr.
- ❖ *Are You My Mother?* P. D. Eastman

Picture Books and Wordless Books

Picture books have easy to understand stories and can include contemporary stories and traditional literature.

Wordless books encourage language development as children create their own stories using the pictures.

- ❖ *If You Give a Mouse a Cookie*, Laura Numeroff
- ❖ *The Snowy Day*, Ezra Jack Keats
- ❖ *The Mitten*, Jan Brett
- ❖ *Good Dog*, Carl A. Day
- ❖ *School*, E. McCaully

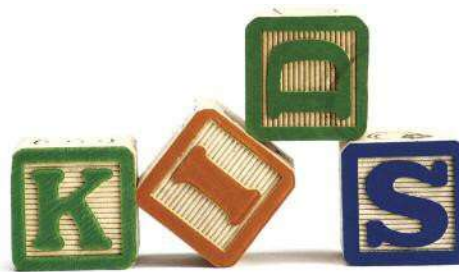
Additional Information

Additional information about Early Learning Collaborative and other early childhood initiatives is available through your Pre-K provider. Information is also available through the Mississippi Department of Education website at the following address: www.mdek12.org.

In addition to specific programmatic information, such as the Pre-K Providers' Operating Guidelines and site listings, you will find a number of Best Practices lessons you may use to help your child learn at home what they are learning in Pre-K.

THE ABC'S OF BEHAVIOR MANAGEMENT

- A**lways consider the child's feelings – avoid embarrassing a child.
- B**e alert and observant. This is perhaps the most effective way to prevent problems before they occur.
- C**hoose your words carefully when problems do arise.
- D**iscipline yourself. In other words, control your temper.
- E**xcessive flattery as a technique to motivate or control is ineffective.
- F**irmness and fairness should abide.
- G**ood humor goes a long way.
- H**andle problems without threatening.
- I**gnore those behaviors that are just ploys to get attention.
- J**oin your child by the hand to supervise them as you walk or cross the street.
- K**eep this simple idea in mind – children are not problems, but rather may have problems.
- L**ead and train children in everyday activities.
- M**ake positive statements as much as possible.
- N**ever underestimate the power of your appearance and behavior.
- O**ptions are important to children.
- P**roximity – stay close as an effective preventative approach.
- Q**uiet activities can be just as much fun as noisy ones.
- R**outines and rules should be consistent and clear.
- S**how children you are up for the challenge of parenting.
- T**ry to predict what would confuse or distract children.
- U**se natural consequences to unacceptable behaviors.
- V**alue your child and spend as much one-on-one time as possible together.
- W**atch the amount of attention you give to individual children.
- X**-pect to have fun.
- Y**elling is not effective with children.
- Z**oom in and handle problems quickly.





The Year Before Kindergarten

So, your child starts kindergarten next year...

In the year before kindergarten you should be laying a foundation for your child's transition to kindergarten. You can begin the process by:

- ❖ Identifying the school that your child will be assigned to next year, or in some cases, choosing which school your child will attend.
- ❖ Call your county school board office information line. This number can usually be located in the government pages of the phone book.
- ❖ Visiting the school or schools that your child might attend. Bring your child with you on those visits.
- ❖ Begin connecting with other families. Find parents with children who will enter kindergarten at the same school next year. This is a good time for you to get to know the other adults. You can support each other in an emergency situation, share ideas or learning activities, or car-pool.

Obtaining the following information from the school:

- ❖ A list of entry requirements (immunizations, documentation, child's age, proofs of residency, etc.)
- ❖ An enrollment form
- ❖ School calendar and times of operation
- ❖ Information about after-school programs (if available)
- ❖ Dates for kindergarten registration and/or screening
- ❖ What meal options are provided, requirements for free and reduced lunches, and the cost of meals
- ❖ A description of the kindergarten program





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NOTES



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