

PREKINDERGARTEN PHILOSOPHY

The prekindergarten program in the Plano Independent School District has been developed within the Texas Education Agency guidelines. The program is uniquely adapted to meet the needs and interests of the prekindergarten child.

The prekindergarten program is designed to promote children's knowledge and skills in all developmental areas—cognitive, social/emotional, physical, and aesthetic—and to establish a foundation for lifelong learning.

The Prekindergarten Guidelines developed by the Texas Education Agency in Language and Early Literacy, Mathematics, Science, Social Studies, Fine Arts, Physical Development, Health and Safety, Personal/Social Development, and Technology Applications are educational objectives within the program.

The prekindergarten program reflects the belief that children are active learners. They build meaning and understanding through full participation in their learning environments. This child-centered program combines high expectations for each child with respect for individual development.

"Mastering phonics or learning to subtract at age 3 or 4 doesn't translate into later school success," says Lilian Katz, PhD, professor emerita of early childhood education at the University of Illinois. In fact, "too much early experience in work sheets, drills, or flash cards may backfire later," she says. "Researchers think that gaining social competence—learning how to cooperate, solve problems, and think about other people—is what really makes a difference later on. Playing and working together on projects with other students is one way we build these crucial social skills. The educational learning in the classroom is integrated into the daily routine and is relevant to the students (for example, 'there are five 'J' names in our class')."

The Plano ISD Prekindergarten program is designed to embed important educational objectives into the daily routine, to ensure the learning focus is relevant to the students, and to provide intentional instruction in a playful, joyful atmosphere.

LEARNING ENVIRONMENT

The Plano ISD prekindergarten program provides a learning environment that affords each child opportunities to develop:

- self-confidence through successful learning experiences;
- responsibility for one's own behavior;
- positive attitudes toward learning;
- a sense of responsibility for completing assigned tasks;
- the ability to share and cooperate with others;
- language / literacy skills and strategies;
- mathematical thinking about patterns and relationships, order and predictability, and logic and meaning;
- the ability to observe, explore, discover, predict, and solve problems through concrete learning experiences;
- an understanding of the many aspects of their cultural and environmental world;
- health-promoting habits and routines;
- physically through use of large and small muscle activities;
- aesthetic expression and appreciation through art, music and dramatic play;
- the natural curiosity young children use to make sense of their world;
- the early concepts and skills that build the foundation for the Plano ISD Kindergarten Curriculum.

The Plano ISD Early Childhood Curriculum Guide is available for viewing in each Early Childhood School campus library. The Plano ISD Early Childhood Web Site has information about the instructional program provided at all Plano ISD Early Childhood Schools: <http://k-12.pisd.edu/elecurr/echild/default.htm>.



CURRICULUM FRAMEWORK

Texas Prekindergarten Curriculum Guidelines

Language and Early Literacy

During the prekindergarten years, children's experiences with communication and literacy begin to form the basis for their later school success. Given adequate opportunities to interact with responsive adults and peers in language and print-rich environments, young children develop vocabulary, extended language skills, and knowledge of the world around them. They develop listening comprehension and phonological awareness; understanding of the everyday functions of print; motivation to read; appreciation for literary forms; and print awareness and letter knowledge. They learn what books are and how to use them. Understanding the value of literacy as a means of communication, as well as coming to enjoy reading, are accomplishments typical of the future good reader. These language and literacy accomplishments are best achieved through activities that are integrated across different developmental areas: cognitive development, fine and gross motor development, and social and emotional development. It is important to consider native language, augmentative communication, and sensory impairments in accomplishing these guidelines.

Prekindergarten educators should provide opportunities to promote language and literacy learning in children who speak a language other than English. The Texas Prekindergarten Curriculum Guidelines outline language and literacy accomplishments for three- and four-year-old children in their native language. For students whose first language is other than English, the native language serves as the foundation for English language acquisition. Specific guidelines for the language and literacy development of prekindergarten children whose home language is not English in English-only settings is addressed in the guidelines.

Mathematics

Mathematics learning builds on children's curiosity and enthusiasm, and challenges children to explore ideas about patterns and relationships, order and predictability, and logic and meaning. Consequently, quality instruction occurs in environments that are rich in language, encourage children's thinking, and nurture children's explorations and ideas. These ideas include the concepts of number pattern, measurement, shape, space, and classification.

