

Welcome to Wakefield Elementary School Special Education Pre-K Program

2400 Wakefield Pines Drive
Raleigh, NC 27614
<http://wakefieldes.wcpss.net>
919-562-3555 (office)
919-562-3553 (fax)

If you have a transportation issue please call the Assistant Principal, Jeff Dolan at 919-562-3555 or jdolan@wcpss.net

Teacher: Angela Coletti (acoletti@wcpss.net) & Brenda House (bhouse@wcpss.net)
Teaching Assistant: Aury Nicole

We are so excited to have you join us this year! We will work with you and your child in order to ensure that he/she receives the care and education needed in order to be successful in his/her growth and development.

The Preschool Program emphasizes a child-centered environment that provides learning through exploration and discovery. We hope that you will feel free to visit us in the classroom and assist us in working with your child.

In Preschool Programs, we strive to provide inclusive opportunities for children. We believe that all children deserve a sense of belonging in order to reach their full potential. We desire children to have meaningful, collaborative learning experiences in environments that are designed to create access, participation, and equipped with supports that benefit all children.

The information in this handbook will help you become more familiar with your child's preschool classroom.

Program Description

The WES Pre-K program serves 3-5 year olds with developmental delays.

The part-day class serves children who have mild to moderate delays in one or more developmental domains. The class meets 4 days per week for 2 hours 45 minutes. It is based on the IEP goals and objectives written for each child. The children learn through playing with their peers and the support and instruction from the teachers.

Pre-K Daily Class Schedule

- Arrival Routines (put away snack, folder and backpack in cubby)
- Bathroom and/or wash hands
- Teacher Table (fine motor and cognitive reasoning activities)
- Circle (stories and songs to learn theme of week, letters, numbers, colors, shapes, social skills, self regulation, problem solving, etc.)
- Centers (choices include age appropriate activities in: blocks, housekeeping, music and movement, books, puzzles, felt board, manipulatives, table toys, sensory table, art, play-do)
- Work Table (one on one work with teacher focusing on individual goals, fine motor and cognitive skills)
- Bathroom
- Snack
- Playground
- Dismissal

Daily Communication Sheet to let you know your child's activities each day:

Daily Communication Sheet

Waldorf Child Pre-K Communication Sheet

Today I felt:



Teacher notes:

Parent notes:

Classroom reminders:

Today is: _____

I worked today at:



Primary Curriculums

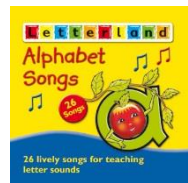


Foundations: NC Early Learning Standards
North Carolina's official early learning standards for preschool age students.



The Creative Curriculum 5th Edition

A developmentally appropriate program that focuses on all areas of a child's development.



Letter Land

A phonics-based approach to reading, writing and spelling.
This program is used in WCPSS grades Pre-K through 2nd grade.



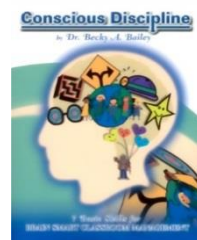
Second Step

Social skills, empathy building, and anti-bullying curriculum



Handwriting Without Tears

Fine motor skill and emergent writing curriculum



Conscious Discipline

Conscious Discipline is a comprehensive self-regulation program that integrates social-emotional learning and discipline. Some of the main components that you will hear your child talk about are: school family, safety, safe place, noticing kindness, connecting with others in our school family, jobs for every child, S.T.A.R. - stop, take a deep breath and relax, and giving children positive choices.



CSEFEL

The Center on the Social and Emotional Foundations for Early Learning (CSEFEL) is focused on promoting the social emotional development and school readiness of young children birth to age 5

WCPSS Pre-K Creative Curriculum's - Objectives for Development & Learning
These are the NC standard objectives we work on every day

Social–Emotional

1. Regulates own emotions and behaviors
 - a. Manages feelings
 - b. Follows limits and expectations
 - c. Takes care of own needs appropriately
2. Establishes and sustains positive relationships
 - a. Forms relationships with adults
 - b. Responds to emotional cues
 - c. Interacts with peers
 - d. Makes friends
3. Participates cooperatively and constructively in group situations
 - a. Balances needs and rights of self and others
 - b. Solves social problems

