



Prekindergarten Program Manual

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Updated for 2023-2024

Background

During the 2015-16 school year, PfISD convened a Prekindergarten Task Force to review four prekindergarten program components:

- best prekindergarten instructional practices;
- supplies, materials, and resources;
- effective and efficient student recruitment and registration;
- and program expansion and the Texas House Bill 4 High-Quality Prekindergarten grant application.

This Task Force has identified and provided the overview of this program manual.

The PfISD Prekindergarten program is led through a collective effort of the Department of Curriculum & Innovation and elementary campuses. The district provides program management and instructional support through the Prekindergarten Coordinator. Additional support is provided by the Coordinators of Multilingual/LOTE, Early Childhood Services, as well as all Content Area Curriculum Coordinators. Elementary campuses serve and monitor their prekindergarten classes in a similar manner to all of their other grade levels under the direction of the campus principal.

During the 2015-16 school year, 92% of eligible prekindergarten students attended their home/zoned campus. This is a sharp increase from prior years during which time there was an open enrollment process, and was the result of the analysis and planning of the Prekindergarten working committee in Spring 2016. This improvement to serving students at their home/zoned campus allows children and families to develop connections with campus staff and the school community that will serve them in kindergarten and beyond.

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*Every effort has been made to ensure the accuracy and completeness of this manual.
However, policies, laws, and rules are changed from time to time and may not be reflected in this version of the manual.
Campus administrators and teachers will be made aware of any changes as they occur.*



District Expectations for Prekindergarten Program Staff Scheduling

Guiding Principles of the Prekindergarten Program Schedules and Staffing

- During the entire instructional day, the PK Teacher and PK Educational Associate collaborate and work in tandem with their assigned PK students to maintain the 11:1 student-adult ratio for Pre-K (4) and an 8:1 student-adult ratio for Pre-K (3).
- **Both** the PK Teacher and the PK Educational Associate should **always** supervise recess and outdoor activities.
 - It is a requirement to provide at least 30 minutes of moderate or vigorous daily physical activity either through PE curriculum or through structured activities during daily recess
- The PK Educational Associate attends all Specials classes with his/her assigned PK students.

1. Prekindergarten Teachers

Teacher workload information is outlined in [Board Policy DL \(Legal\)](#) and included in the [Pflugerville ISD Employee Handbook](#).

Classroom Teacher Planning/Conference Periods

- Must occur during the instructional day (during students' school hours between 7:35 A.M.– 2:50 P.M.)
- Must provide at least 450 minutes within each two-week period
- Must be provided in blocks of time not less than 45 minutes
 - Planning periods may not be split into a series of minutes that equals 45 minutes
- The planning period is for instructional preparation including conferences
 - Teachers must not be required to participate in any other activity during this time
 - Prekindergarten teachers cannot be assigned their planning time while simultaneously having the responsibility to supervise students' rest time. Ideally, the teacher's planning period should be scheduled during students' Specials time. If this cannot be accommodated and, instead, the teacher's planning period is scheduled during students' rest time, then the teacher must be relieved of all rest time supervision duties. The EA must then be responsible for student supervision during the full teacher planning period (not less than 45 minutes).

Classroom Teacher 30-Minute Duty-Free Lunch Break

- Must receive at least a 30-minute lunch period free from all duties connected to instruction and supervision of students (duty-free)

2. Prekindergarten Educational Associates

Paraprofessional workload information is outlined in [Board Policy DEAB \(Legal\)](#) and included in the [Pflugerville ISD Employee Handbook](#).

Pre-K (4) EAs are assigned to the PK classroom for the entire instructional day to maintain the 11:1 ratio with the exclusion of the PK EA's lunch break. Pre-K (3) EAs are assigned to the PK classroom for the entire instructional day to maintain the 8:1 ratio with the exclusion of the PK EA's lunch break.

Educational Associate 30-Minute Duty-Free Lunch Break

- PK EA lunch breaks are unpaid (meal period of 30 minutes)
- Must be fully relieved of duties during the meal break (duty-free)
- Must accurately record the beginning and ending time of the lunch period and report on timesheet

References:

Board Policy DL(Legal): [https://pol.tasb.org/Policy/Download/1147?filename=DL\(LEGAL\).html&title=WORK%20LOAD&subtitle](https://pol.tasb.org/Policy/Download/1147?filename=DL(LEGAL).html&title=WORK%20LOAD&subtitle)

Board Policy DEAB(Legal): [https://pol.tasb.org/Policy/Download/1147?filename=DEAB\(LEGAL\).html&title=COMPENSATION%20PLAN&subtitle=WAGE%20AND%20HOUR%20LAW](https://pol.tasb.org/Policy/Download/1147?filename=DEAB(LEGAL).html&title=COMPENSATION%20PLAN&subtitle=WAGE%20AND%20HOUR%20LAW)

Pflugerville ISD Employee Handbook: <http://www.pfisd.net/cms/lib/TX01001527/Centricity/Domain/275/Pfisd%20Handbook%20Revisions%202018-19%20NoAppendix.pdf>