Science

Young children are natural scientists. They are eager to discover all they can about the world in which they live. In prekindergarten, children participate in simple investigations that help them begin to develop the skills of asking questions, gathering information, communicating findings, and making informed decisions. Using their own senses and common tools, such as a hand lens, students make observations and collect information. Through these processes, prekindergarten children learn about their world.

Children enter the prekindergarten classroom with many conceptions about the natural and constructed world—ideas that they have gained from prior experiences. Meaningful science learning experiences help children investigate those pre-existing ideas while building a foundation for additional knowledge. These meaningful experiences increase children's understanding of the natural world, living things, cycles, change, and patterns—concepts that organize the learning of science.

Social Studies

Social studies concentrate on the nature of people and their world, the heritage of the past, and contemporary living and culture. The social studies are both integral to young children's lives and of great interest to them. Driven by a desire to know and achieve mastery over self and their environment, children are eager to gain understanding of the many aspects of their cultural and environmental world. Through social studies, children begin to develop the self-understanding that will serve as a foundation for learning about others and the world around them.

Although all aspects of education have the goal of preparing children to become contributing members of society, social studies are particularly well suited to foster the skills and attitudes necessary for participation in a democracy. Skills such as problem-solving, decision-making, and working independently and with others in a classroom prepare children to become fully-functioning citizens.

Fine Arts

Young children express their ideas, thoughts, and feelings using a variety of symbols. Through their art, music, and dramatic play, children actively engage in representing what they know and how they think, using problem-solving strategies to express ideas in different forms. The fine arts enhance children's ability to interpret symbols and are associated with growth in all areas of development, including academic learning.

Health And Safety

Young children learn health-promoting habits and routines in prekindergarten. In these early years, they develop basic concepts, attitudes, and skills about nutrition, safety, hygiene, and physical activity that contribute to their well being. Children's experiences with their health and discovery of ways to improve it enhance their desire and ability to make wise decisions for healthy living in the future.

Personal and Social Development

Prekindergarten children develop personal and social skills that enable them to function well within the social setting of the classroom. Children develop a sense of who they are and their capabilities, and establish positive relationships with others, which enables them to effectively participate in class and community and accomplish meaningful tasks.

Physical Development

Movement is at the center of young children's lives. Prekindergarten children participate in experiences that foster fundamental motor and movement skills, such as walking and running, which are necessary for participation in games and sports throughout life. They begin to develop gross motor skills that involve throwing, catching, and kicking, and fine motor skills that involve greater precision and accuracy of movement.

Technology Applications

Young children have much to gain from the use of technology. In prekindergarten, they expand their ability to acquire information, solve problems, and communicate with others. Regular access and exposure to computers and related technology can enhance this learning. Children use engaging, age-appropriate, and challenging software, and technology to extend their knowledge and to enrich their learning of curriculum content

and concepts. These technologies serve as important learning tools and are integrated throughout the instructional program.

Children learn the basic functions of the computer and related technologies. They develop techniques for handling and controlling various input devices, and become increasingly confident and independent users of age-appropriate software programs.

Complete Texas Prekindergarten Curriculum Guidelines Document

<http://www.tea.state.tx.us/curriculum/early/prekguide.html>



A TYPICAL DAY

Welcome/Arrival: Children are welcomed and then independently select activities as they arrive in the classroom.

Circle Time: Everyone comes together to hear of the day's activities and make choices for work time.

Work Time: Children choose from activities in the centers which include dramatic play, table toys, blocks, art, sensory table, library and computers. Learning is child-centered through play facilitated by the staff. Snack is part of this component of the day and provided by the parent.

Clean Up: Children learn when it is time to stop an activity, put away toys and materials and cooperate with others.

Small Group Instruction: Children receive intentional instruction on targeted objectives in a small group setting. Students are taught language, literacy, and mathematic concepts and skills through a variety of instructional strategies.

Outdoor Learning/Activity Room: Energetic outdoor play provides opportunities for children to develop large muscles, to engage in social interactions, and to experience nature. Children also learn self-management by following rules and safety guidelines.

Music/Movement: Children express themselves through singing and movement, and by playing simple instruments.

Story Time: Teachers read to children in both large and small groups. Reading enhances listening comprehension, stimulates thought-provoking questions and conversation, and develops concepts of print and vocabulary.