Physical

4. Demonstrates traveling skills
 - a. Walks
 - b. Runs
 - c. Gallops
5. Demonstrates balancing skills
 - a. Sits and stands
 - b. Walks on beam
 - c. Jumps and hops
6. Demonstrates gross-motor manipulative skills
 - a. Throws
 - b. Catches
 - c. Kicks
7. Demonstrates fine-motor strength
 - a. Uses fingers and hands
 - b. Uses writing and drawing tools

Language

8. Listens to and understands increasingly complex language
 - a. Comprehends language
 - b. Follows directions
9. Uses language to express thoughts and needs
 - a. Uses an expanding expressive vocabulary
 - b. Speaks clearly
 - c. Uses conventional grammar
 - d. Tells about another time or place
10. Uses appropriate conversational and other communication skills
 - a. Engages in conversations
 - b. Uses social rules of language

Cognitive

11. Demonstrates positive approaches to learning
 - a. Attends and engages
 - b. Persists
 - c. Solves problems
 - d. Shows curiosity and motivation
 - e. Shows flexibility and inventiveness in thinking
12. Remembers and connects experiences
 - a. Recognizes and recalls
 - b. Makes connections
13. Uses classification skills
14. Uses symbols and images to represent something not present
 - a. Thinks symbolically
 - b. Engages in sociodramatic play

Literacy

15. Demonstrates phonological awareness
 - a. Notices and discriminates rhyme
 - b. Notices and discriminates alliteration
 - c. Notices and discriminates smaller and smaller units of sound
16. Demonstrates knowledge of the alphabet
 - a. Identifies and names letters
 - b. Uses letter–sound knowledge
17. Demonstrates knowledge of print and its uses
 - a. Uses and appreciates books
 - b. Uses print concepts
18. Comprehends and responds to books and other texts
 - a. Interacts during read-alouds and book conversations
 - b. Uses emergent reading skills
19. Demonstrates emergent writing skills
 - a. Writes name
 - b. Writes to convey meaning

Mathematics

20. Uses number concepts and operations
 - a. Counts
 - b. Quantifies
 - c. Connects numerals
21. Explores and describes spatial
 - a. Understands spatial relationships
 - b. Understands shapes
22. Compares and measures
23. Demonstrates knowledge of patterns

Some ways we learn in Pre-K

Developmentally Appropriate Interest Areas in the Classroom

PRETEND PLAY CENTERS	ART CENTERS	SCIENCE CENTERS	LITERACY CENTERS
Pretend Play Blocks Music Construction	Art Playdough Sensory Table	Science Math Puzzles Games	Writing Books Feltboard Computer
<p>Overall Objectives:</p> <ul style="list-style-type: none"> Takes on pretend roles and situations Makes believe with objects Makes and interprets representations Plays well with other children Recognizes the feelings of others and responds appropriately Shares and respects the rights of others Uses thinking skills to resolve conflicts Approaches problems flexibly Shows persistence in approaching tasks Explores cause and effect Applies knowledge or experience to a new context 	<p>Overall Objectives:</p> <ul style="list-style-type: none"> Controls small muscles in hands Coordinates eye-hand movement Uses tools for writing and drawing Understands and follows oral directions Answers questions Asks questions Actively participates in conversations 	<p>Overall Objectives:</p> <ul style="list-style-type: none"> Classifies objects Compares/measures Arranges objects in a series Recognizes patterns and can repeat them Shows awareness of time concepts and sequence Shows awareness of position in space Uses one-to-one correspondence Uses numbers and counting Observes objects and events with curiosity Approaches problems flexibly Shows persistence in approaching tasks Explores cause and effect Applies knowledge or experience to a new context 	<p>Overall Objectives:</p> <ul style="list-style-type: none"> Enjoys and values reading Demonstrates understanding of print concepts Demonstrates knowledge of the alphabet Uses emerging reading skills to make meaning from print Comprehends and interprets meaning from books and other texts Understands the purpose of writing Writes letters and words Hears and discriminates the sounds of language Expresses self using words and expanded sentences Understands and follows oral directions Answers questions Asks questions Actively participates in conversations