Sample Campus Master Schedule		
<i>Provides 50-minute planning periods for a total of 500 planning minutes every two weeks to allow for 1 PLC meeting every 2 weeks</i>		
Time	Teachers' Planning/Conference Periods	Students' Specials Periods
7:35-7:40	<i>Morning Duty/Arrival</i>	
7:40-8:30	5 th grade Conference	5 th grade Specials
8:30-9:20	4 th grade Conference	4 th grade Specials
9:20-10:10	3 rd grade Conference	3 rd grade Specials
10:10-11:00	Prekindergarten Conference	Prekindergarten Specials
11:00-11:50	Kindergarten Conference	Kindergarten Specials
11:50-12:20	<i>Specials Teachers' Lunch Break</i>	
12:20-1:10	1 st grade Conference	1 st grade Specials
1:10-2:00	2 nd grade Conference	2 nd grade Specials
2:00-2:50	Specials Conference	N/A

Sample Grade Level Schedule			
Grade Level	Specials	Lunch Span	Recess Span
Prekindergarten	10:10-11:00	11:00-11:40	2:00-2:30
Kindergarten	11:00-11:50	11:50-12:30	1:30-2:00
1 st grade	12:20-1:10	11:40-12:20	10:00-10:30
2 nd grade	1:10-2:00	11:10-11:50	10:40-11:10
3 rd grade	9:20-10:10	11:30-12:10	11:00-11:30
4 th grade	8:30-9:20	11:20-12:00	12:00-12:30
5 th grade	7:40-8:30	11:25-12:05	1:00-1:30

**Lunch and Recess Spans provide time for the entire grade level to rotate through*

Sample Pre-K (4) Daily Schedule			
Time	PK Student Activity	PK Teacher Assignment	PK Educational Associate Assignment
7:35-10:10	Class	Teacher in classroom	EA in classroom
10:10-11:00	Specials	Teacher's 45-min planning/conference period	EA at Specials with students
11:00-11:40	Lunch	Teacher's 30-min duty-free lunch	EA at lunch with students
11:40-12:30	Class	Teacher in classroom	EA in classroom
12:30-1:15	**Rest time	Teacher in classroom	- First 15 mins: EA assists with rest time - Followed by EA's 30-min duty-free lunch (outside the classroom) - EA returns to assist with transition
1:15-2:00	Class	Teacher in classroom	EA in classroom
2:00-2:30	Recess	Teacher at recess with students	EA at recess with students
2:30-2:50	Class	Teacher in classroom	EA in classroom

**PK EAs serve their assigned PK class during the entire instructional day to maintain the recommended state ratio of 11:1*

**The length of rest time may be adjusted as the year progresses (for example, students may need 1 hour of rest time at the beginning of the year and only 40 mins toward the end of the year.*

AM Sample PK (3) Daily Schedule			
Time	PK Student Activity	Teacher Assignment	PK Educational Associate Assignment
7:30- 8:00	Table activities/ breakfast/toileting	Teacher in classroom	EA in classroom
8:00- 8:20	Opening Group	Teacher in classroom	EA in classroom
8:20- 9:30	Centers/Small Group/ Direct Teach Centers/Small Group/Direct Teach Group/Direct Teche	Teacher in classroom	EA in classroom
9:30- 9:50	Circle Time	Teacher in classroom	EA in classroom
9:50- 10:20	*Recess/toileting	Teacher in classroom	EA in classroom
10:20- 10:35	Circle Time/Closing Group	Teacher in classroom	EA in classroom

10:35- 11:05 EA's and Teacher's 30-min duty free lunch (outside the classroom)

PM Sample PK (3) Daily Schedule			
Time	PK Student Activity	Teacher Assignment	PK Educational Associate Assignment
11:05- 11:40	Lunch/Arrival	Teacher in classroom	EA in classroom
11:40- 12:00	Opening Group	Teacher in classroom	EA in classroom
12:00- 12:50	Centers/Small Group/ Direct Teach Centers/Small Group/Direct Teach Group/Direct Teche	Teacher in classroom	EA in classroom
12:50- 1:10	Circle Time	Teacher in classroom	EA in classroom
1:10- 1:40	*Recess/toileting	Teacher in classroom	EA in classroom
1:40- 2:10	Circle Time/Closing Group	Teacher in classroom	EA in classroom

*2:10- 2:55 Teacher's 45-min planning/conference period *PK EAs serve their assigned PK class during the entire instructional day to maintain the recommended district ratio of 9:1 Due to Pre-K (3) being half-day there will not be an assigned nap time in our schedule.*

3. Prekindergarten Student Recruitment & Registration

Recruitment efforts begin in the spring semester of each school year and are coordinated through the PfISD Communications Department. The following list outlines various methods of communication:

- Website update
- Information promoted by registrars, campus front office staff, and current Pre-K teachers & aides
- Flyers around community and at campuses
- Handouts sent home with all elementary students
- Use of social media
- Community Impact advertisement
- Pflugerville Pflag advertisement
- Yard signs for elementary campuses
- Campus marquees

Prekindergarten for 3-year-olds Registration Information

Prekindergarten is an early learning program designed to prepare all eligible 3-year-olds for kindergarten. Half-day programs are available in English and Spanish. Pre-K is offered free of charge for students who are 3 years old on or before September 1, and qualify for the program, based on one of the six state-mandated eligibility criteria below. In the Fall of 2021 PfISD will be piloting our Pre-K (3) programs at the following four elementary campuses; Northwest Elementary, Windermere Elementary, Highland Park Elementary (Bilingual- Spanish), and Riojas Elementary (Bilingual- Spanish).

Districts that offer Pre-K (3) are **not required** to enroll all eligible children. There are waiting lists, and students if classrooms have reached 18 students. District staff monitor PK enrollment numbers and implement any necessary adjustments to class sizes.