Dismissal: Children are encouraged to review the day's events and independently collect their belongings.

LEARNING CENTERS

Prekindergarten uses the center approach to learning. Centers are areas with educational materials that provide opportunities for different types of learning during Work Time.

In the **CONSTRUCTION/BLOCK CENTER** children:

- develop eye-hand coordination
- explore spatial relationships
- compare sizes and shapes
- develop large and small muscle coordination
- learn how to work and plan together
- become aware of organizing and measuring
- become aware of problem-solving techniques



In the **ART CENTER** children learn:

- creativeness through planning, designing, and constructing an idea
- a satisfactory way of expressing ideas, impressions, and feelings
- experimentation with color, shapes, sizes, various textures, and configurations
- eye-hand coordination and better fine-muscle control for later writing skills
- respect for the artistic expressions of others
- to develop their visual and tactile skills



In the **COMPUTER CENTER** children learn:

- to develop eye-hand coordination
- to develop language
- to learn cooperation
- to practice listening carefully to directions
- to solve problems

At the **BOOK AND WRITING CENTER** children learn:

- to respect and care for books
- to imagine events and situations
- storytelling and dictate stories
- an interest in words and books
- sequencing of pictures
- the sequence of a story
- left-to-right progression
- the interpretation of pictures and details of pictures

In the **HOUSEKEEPING/DRAMATIC PLAY CENTER** children:

- have the opportunity to develop self-confidence through role-playing
- can act out familiar situations, assume family roles, and work out problems and concerns
- develop muscle coordination, oral language skills, and math readiness



In the **MATH CENTER** children learn:

- to recognize, describe and name shapes
- to recognize patterns and relationships among objects
- to classify objects and explain how the grouping was done
- one-to-one correspondence
- how to make comparisons and to see relationships of concrete objects

In the **SCIENCE CENTER** children learn:

- to explore the natural and mechanical world
- to observe orderly sequences and sequences of life processes
- to formulate and evaluate predictions
- to observe the relationships between and among sizes
- to gather simple data and to draw conclusions
- to develop visual and tactile senses
- methods of classifications to sort materials

At the **MEASURING TABLE** children learn:

- role-playing
- making comparisons
- eye-hand coordination
- measurements and weights
- oral language by interaction with peers
- to complete a task and to be responsible for cleaning up after self



In **WATERPLAY** children learn:

- to measure
- to make comparisons
- to use eye-hand coordination
- to clean up and manage materials
- to observe how various substances react to water

In the **MUSIC AND MOVEMENT CENTER** children:

- strengthen agility and balance
- experiment with motor activities
- develop muscular strength and coordination
- relieve tensions and use energy constructively and imaginatively
- sing, play instruments, and make up songs
- move to beat, dance, and listen to music



In the **PUZZLES and MANIPULATIVE CENTER** children learn:

- to develop perceptual discrimination by shape, size, color, directions, detail, and design
- to practice eye-hand coordination
- to practice problem-solving skills
- to develop story-telling skills
- to develop readiness and explore basic concepts in a variety of curriculum areas
- to experience a sense of achievement and develop self-confidence
- to develop concentration skills

In the **GAME CENTER** children learn:

- to develop interaction and sharing among students
- to follow rules
- to complete tasks
- to practice good sportsmanship skills



GENERAL INFORMATION

School Features

- Classrooms are designed to have:
 - four computer stations;
 - a studio area with sink, refrigerator, and microwave;
 - child-size bathrooms; and
 - high-quality educational equipment and developmentally appropriate materials.
- The school library has a large selection of books for children and parent checkout. The story-telling area is equipped with custom-made seating, puppet theater, flannel board and big book easel. A certified librarian provides instruction and guidance in selection of books.
- The well-equipped clinic has a certified nurse to support the physical needs of students.
- The counselor's area permits her to conduct parent education workshops, small group instruction for students, and play therapy.
- The large activity room is designed for students to interact with peers during large-muscle activities. The room is equipped with balls, tricycles, climbing equipment, scooters, and indoor play equipment.
- The two outdoor learning environments at each campus have bicycle paths, benches, picnic tables, sandboxes, easels, wagons, and specially-designed climbing equipment. The poured-in-place playground surface provides safety and ADA accessibility.
- In accordance with Plano ISD's Security Policy, each building is equipped with TV monitors and controlled access.