Work sent home

We do most of our learning with hands on materials. We do not send home a lot of art work but when we do you can be assured that we are working hard on lots of different developmental goals in this one piece of art, in line with the North Carolina Foundations and Creative Curriculum Teaching Strategies Goals and Objectives. For example:



After reading different Dr. Seuss books and learning about The Cat in the Hat, we did a project working on our:

- Social and Emotional development in which we regulate own emotions and behaviors, manage our feelings, and follow limits and expectations when we gather in small groups to complete an activity
We establish and sustain positive relationships by working with adults and our peers, responding to their emotional cues
We participate and cooperate in group situations by balancing needs and rights of ourselves and others as we work together
- Physical development in which we demonstrate fine-motor strength and coordination using our fingers and hands while working, writing and drawing with different tools (crayons, paint, pencils, scissors, etc.)
- Language development in which we listen to and understand complex language of the stories and directions to complete activities
We use language to express thoughts and needs when we use an expanding expressive vocabulary as we speaks clearly using conventional grammar
- Cognitive development in which we demonstrate positive approaches to learning by attending and engaging in the activity with persists to complete the task, showing curiosity and motivation
We remember and connect experiences of our own to the stories read and activities worked on as we recognizes and recall events in our lives.
We uses symbols, paper, colors, and art supplies to represent something not present and thinks symbolically
- Literacy development in which we compare and respond to books and other texts, interact during book conversations, and use emergent reading skills by retelling the stories
We also practice our letter knowledge when we write our name to label our work
- Mathematics development in which we uses number concepts and operations when we count and quantify materials used
We make one to one correspondence applying materials to predetermined areas and we demonstrates knowledge of patterns
- AND SO MUCH MORE
- All projects are modified and adapted for the development level of each student, encouraging growth and progress toward individual personal goals.

ATTENDANCE

Attending school every day helps your child learn the important routines of school and practice the skills they will need to be successful in kindergarten. Therefore, Preschool Programs expects your child to attend school daily. We know that sometimes your child will have to miss school. In that case, please send a note to your teacher explaining the absence upon your return to school.

Transportation

Please call our school Assistant Principal, Jeff Dolan if you have any issues with transportation for your child or need to let them know your child is ill and will not need transportation that day. 919-562-3555.

Supply List

1. A **backpack** : Please make sure your child's backpack is large enough to hold school folder. And please check your child's folder each day for important information from the school.

2. A **complete change of clothes**: Please send the following with your child: underwear, socks, shirt, pants/shorts. We will store your child's clothes in his or her cubby. Please make sure clothing is appropriate for the time of year/weather.

4. **Snack**: We will have a snack time each day. Please make sure you pack a small healthy snack for your child with a drink (water bottle or sippy cup they can take outside during hot weather). Please no candy or sugar snacks.

Please label your child's snack with their name. You may put the snack in a lunch paper bag or baggie with their name on the bag.

We are unable to make any “alterations” to food unless approved by a doctor’s order. This includes heating, cooling, cutting, omitting items due to allergies, etc.

Celebrations

If you would like to bring/send in a special treat for your child's birthday, please speak with your child's teacher(s) to make the arrangements.

Illness/Medication

- Wakefield has a school nurse assigned part-time from the Wake County Health Department. To contact the school nurse, call the school's main office number at 919-562-3555 and leave a message. She will return your call as soon as possible. She is not here on campus every day – her schedule varies depending on the needs of all the students she serves.
- School officials may administer medication to students if the Parent Request and Physician Order for Medication Form (1702 form) is completed and on file in the main office. It must be completed at the beginning of each school year, or we cannot administer any medication for any reason, per state law.
- Parents will be notified immediately when their child becomes too sick to remain at school. It is the parent(s) responsibility to pick up their child. If the parent(s) is unavailable, an authorized person on the child's WCPSS Locator Card may pick the child up.
- **Please note: If your child becomes ill at any time, at home or at school, the symptoms such as fever, vomiting, diarrhea, and any others that may spread germs to other children, must be absent from the child for a period of 24 hours WITHOUT medication before the child should return to school.**

Weather Policy

Follow WCPSS procedures for incumbent weather. Refer to WRAL school closings. If there are ANY delays or early releases for the school, the PreK classes will not meet due to transportation logistics.