Each spring, a preregistration event is held to provide families with an opportunity to learn more about Pre-K and preregister their eligible child. Preregistration provides the district with anticipated Pre-K enrollment numbers to ensure that the right number of classrooms, teachers and supplies are available when school starts.

Prekindergarten for 3 & 4-year-olds Registration Information

Prekindergarten is an early learning program designed to prepare all eligible 3 & 4-year-olds for kindergarten. Full-day Pre-K (4) programs are available in English, Spanish, and Vietnamese. Half-day Pre-K (3) programs are available in English and Spanish. Both Pre-K (3) & (4) is offered free of charge for students who are 3 & 4-years-old on or before September 1st, and qualify for the program based on one of the six state-mandated eligibility criteria below.

Districts that offer Pre-K (4) are required to enroll all eligible children. There are no waiting lists, and students **must not** be turned away if classrooms have reached 22 students. Registrars should follow directions of the Pre-K Coordinator to either continue to enroll students in classrooms above 22 students, or routing students to another campus. District staff monitor PK enrollment numbers and implement any necessary adjustments to class sizes.

Each spring, a preregistration event is held to provide families with an opportunity to learn more about Pre-K and preregister their eligible child. Preregistration provides the district with anticipated Pre-K enrollment numbers to ensure that the right number of classrooms, teachers and supplies are available when school starts. For district employee students who do not qualify based on one of the six eligibility criteria, families have the option to pay tuition for their child to attend Pre-K at designated tuition-based campuses.

Eligibility Requirements as Determined by the Texas Education Agency (TEA)

Student meets one or more of the following:

- **Educationally Disadvantaged** – The student is eligible to participate in the national free or reduced-price lunch program. Families must meet the federal income eligibility guidelines. Income information on all household members must be provided at the time of preregistration. [Learn more about free and reduced lunch requirements.](#)
 - Meet free/reduced income rate as defined by National School Lunch Program (updated July 1 each year) or
 - Receive Medicaid Free or Medicaid Reduced program benefits or
 - Receive Supplemental Nutrition Assistance Program or
 - Receive Disaster Supplemental Nutrition Assistance Program or
 - Receive Temporary Assistance for Needy Families

- **Military Parent** – The child of an active duty member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, who is ordered to active duty by proper authority; or is the child of a member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, who was injured or killed while serving on active duty.
- **Homeless** – Students are homeless, as defined by 42 United States Code §11434a, regardless of the residence of the child, of either parent of the child, or of the child's guardian or other person having lawful control of the child. Students qualify as homeless as defined by the McKinney-Vento Homeless Assistance Act.
- **Foster Care** – A child in, or has been in, conservatorship of the Department of Family and Protective Services (DFPS) following an adversary hearing under Family Code 262.201. Appropriate documentation from the Department of Family and Protective Services must be provided at the time of registration.
- **Star of Texas Eligible Parent** – The child of a person eligible for the Star of Texas Award including a peace officer under Section 3106.002, Government Code; a firefighter under Section 3106.003, Government Code; or an emergency medical first responder under Section 3106.004, Government Code.
- **Limited English Proficient (English Language Learner (ELL))** – Students are unable to speak and comprehend the English language. Students with a home language survey indicating a language other than English will be tested on the day of registration to preliminarily determine Limited English Proficiency (LEP) identification and recommended classroom placement. In order to be assessed, the child must be present at the time of registration. For prekindergarten students, the campus Language Proficiency Assessment Committees (LPAC) meet prior to the first day of school to officially determine student LEP identification and offer ELL program services. ***See additional information below regarding required steps and LPAC meetings for ELL- identification***

Determining Pre-K Eligibility Based on English Language Learner (ELL) Identification

(PfISD follows the [TEA Student Attendance Accounting Handbook](#) for PK-Eligibility Enrollment as follows)

Anytime that a student registers for Pre-K, either prior to the first day of school, or anytime throughout the year, it is required that the student be screened to identify **all** eligibility criteria that the student meets. **If a child qualifies by no other means, except by potential English Language Learner identification, the following steps must be followed before the child may be enrolled:**

1. Have parent complete **Home Language Survey**;
2. Review the responses to questions #1 and #2 on the Home Language Survey. **If a language other than English is indicated for either question, the child must be administered the English Pre-IPT for oral language proficiency** (also administer in Spanish, if Spanish is indicated on the Home Language Survey)
3. **Hold an LPAC meeting for ELL identification** (students scoring Non-English Speaking (NES) or Limited English Speaker (LES) qualify as LEP. **ONLY THE LPAC HAS THE AUTHORITY TO IDENTIFY A CHILD AS AN ENGLISH LANGUAGE LEARNER.**

4. Immediately following the LPAC meeting, the LPAC Administrator/Contact must **communicate the results of the LPAC meeting to the campus registrar** which include:
 - a. **a list of students who have been identified as ELLs by the LPAC**
 - these students are eligible for Pre-K and should be enrolled as soon as possible
 - parent permission to participate in a language program is not required for enrollment (the LPAC will recommend the most appropriate initial classroom placement while waiting on parent approval for program participation)
 - b. **a list of students who have been identified as non-ELLs/non-LEP by the LPAC**
 - these students are not eligible for Pre-K unless they meet one or more of the other PK eligibility criteria listed above
 - **the registrar should check to ensure that all eligibility criteria have been checked before determining that the child does not qualify for eligibility-based Pre-K**
 - If the student does not qualify for eligibility-based Pre-K, the campus should provide information about tuition-based Pre-K

For students who are identified as ELLs, the LPAC will follow all required LPAC processes as detailed in the [Pfisd LPAC Manual](#). Parent permission/approval for language program participation is NOT required to be obtained before an ELL may be enrolled. ELLs **qualify for PK based on ELL-identification by the LPAC regardless if the parent/guardian accepts or denies program services**. Parent denials are still ELLs and it is the LPAC's LEP-identification that allows the child to be eligible for PK (not the program participation).