SAFETY AND SECURITY INFORMATION

Safety To and From School

Whether your child rides in a car, a day care center's bus, or Plano ISD bus, be sure that your child is clearly aware of the safety rules associated with that type of transportation. Your ongoing communication with your child regarding safety issues reinforces these important concepts.

Bus Transportation

It is a privilege to ride the Plano ISD school bus. If a student does not use appropriate behavior on the bus, the privilege can be taken away. If your child is not picked up on time from the bus stop, the privilege could be revoked. Please refer to the bus policy form which you received at registration.

Changes in Means of Transportation

For the protection of the child, the teacher **MUST** be notified if there is a change in the way your child goes home from school. Send a written note explaining any such transportation changes. In the event of a last minute change, call the school office immediately. A form of identification will need to be shown by anyone picking up your child. When completing the emergency cards, please list the names of individuals that you authorize to pick up your student.

Student Name Badges

Student name badges are provided and must be worn by the child daily for each child's protection.

Schedule

Prekindergarten classes will be held in two sessions each day. The child will be enrolled in either a morning or afternoon class. If the district provides transportation, the student will be assigned to morning or afternoon depending on the transportation schedule. Families of tuition-supported students are responsible for the transportation of their children and may indicate a preference for either the morning or afternoon session.

Photography

Photos and videotapes may be taken at school events for personal use only. They may not be sold, posted on the Internet, or copied for distribution. Signed permission forms as found in the Student-Parent Policy Guide for photos, videotapes, etc. for publicity must be on hand in the school office.

Dismissal

Each school has a well-defined dismissal procedure. You will receive details from your child's teacher regarding arrival and dismissal procedures. You will be given a car tag sign to display in your windshield. Your child will be escorted to your vehicle. Parents who have misplaced this sign will be asked to report to the office in order to show identification. Your child's safety is our first priority, and we appreciate you following the procedures.

Pest Control Notice to Parents

The school periodically applies pesticides as part of an Integrated Pest Management program. All persons applying pesticides at this school district are required to receive special training in pesticide application and pest control. In addition, the school has a policy that requires use of non-chemical pest control tactics whenever it is possible. Pesticides may periodically be applied.

Should you have further questions about pesticide use, including the types and timing of treatments, you may contact Facilities Services at 6600 Alma Dr., Plano, TX 75023, (469)-752-0180 or FAX (469)-752-0181.

ATTENDANCE INFORMATION

Attendance

Your child must attend class regularly for optimum learning. Every child, once enrolled in public school, must adhere to the law established by the state legislature regarding school attendance. The same law governs preschool students as school-age students. All vacations and trips should be taken during school holidays or during the summer.

If it is necessary for your child to be absent, please call the child-safe hotline that day to report the absence. Upon return to school, send a note stating why your child was absent.

Tardiness

Teachers begin their school day promptly in order to maximize the instructional time. When your child arrives late it requires one member of the teaching team to break away from the classroom instruction to assist him, which disrupts his learning and the learning of others.

HEALTH AND MEDICAL INFORMATION

Snack

Parents provide a nutritious snack each day. Simple snacks such as grapes, pretzels, crackers, cheese, and fresh vegetables are encouraged. Please do not send peanut products. Send the snack in a bag or container labeled with the child's name. Water fountains are available in the classroom.

State and Local Food Regulations

The Texas Department of Agriculture has issued regulations regarding what can be served during the school day to the students in public schools. For any type of party or food experience, the following foods are **prohibited**:

- Carbonated beverages (soda)
- Water Ices (Popsicle)
- Chewing gum
- Hard candy (e.g., lifesavers, lollipops, sour balls, mints, candy sticks, Starbursts, Jolly Ranchers, candy canes, communication hearts, Red Hots)
- Jellies such as gum drops or jelly beans
- Marshmallow candies
- Fondant
- Cotton candy

Acceptable snack items include chocolate candy (e.g., M&Ms and Kisses), cakes (without nuts due to food allergies), cupcakes, cookies, graham crackers, mini bagels, animal crackers, pretzels, muffins, chips, and ice cream (without nuts). Popsicles made out of fruit juice are also allowed. Drinks that are allowed include milk, water, sparkling water and fruit juices. It is highly encouraged that food items be purchased from a permitted food facility for safety reasons.