Wish List

The classroom is always in need of extra supplies such as: big and little plastic baggies, tissues, wet wipes, extra snacks.

Web Site

Our class web site: <http://wesprekpm.weebly.com/>

We update our webpage every week with pictures, flyers, and other information

Family School Partnership Days

FSPDs are opportunities to build relationships between families and education providers, learning opportunities for students and families and opportunities for families to build relationships with each other. Our goal is that by participating in the planned events, your child has more opportunity to develop social and play skills and that parents have the chance to engage with other parents who are in similar places with providing the richest opportunities possible for their children. We take field trips together, find community resources that will benefit our families, provide and link to educational resources for parents of children with disabilities and plan conferences and home visits in order to plan for the student's development across all of his or her environments.

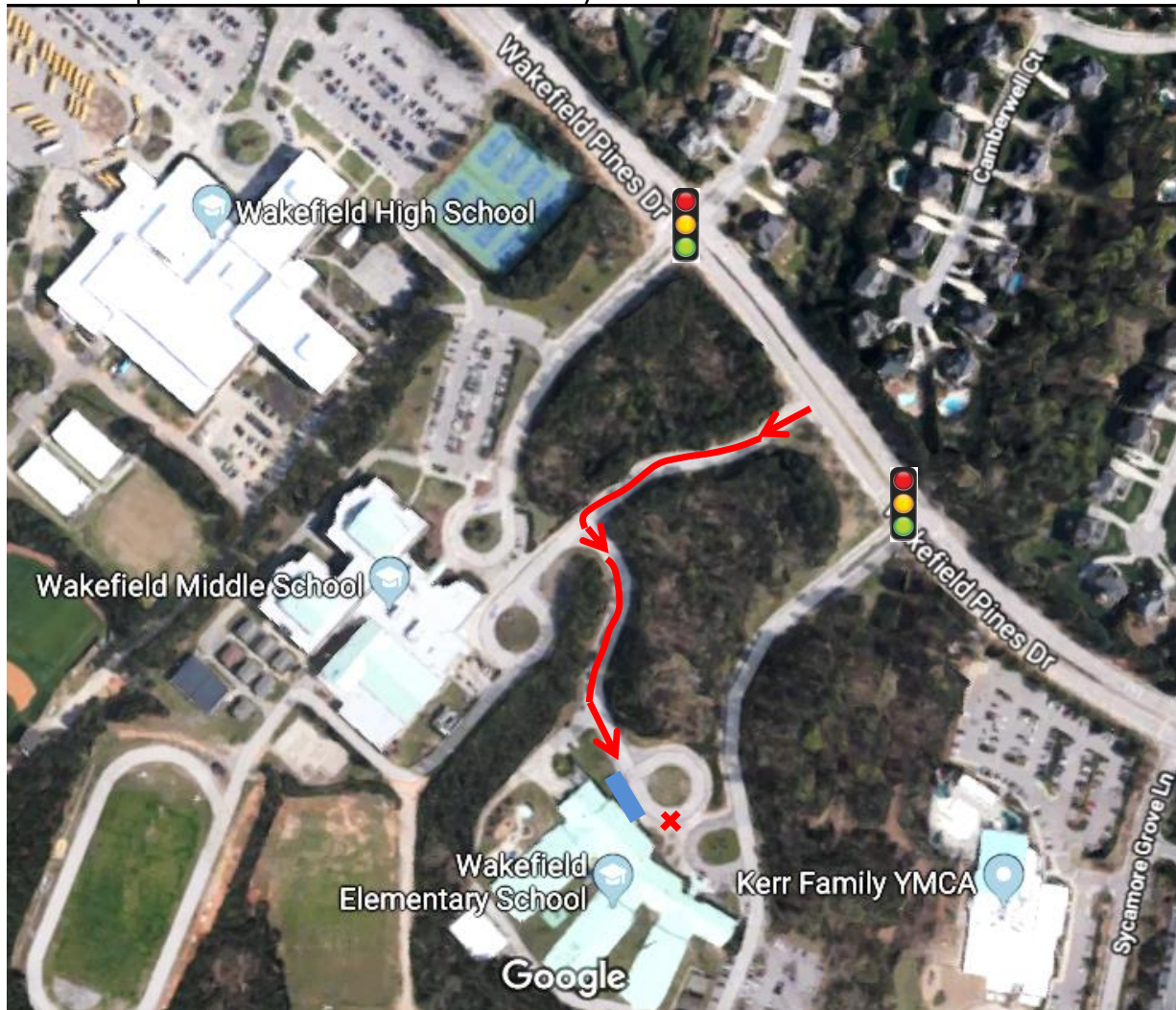
Flyers will come home in the student folders for each session.