Scenario #1: Students Registering Before the First Day of School: Procedures for LPAC Meeting and Parent Approval

The LPAC meeting for incoming Pre-K students must be held at the end of the current school year for students who preregister in April. For students who register in July/August, the LPAC meeting must be held as soon as possible and before the first day of school.

Additionally, for students who are eligible for Dual Language or Vietnamese Bilingual program participation (LPAC-identified ELLs with a home language of Spanish or Vietnamese), parent permission/approval must be obtained as soon as possible following the LPAC meeting, before the first day of school, to determine campus location and classroom enrollment.

Scenario #2: Students Registering During the School Year: Procedures for LPAC Meeting and Parent Approval

The LPAC meeting for incoming Pre-K students throughout the school year, must be held:

- As soon as possible (within week of registering) for students solely qualifying for Pre-K based on potential ELL-identification
- Within the first 20-days of enrollment for students qualifying for Pre-K based on one or more other eligibility criteria (not solely potential ELL identification)

Additionally, for students who are eligible for Dual Language or Vietnamese Bilingual program participation (LPAC-identified ELLs with a home language of Spanish or Vietnamese), which may result in a transfer to another campus for program participation, parent permission/approval must be obtained as soon as possible following the LPAC meeting, and no later than the student's 20th day of enrollment.

Enrollment Information

For the 2022-2023 school year, prekindergarten registration will be held at all campuses on the same enrollment dates as other grade levels. Families with a prekindergarten child should register at their zoned home campus. Parents must bring the following documents to their zoned home campus to determine eligibility:

Required Registration Documents	
For All Students (PK- grade 12):	
• Child's Birth Certificate • Child's up-to-date immunization record • Child's Social Security Card • Parent's/Legal Guardian's Photo Identification (Driver License, ID card, passport) • Proof of Residency (two documents required): • Current utility bill (water, gas, or electricity) AND • Current lease or mortgage statement or notarize PfISD Temporary Residency Form <i>Cable & cell phone bills are not considered proof of residency</i>	
Additional Prekindergarten Required Documents:	
Proof of Income: • Current pay stub OR • Medicaid approval letter OR • Supplemental Nutrition Assistance Program (SNAP) benefits letter OR • Temporary Assistance for Needy Families (TANF) benefits letter OR • Disaster Supplemental Nutrition Assistance Program benefits letter <i>Program or insurance cards are not considered proof of income</i>	
Additional Prekindergarten Qualifying Considerations If Applicable:	
Limited English Proficient: Child must be present for testing. Committee will determine eligibility based on test results.	Military: DoD photo ID OR Statement of Service OR Letter from Veteran's Affairs stating eligibility for disability OR Letter from Commanding Officer
Homeless: Completion of Student Residency Questionnaire; verified by PfISD Staff	Foster Care: DFPS Verification Letter of PK Eligibility OR other documentation of DFPS conservatorship
Star of Texas Eligible Parent: Certificate OR Letter from Governor or state representative	

Tuition Prekindergarten

As space allows, Pflugerville ISD offers tuition-based Pre-K to district employee children who are three and four years old on or before September 1 who do not meet the eligibility criteria for Pre-K, but whose parents would like for them to participate. The number of seats will vary each year based on availability. Due to an increase in enrollment of eligibility-based PreK students, tuition-based prekindergarten is not being offered for the 2020-2021 school year.

Prekindergarten Programming & Special Notes

- PflISD will provide transportation for prekindergarten students. Students must live 2 miles or more from school to be eligible for transportation. Prekindergarten children who are not eligible for transportation and walk to school must be accompanied by an adult.
- Eligible Pre-K students are not required to be toilet trained. There is an expectation of the campus to work with the parent/guardian to establish a child-specific plan for helping the child develop independent bathroom skills. Families are encouraged to reinforce this plan at home for the optimal success of the student. See appendix for Toilet Training Guidelines.
- Older siblings must attend at their home campus. They will not be granted a transfer to attend a Pre-K site with their sibling.
- If the home campus does not offer needed bilingual (Spanish-English or Vietnamese-English) services per the Language Proficiency Assessment Committee (LPAC), the bilingual Pre-K student will attend Pre-K at a bilingual campus.
- Employees whose students may qualify for the eligibility-based Pre-K program follow these guidelines:
 - All employees whose children may qualify for the eligibility-based Pre-K program should attend the pre-registration event scheduled during the spring each school year.
 - If an employee's child qualifies for Pre-K AND the employee lives within PflISD, the child will attend his/her zoned home campus. If the employee wishes to request a campus other than the zoned school, the employee may request a transfer to identified (not closed) Pre-K campuses. The transfer request shall be made to the Prekindergarten Coordinator via email request. Employees will be notified of the status of their transfer request by the end of the preceding school year.
 - If an employee's child qualifies for PreK AND the employee does NOT live within PflISD, the employee may request an out-of-district transfer to identified (not closed) Pre-K campuses. The transfer request shall be made to the Prekindergarten via email request. Employees will be notified of the status of their transfer request by the end of the preceding school year.