Sometimes children like to bring something to share with their friends, such as candy, for special treats. Please make your selection from the acceptable list. If you ever have a question, please check with your child's teacher.

Severe Illness and Hospitalization

When a child is hospitalized or ill for an extended period of time, contact the teacher and the school nurse. Teachers enjoy close relationships with students, and they like to send get-well messages when children are in the hospital or ill for a lengthy time.

Illness

A child with any of the following conditions should not be in school:

- fever or vomiting within the past 24 hours
- diarrhea
- undiagnosed skin or eye irritation
- symptoms of any other illness or condition not diagnosed by a doctor

Medication

Medication must be kept in the clinic and shall be administered to a student in the school office under the following conditions:

- Only medication that cannot be scheduled for other than school hours may be given.
- All prescription medication must be in the original container and have a prescription label.
- Nonprescription medicine must be in the original container/bottle labeled with the child's name, the name of the medication, and explicit instructions for giving.
- All medication must be brought to school by the parent/guardian and must be stored in the school clinic. Students are not allowed to keep medication anywhere in the classroom area.
- A written request on a Plano ISD medication request form to administer the medication from the parent or guardian must accompany all medication.
- Any unused medication shall be destroyed two weeks after the dosage if not otherwise instructed by the parent. Medication will not be sent home with a student. It may be picked up by the parent at the school clinic.

SUPPORTING THE INSTRUCTIONAL DAY

Library Books

Your child will regularly visit the school library for story time and to check out a book. The book must be returned in order for another book to be checked out. If a book is lost or damaged, parents are required to pay for the book before another book can be checked out.

School Supplies

A list of school supplies will be provided by the office. You may purchase these materials through the school or on your own.

Holidays

We want to inform you of our approach to the topic of holidays. The following paragraph is from the book entitled *Celebrate!* and helps explain our philosophy:

"It's best not to make any holiday the entire focus of your curriculum for an extended time. In some programs, for example, teachers turn December into one giant holiday activity. This approach not only over-stimulates children but also leaves out a lot of other wonderful activities. Furthermore, children who don't celebrate that particular holiday feel left out for a very long time."

Our goal is to continue to provide a rich environment for all children that value each child's unique background. We will be responsive to topics young children want to discuss, but we will not be teaching about the holidays. We will find age-appropriate ways to enjoy and celebrate the season. We hope that this approach will respect each family's culture and beliefs.

Birthdays

Children are invited to celebrate their birthday with their friends at school. It is necessary, however, for you to discuss the specific guidelines with your child's teacher. Please do not distribute birthday party invitations at school. You may refer to your copy of the Plano ISD Student/Parent Policy Guide.

CLOTHING

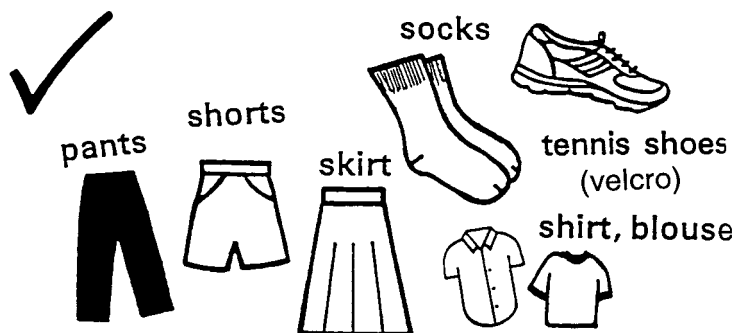
Appropriate Clothing for School

Prekindergarten children need to wear clothing and shoes which allow for easy movement. It is advisable that your child dress in clothing that is easily washed since much time is spent painting, cooking, and sitting on the floor. Clothing should be easy for your child to remove for bathroom purposes.

Outdoor play is an important part of the prekindergarten program. Each playtime will be spent outside unless it is raining or extremely cold. Please see that your child's clothing is appropriate for the weather and that shoes are worn to protect feet.

Wear the right clothes and shoes for school

YES



~~NO~~

jumpsuits



overalls



sandals



boots



(or clothing with too many buttons)



Label All Clothing

Please label all articles of clothing that your child brings to school. Numerous articles of clothing end up in the school's lost and found each year. White sweaters, cowboy jackets, and yellow raincoats can look amazingly alike!