Parent Workshops: One hour presentations on a variety of topics to give families ideas to teach language concepts at home

Community Events: Family field trips to fun places around town

Home Visits: Teachers visit families' homes to discuss child's progress and families' vision and concerns for child

Bus Loop for Wakefield Elementary PreK



WHAT IS A HEALTHY SNACK???

The Center for Science in the Public Interest reports snacks are beneficial to children, promoting good nutrition, encouraging lifelong healthful habits and preventing debilitating or deadly diseases. Snacks are especially crucial for children because they are still growing, and healthful snacking at school can lead to better nutrition during foundational years and increased energy and ability to focus.

Importance of Snacking

Snacking is important for children because they have smaller stomachs than adults and cannot necessarily eat enough to stay full in one meal or sitting. They should be able to snack every three to four hours over the course of the day. Snacking throughout the day not only ensures kids stay full, it also helps them learn healthy eating habits, like eating appropriate amounts and only when they're hungry. Small, healthy snacks throughout the day prevent patterns of boredom eating, or eating based on emotional factors.

Healthful Snacking

Children need to be able to refuel throughout the day to maintain energy and focus on academics, and that's where snacking comes in. It's crucial these snacks be health-conscious, as studies show that in states where laws require schools to sell only snacks that meet certain nutrition requirements children gain less weight as they get older. Children may also need to fill in certain nutrient gaps left by meals. Healthy snacks also boost energy, while sugary treats and other junk food can lead to a quick crash and overeating at the next meal.

Smart Snacking Ideas

Healthy eating in childhood helps build a foundation for a lifetime of smart choices. Fruits, veggies, whole grains and low-fat dairy products make good snacks. Healthy beverages include water and 100 percent fruit juices. The majority of snacks should be fruits and vegetables, since most children do not meet the recommended daily servings, and the vitamins in fruits and vegetables are crucial to preventing disease later in life. Portion control is also important; a rounded handful of any snack—100 calories or less—is usually an appropriate amount.

Dangerous School Snacking

Kids need snacks to maintain energy levels throughout the day, but school snacking becomes less beneficial when junk food competes against healthy food for children's attention. Junk food companies aim to target kids because they know they are setting a taste precedent that will stick with them for life. It's crucial for parents to counteract these negative influences with healthful judgment. Less healthy snacks should only be occasional treats for kids.

EXAMPLES OF A HEALTHY SNACK

FRUITS

banana
apple
blueberries
grapes
mango
melon
orange
peach
pear
strawberries
watermelon

VEGETABLES

broccoli
carrots
celery
cucumber
spinach
tomatoes
zucchini

OTHER

string cheese
cheerios
popcorn
peanut butter *
crackers
pretzels
granola bar
apple sauce
yogurt
raisins
lunchable

** Please be aware if there are any peanut allergies in the classroom*

WHAT IS THE RIGHT AMOUNT OF SLEEP???

Sleep Chart

Age	Number of naps	Total length of naptime hours	Nighttime sleep hours*	Total of nighttime and naptime sleep
Newborn**				
1 month	3	6 - 7	8 1/2 - 10	15 - 16
3 months	3	5 - 6	10 - 11	15
6 months	2	3 - 4	10 - 11	14 - 15
9 months	2	2 1/2 - 4	11 - 12	14
12 months	1 - 2	2 - 3	11 - 12	13 - 14
2 years	1	1 - 2	11 - 12	13
3 years	1	1 - 1 1/2	11	12
4 years	0	0	11 1/2	11 1/2
5 years	0	0	11	11

WHAT IS AN APPROPRIATE PENCIL GRASP???