Attendance and Absences

Although prekindergarten is not a required grade level, once a student is enrolled in prekindergarten, he/she is required to attend school and follow the same compulsory attendance requirements as other PflISD students.

Regular school attendance is essential for a student to make the most of his or her education—to benefit from teacher-led and school activities, to build each day's learning on the previous day's, and to grow as an individual. Absences from class may result in serious disruption of a student's mastery of the instructional materials; therefore, the student and parent should make every effort to avoid unnecessary absences.

On enrollment in prekindergarten or kindergarten, a child shall attend school according to Texas Education Code Sec. 25.085. COMPULSORY SCHOOL ATTENDANCE.

Compulsory attendance is enforced through §25.093 and Chapter 65, Texas Family Code. School employees must investigate and report violations of the state compulsory attendance law. A student absent without permission from school; from any class; from required special programs, such as additional special instruction, termed “accelerated instruction” by the state; or from required tutorials will be considered in violation of the compulsory attendance law and subject to disciplinary action.

Additional Information about compulsory attendance is located within the [PflSD Student Handbook](#).

Overview of Prekindergarten in PfISD

Best Practices in Prekindergarten

Best Practices are research-based instructional approaches and strategies that lead to the greatest gains in children's knowledge and understanding. Studies have shown "effective teaching and learning rests on the shoulders of the teacher who makes informed decisions about the instructional approaches and practices that are the most appropriate for a particular student." Best practices support children's ability to think.

Eight Principles of Best Practice:

1. Learning is meaning making
2. Prior knowledge guides learning
3. Gradual Release of responsibility model and scaffolded instruction facilitates learning
4. Social collaboration enhances learning
5. Learners learn best when they are interested and involved
6. The goal of best practice is to develop high-level, strategic readers and writers
7. Best practices are grounded in the principle of balanced instruction
8. Best practices are a result of informed decision-making

Morrow, et al. 2003

Building a Positive Classroom Community that Promotes Social and Emotional Well-Being

Early childhood classrooms in Pflugerville ISD implement strategies from the Conscious Discipline curriculum. This approach offers a relationship-based community model for classroom management. The "school family" model is central to the curriculum. Both the teacher and students are empowered to control themselves and to relate to others. The Conscious Discipline model is built on three major principles:

- Controlling and changing ourselves is possible and has a profound impact on others.
- Connectedness governs behavior.
- Conflict is an opportunity to teach.

Understanding How Children Learn

Creating a positive classroom community requires forming a relationship with each student. Children who feel a connection with their teachers are more likely to follow classroom rules, procedures, work cooperatively, and behave suitably.

Whole Group: Research indicates that young children learn best in small group settings. Whole group instruction should be kept to a minimum. Short bursts of time with music and movement infused in this time is considered best practice. Children learn through hands-on experiences and exposure. In order to accommodate different learning styles, teachers should consider the following when implementing whole group instruction:

- Use student's prior knowledge
- Include hands-on activities that the students can actively be involved in
- Connect learning throughout the day (transitions, centers, small group instruction)
- Maximum of 20 minutes with movement and music interspersed in the activity

Small Group: Small group is a time to meet with a group of 2-6 students to provide intentional cognitive instruction. Teachers may follow the example to effectively implement small group instruction.

	Questions	Example
Who	Who will I work with? (2-6 students)	<i>Kelly, Arie, Jose, and Ryan (identified as needing additional support)</i>
What	What cognitive skills will students work on?	<i>Letter features (area identified through assessment)</i>
Why	Why this cognitive skill?	<i>To build concepts of letter formation (curves, slants, straight lines etc.).</i>
When	What time and how long will I work with them?	<i>During center time, 7-9 minutes per lesson. (3 small group lessons during center time)</i>
Where	Where will students meet?	<i>In the ABC Center (at a table, on the rug, anywhere)</i>
How	How will I make small groups occur?	Develop an action plan based on assessment data.

Hands-On: Teachers facilitate their students' learning by providing opportunities for children to explore and learn about concepts and skills that they need to be successful in school and in life. Using purposeful, well- planned, and playful intentional teaching strategies, educators can support the following essential elements needed for an optimal learning environment:

- **Using rich language** - Children express ideas in new ways when given many opportunities to describe, compare, listen, and respond.
- **Responding to signals** - Children's feelings and attitudes are responded to throughout the day, building a sense of trust between the children and the teacher.
- **Building interest** - Children's interests are stimulated when the new learning is relevant to their lives and integrated across activities and content.
- **Providing choices** - Opportunities to make choices allow children to follow their interests and begin to understand that there are consequences of choices.
- **Avoiding restrictions** - Children will try new experiences more readily when working in a familiar and safe environment where they are allowed to explore freely.
- **Adapting to change** - As children become more independent and self-regulating, the teacher changes interactions to move the children to a higher level.

*NOTE: Children learn best through hands-on experiences. Therefore, worksheets and workbooks are not recommended.

The Design and Instructional Practices of the Prekindergarten Classroom

Classroom Design

The classroom design affects how children learn and interact with one another. The room should be free-flowing and free from clutter. Students should be visible from all areas. The room should be arranged so children are able to move around without disturbing others. It is highly recommended that all furniture be low and at the child's level in order to ensure clear visibility for the teacher. Child-sized furniture also provides free access to students and minimizes safety risks.