Change of Clothing

Occasionally accidents do happen. For this reason, please send a change of clothing (shirt, underwear, pants, and socks) in a clear plastic bag with your child's name written on the outside of the bag. The clothes will be returned to you at the end of the year.

Backpack

Your child needs to bring a school bag or backpack every day. Considerations for this backpack are:

- The backpack should fit into the student locker that is twelve inches wide and fifteen inches deep.
- We suggest your child practice opening and closing the backpack prior to the first day of school so he/she can independently work the zippers and/or snaps.
- The backpack should be large enough to carry student work and a large library book.
- Please write your child's name on the backpack.
- We discourage students bringing toys from home to school.
- Please empty your child's backpack every day.
- For children's safety, backpacks with wheels are discouraged.

PARENT - TEACHER COMMUNICATION

Reporting to Parents

Parent conferences are held during or near the end of the first six-weeks and at the end of the year. The conference is an opportunity to report your child's progress, and for the teacher and the parents to get acquainted. The teacher and parent discuss how they can work together to enable the child to have a successful school year. You are encouraged to attend these scheduled conferences.

Communication With Teachers

- Any notes or money from you should be pinned onto your child's clothing or placed in your child's backpack. Please ask your child's teachers about the preferred method used in her classroom.
- Please immediately advise the teacher when there is a change of address, phone number, or emergency number.

- Please advise us if there is a change (hospital, illness, death, divorce, trip, new baby, etc.) in your home. It will be kept confidential. These events do affect your child's class performance.

Discipline

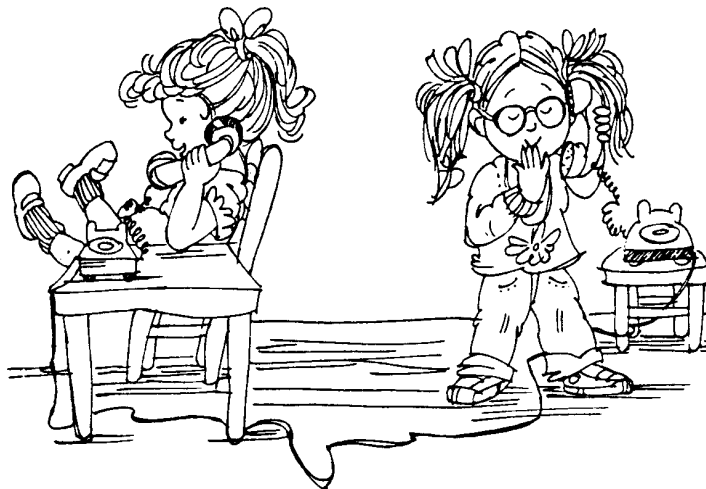
Our school's discipline plan is based on respect for others. Students are guided to make good choices. The teachers will communicate with you about your child's successes and areas for growth in this ongoing process.

PTA

Each ECS has a thriving parent-teacher association. All parents are welcome to join and attend PTA functions. Information regarding PTA is available from the school office.

Volunteering

We encourage classroom volunteers. If you have a special talent or hobby that you would like to share with our class, please let us know. It can be a marvelous learning experience for children when one shares painting, weaving, cooking, sewing, or a special collection. Please contact your child's teacher if you would like to help at school. A Plano ISD Volunteer Form and Criminal History Check are required according to PISD policy. If you do not have a Social Security Number, please contact the office for the alternative procedure. Allow ten working days for clearance and then check with office staff.



REGISTRATION INFORMATION

Student Admission

As a public school system, the Plano schools **welcome all students who live within the boundaries of the Plano Independent School District and meet state age and health requirements.** Students moving into the district during the summer should call their school to register before the start of the school year. Students who move into the district during the school year should make an appointment to enroll. A student is required to attend school in the attendance zone in which the family resides.

The natural parent, legal guardian or other person having legal control under a court order must enroll a student. (Any person who is not the natural parent or is not designated guardian of the child by a court order must register with the office of Student Services prior to enrolling the student). **The person enrolling the student must present their driver's license or department of transportation identification card at the time of registration.**

If a family has not yet moved into the school district but is building or purchasing a home within the district boundaries, a Certification of Eligibility Form must be completed and the contract for purchase must be submitted to the office of Student Services prior to enrolling.

Records necessary to enroll are:

- Birth Certificate or Passport
- Current Immunization Record Signed by a Physician
- Proof of Residency in Plano ISD (natural gas or electricity bill, original lease agreement, or approved Certificate of Eligibility to Enroll form)
- Social Security Card (if available; if not, the student will be assigned a State ID number)
- Parent's Driver's License or Texas Department of Transportation ID card or Guardian Information Form and Guardian's Driver's License or Texas Department of Transportation ID card (if parent or guardian is not a licensed driver in Texas nor has the person obtained a TXDOT ID card, other photo ID will be considered in combination with a birth certification).

Note: During the enrollment process, students who speak a language other than English may require language assessment before the enrollment process is completed. Call the Multilingual Assessment Office at 469-752-8874 for additional information.

IMMUNIZATION REQUIREMENTS

IMMUNIZATIONS:

Texas State Law and Plano School Board Policy states that all required immunizations be physician or Health Department verified.

- POLIO:
- (a) Series of three doses (through age 17)
 - (b) One must have been since the fourth birthday. (May be within the month prior to or of the fourth birthday).

If I.P.V. (Salk) vaccine must be given because of medical considerations, four doses are required to be in full compliance.

- D.P.T./D.T.:
- (a) Series of four. Seven years and older require series of three.
 - (b) One must have been since the fourth birthday. (May be within the month prior to or of the fourth birthday).
 - (c) Booster required every ten years.
 - (d) DTaP will satisfy all DTP immunization requirements at all ages.

- RUBELLA:
(German Measles)
- (a) One dose of vaccine required on or after first birthday for all students
- or**
- (b) Serologic confirmation of immunity is required.

- RUBEOLA:
(Measles)
- (a) Two doses of vaccine are required for all students age 5 years and older who were born on or after September 2, 1991.
 - (b) First dose must be on or after 1st birthday.
 - (c) Proof of immunity or booster dose required by age 12 for all other students.
 - (d) **ONLY** serologic confirmation of immunity will be acceptable in lieu of vaccine.

- MUMPS:
- (a) One dose of vaccine on or after the first birthday.
 - (b) **Only** serologic confirmation of mumps illness will be acceptable in lieu of vaccine.

HIB: (a) Required for children 15 months through 4 years.
(b) One dose on or after 15 months unless a schedule for a primary series and a booster was completed at 12 months of age.

HEPATITIS B: (a) Three (3) doses are required for all students age 5 years and older who are born on or after September 2, 1992. (effective 8-1-98).

CHICKEN POX: (a) One dose of varicella is required on or after the first birthday,
(b) A parent or physician validated history of varicella illness (chicken-pox),
or
(c) Serologic confirmation of varicella immunity is acceptable.

(For students born on or after September 2, 1993 -- effective 8-1-99)

NOTE: A licensed physician must verify all disease histories.

MEDICAL

CONTRAINDICATIONS: An affidavit or certificate signed by a licensed physician stating the required immunization would be injurious to the health and well being of the student or a member of his/her household. Medical contraindications have a one-year limit unless the physician specifies a lifetime condition.

RELIGIOUS EXEMPTION: A notarized affidavit signed by parent or guardian stating the conflicts. (This exemption does not apply in times of emergency or declared epidemic.)

VISION AND HEARING SCREENING: Vision and hearing screening is required for all new to the district. A certified member of the school health staff will do the required screening unless the parent submits test results from a private physician.

SUGGESTION: It is especially important that your child continue good personal health habits which include medical and dental examinations at appropriate intervals, adequate rest, and a nutritious breakfast.

WHAT CAN YOU DO?

Ways for Parents to Support Learning

- Go to the library.
- Read stories daily.
- Go to the park or explore your backyard.
- Do simple cooking projects with your child.
- Give your child opportunities to help you at home.
- Play with your child.
- Limit TV and video games.
- Teach your child to take good care of toys and put them away.
- Encourage good health habits (washing hands with soap, proper use of tissue, brushing teeth, etc.).
- Eat healthy foods.
- Schedule an appropriate bedtime.
- Invite a friend to play.
- Display your child's work.
- Listen to and talk with your child.
- Provide writing materials (crayons, markers, pencils, paper, cards).
- Show your child how you write to create lists and notes.
- Encourage exploration of different art media (paint, Play-Doh, tissue paper, construction paper, glue, scissors).
- Attend parent education opportunities provided at each campus.