When setting up classroom design, consider the location of the following:

- Doors
- Windows
- Electrical Outlets
- Sink/Restroom
- Built in furniture
- Storage space
- Lighting
- Size of classroom

Setting up the Classroom

When setting up the early childhood classroom, keep in mind that the arrangement is meant to support social and emotional development as well as cognitive learning. Below are the required components for setting up the optimal early childhood classroom.

- Arranging the Classroom
 - Circle Time/Group Meeting Area
 - a Minimum 7 learning centers
 - Clearly defined areas for each center with 2-3 sides
 - Space for 2-4 children
 - Literary connections in every center (books)
 - Writing materials (different in each center)
 - 3-5 highly engaging hands-on purposeful activities
 - Materials directly connect to instruction
- Using center time areas
 - Minimum 45 minutes to 1 hour per day
 - Children have free choice of centers and activities
 - Limit the number of children in each center
 - Students develop and use oral language with both adults and other children
 - Cognitively challenging activities

Centers

Centers is a time during the day where the young child constructs their own knowledge through exploration and play with instructional learning materials in subdivided areas of the classroom. Activities in centers combine new learning with prior knowledge. Center time is a space where the young child makes sense of their world and builds connections from new learning to long-term memory. Centers are an important time of the day, and when done correctly, can help language and vocabulary flourish.

Center management **charts** (docking stations) should be displayed at every available center. The chart should be at the **child's eye level** and used daily throughout center time. Students utilize name and picture cards that are used to access a specific center. This card is used as a "placeholder" when the child is at a center. Students take their name tag with them as they change centers throughout the day. A good idea is to have "wait lists" for more popular centers. This will help in minimizing negative behaviors and tears.

- Essentials of center design:
 - The classroom should offer a minimum of 7 learning centers
 - All of the activities in the centers must be pre-taught
 - At least 3-5 activities that directly connect to the theme in the Pre-K unit maps
 - **Literacy and writing are incorporated in every center**

- Center Management System:

Using a Center Management System allows children to develop many skills such as:

- **Manage themselves** in centers
 - Use print in meaningful ways
 - Use their **names in purposeful ways**
 - Recognize the letters in their names
-
- Setting up the center management system:
 - Center management docking stations are displayed at student's **eye-level in every center**
 - The center management system is used daily during center time
 - **Student's name and picture** are on a card that is meant to be a place-holder during center time
 - Be mindful of space and materials to determine the **maximum number of students in each center**



- Introducing the Center Management System:

- Tell students the purpose of the docking stations (to help guide them as to where they can play, and how many friends are allowed in a center).
- Practice with the class using the students' names. Model to the students what an empty center looks like/what a full center looks like.
- Remind students that their name tag goes with them when they change centers.
- Assist students as needed as they learn how to use the management system.

Center Requirements	Purpose
Library/Listening Center	The classroom Library/Listening Center should be a clearly defined space in the classroom away from “noisy” centers. By creating an inviting area for reading, students are more likely to want to spend time in the library center. Reading requires much skill and practice, and to practice, you need books. The more children are exposed to books, the more they learn to love them.
Construction Center	Materials in the Construction Center are meant to promote the following concept development: shape, size, balance, contrast, one-to-one correspondence, counting, matching, sorting, spatial reasoning, grouping, classifying, problem-solving, length, height, weight, leverage, geometric shapes, conceptualization, and cooperation/social skills.
Writing Center	The Writing Center provides the opportunity for students to develop their fine motor skills as well as build literacy development. Materials placed in the center need to be engaging, hands-on, and thematic in nature; therefore, worksheets are NOT appropriate.
ABC Center	The ABC Center gives students the opportunity to work hands-on with literacy materials. At this center, they practice and develop the following skills: letter/sound knowledge, listening skills, oral language expression, rhyme, letter formation, and cooperation.
Creativity Center	Through art, children develop creativity. They practice self-expression and come to understand that symbols--either through strokes of a paintbrush or letters written with pencil--have meaning. Children acquire knowledge quickly at the Creativity Center using all of their senses through meaningful, hands-on work.
Pretend and Learn Center	Through meaningful dramatic play, the students are learning to solve problems, coordinate, cooperate, and think flexibly in the Pretend and Learn Center. They also learn about their likes and dislikes, develop higher-order thinking skills, and strengthen their social and emotional development.
Math Center	Math Centers provide an opportunity for students to practice and apply skills and strategies taught during Circle Time.
Science Center	Science Center activities strengthen students’ ability to explore, investigate, and observe their surroundings and materials in the center. Children learn to use their senses and simple tools, such as magnets and magnifiers, in order to make observations and collect information.

Music and Movement

The use of music and movement activities throughout the day provides a kinesthetic connection between the content area and the child. Music and movement experiences that are well-planned and instructionally-minded help to encourage the development of the whole child. This includes gross-motor and fine-motor development, social-emotional development, cognitive growth, and oral and receptive language.

PfISD’s Frog Street curricular resource integrates many songs and finger-plays into each day of learning. These finger-plays build fine motor coordination as well as body awareness through playful songs. Teachers are also encouraged to incorporate music and movement into each whole group circle time to maximize the learning potential for students, and to build connections between peers and the teacher. “Music quite naturally provides opportunities to practice patterns, math concepts, and symbolic thinking skills.” Parlakian, R. & Lerner,

Transitions

Children spend about a third of their school day in transitions. Transition activities should be quick and fun, planned and purposeful, providing a cognitive connection, and a change in pace. Taking a “brain break” during a circle time lesson allows students’ brains to reset and “wake up” before the next activity. Movements that cross the midline of the body cause the brain to develop and build connections.

Rules and Routines

Children learn to trust when the adults in their worlds are fair and consistent. Research indicates that the brain searches and makes sense of patterns. Therefore, a classroom management style that is consistent and follows routines is the optimal learning environment for the young child. The young child thrives on solid and clear-cut rules and routines that are meaningful. The children know what to expect and what teachers expect of them. One way to accomplish this is through the use of classroom management charts.

Attendance Chart/Check-In/Check-Out System

The check-in/check-out system is a visual cue in order to teach students that they are present in the classroom as well as provide an additional opportunity for them to recognize their names in print.

- The Attendance Chart allows children to:
 - Recognize their names as well as the names of their classmates
 - Compare and contrast the letters in students’ names
 - Use print in an authentic way
- Setting Up and Using the Attendance Chart:
 - Display the chart at students’ eye level.
 - Place the chart close to the entrance of the classroom, or by the circle time whole group area.
 - All students’ names should be on the chart.
 - The students’ names are interactive and can be manipulated using a pocket chart, Velcro, or magnets.
- Introducing the Attendance Chart:
 - Introduce the Attendance Chart by pointing to the home and school pictures.
 - State that the chart will be used daily to take attendance so the class knows who is here and who is at home.
 - Model for the children how to move their pictures from home to school.
 - Model moving the pictures back from school to home at the end of the day.
 - Students’ names are placed on the “wish you well heart” when they are absent.

Classroom Rules and Expectations

A classroom rules chart is helpful for the young child. It is a visual reminder of the expectations of the classroom community. The teacher could create this chart with the students at the beginning of the school year in order to support student ownership of the expectations. It is always important to include a picture that depicts the actual expectation since many prekindergarten students are not reading at the beginning of the school year. Classroom rule charts assist the child in managing their own behavior, remembering expectations, and feeling a part of the classroom community.

Rather than focusing on mistakes a child makes with relation to the rule chart, **Conscious Discipline** recommends

making a poster that says, “OOPS” (**Our Opportunity to Problem Solve**). It is important to remember that the prekindergarten year is about preparing children and laying the foundation for future school success.

Setting Up the Classroom Expectations Chart

- Remember to keep the classroom expectations chart at students’ eye level.
- Display the chart in Circle time/whole group areas of the room.
- You can create individual visuals to remind students of expected behaviors in centers and throughout the room. These provide a scaffold for students and also limit interruptions if the teacher is working with a small group.
- Use the chart daily to remind students of the expectations. Remember, expectations at school and home may be very different for children in the prekindergarten classroom.
- State the classroom expectations in a positive manner.
- **All PfISD classroom teachers are expected to be using the Safe Keeper Ritual (this may replace your classroom rules), Wish You Well Ritual, and Greeting/Goodbye Ritual in their classroom in accordance with Conscious Discipline.**
- Having a **Safe Place along with calming strategies** in every Pre-K classroom is mandatory for all students to have access to use as needed.

Daily Classroom and Individual Schedules

The daily schedule is an important anchor in the life of a young child. The visual schedule is a concrete example of the specifics for the school day. The daily schedule assists the child in understanding the sequence of their day, as well as a means to articulate any changes in a typical day. The use of a daily schedule teaches the young child to be flexible and to trust in the school routine. The schedule also supports the child in difficult transitions from preferred to non-preferred activities. For an anxious child, it also demonstrates all that will take place before they are able to go home and see their family. It is important to note that some children may need an individual schedule. These are of particular benefit for children with special needs, second language learners, and as a strategy for students who have a particularly difficult time with transitions.

- Set up the visual classroom schedule in Circle time/whole group areas
- Schedule is a combination of words and pictures
- Display the visual schedule at students’ eye level
- The schedule is interactive and can be manipulated by the “calendar helper”
- Use a “change” icon to indicate a change in the routine
- The schedule is used to demonstrate when an activity is finished for the day

Helper Chart

Conscious Discipline encourages the use of a helper chart. This is a strong component of building the “school family.” Having a classroom job empowers the young child and builds ownership for the classroom and their behavior. Classroom jobs build the child’s sense of responsibility and self-esteem. Teachers can be creative in developing jobs that fit the classroom environment. The helper chart is another arena in which the young child can see their name in print and builds letter recognition.

Children quickly learn the letters in their names as well as the names of their peers.

- The helper chart is displayed in the Circle time/whole group areas
- Displayed at students’ eye level
- Interactive
- All children have a job
- Jobs change weekly
- Student’s name and picture on strips placed adjacent to the specific job

Letter Wall

The letter wall in the early childhood classrooms is an interactive activity between the teacher and students. This visual is an organized display of all letters in the alphabet. This wall should include both words and pictures under the matching letter. Letter walls support student understanding that letters make words, and words have specific meanings. The letter wall is instrumental in early writing proficiency. Teachers explicitly teach the words to the students prior to placing the words on the letter wall.

- The Letter Wall allows the child to:
 - See their name and the name of their peers in print
 - Interact with words
 - Displays the alphabet in alphabetical order
- Setting up and using the Letter Wall
 - The letter wall is included in the Circle time/whole group area
 - Displayed at students' eye level
 - Interactive using Velcro or magnetic tape
 - Students' names with their pictures are under the matching first letter of their name
 - Enough room underneath for at least 4 - 5 words (these may change, but students' names remain on the letter wall for the duration of the school year)
 - Following the first 6 weeks of the school year, thematic vocabulary words are added to the word wall with corresponding pictures.
 - Words are displayed upper case and/or lower case, as appropriate

Read-Aloud Chart

The Read-Aloud Chart is a visual that displays the title, author, illustrators, and vocabulary words for a specific book used in conjunction with the curriculum maps. The Read-Aloud Chart helps the young child read printed words from the cover of the book. The Read-Aloud Chart is about helping the child make connections between the theme and the words they are hearing in the classroom. This is also a tool to assist the teacher in using specificity when choosing vocabulary words connected to the monthly themes.

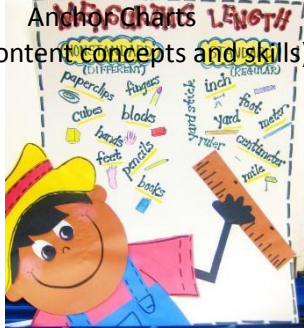
- Setting Up and Using the Read-Aloud Chart:
 - Implemented in the Circle time/whole group area
 - Displayed on an easel or flip-chart for easy access
 - Interactive
 - Includes at least 3 - 5 new words from the focus book per week

Classroom Environment Labels

Classroom labels are the words and pictures associated with specific areas and objects in the room. These labels

provide students with the word and object connection. Classroom labels assist students in knowing where items belong in the room and assist with classroom transitions such as clean up. Classroom labels are not stagnant and change as themes and specifics in the classroom change.

Environmental Print

Alphabetized Word Walls (Spanish Language Arts & Reading [SLAR] and English Language Development [ELD])	• Helps students see patterns and relationship in words to build phonics and spelling skills • Provides reference support for students during reading and writing activities • Should be legible from all areas of the classroom. • Is accessible to all students
Word Banks (core content vocabulary)	• Addresses core content vocabulary • Includes students' names and pictures • Includes symbolic language (e.g. symbols, pictures) in addition to words • Changes in response to learners' needs and should reflect the content being taught • Is accessible and available when the student needs to reference the words
Anchor Charts (core content concepts and skills) 	• Makes thinking visible by recording content, strategies, processes, cues, and guidelines during the learning process • Keeps relevant and current learning accessible to students to remind them of prior learning and to enable them to make connections as new learning happens • Serves as tools to reference as students answer questions, expand ideas, or contribute to discussions and problem – solving in class • Created with the students
Sentence Stems (differentiated depending on proficiency level)	• Gives students the opportunity to respond in the form of a complete sentence to effectively communicate • Provides scaffolding to help students get started in speaking or writing without the added pressure of thinking about how to correctly formulate a response • Can be used as an exit ticket on a concept to provide clarification • Can be used as a sorting or matching activity to check for understanding • Can be used with a soft ball for “wonder questions” about a topic • Can be used during games

Nap/Rest Time

Purpose is to provide a proper rest time environment and requirements to ensure the health and safety practices of the children in care. Nap time is a rest time for all children, even those who cannot sleep.

Procedures:

- A supervised rest/nap time will be provided for all children.
- The rest/nap time will not exceed one hour.
- Children are to be on their own mat.
- Children are not required to sleep; therefore, an alternate quiet activity for those children will be allowed. However, children who are doing a quiet activity are to do that activity independently on their own mat.
- Following the lunch, staff will develop a system for restroom use so that a few children at a time go to the restroom, wash hands, and prepare for rest/nap time.
- Staff will plan a quiet activity and arrange nap mats so that children and teachers have access to a walkway without having to walk on or over the mats of other children; mats are arranged so that teachers can easily see all the children in the group.
- The classroom must have dim lighting (not complete darkness)
- Pillows are not allowed on mats while children are resting.
- Staff will monitor and ensure that children do not cover their heads with blankets or any other objects.
- Children will keep their shoes on during rest/nap time in case an emergency arises which requires evacuation.

Field Trips

Instructional/cultural field trips must have direct alignment to grade level and/or course Pre-K Guidelines. The alignment may indicate instruction, reinforcement, enhancement, or application of Pre-K Guidelines. Students may not be charged fees to attend instructional/cultural field trips.

- Trips must have a legitimate educational purpose
- Principal must approve purpose and method/route of transportation prior to trip (including "walking" trips)
- Student must have parent/guardian permission to participate
- Campuses may add additional requirements for participation
- Overnight trips must receive superintendent approval
- Funding must meet the intent/purpose of trip

English Language Learner (ELL) Connection

Second Language Acquisition

Instruction should develop language and literacy across the curriculum and content areas. "By setting up a classroom environment that helps second-language learners feel secure and competent; teachers make the child's second-language learning task that much easier." Tabors, 1997

Setting Up the Classroom Environment for Second Language Learner Success

The culturally responsive teacher studies the variety of cultural groups represented in his/her classroom. This allows the teacher to infuse culturally relevant activities throughout the day. This also helps to facilitate positive home to school interactions. It is important to recognize that students come to school with funds of knowledge and it is the work of the teacher to bridge prior learning with the learning that takes place in the classroom and school environments.

Strategies Teachers Implement to Ensure Student Learning

- The teacher creates a classroom environment that respects and values cultural diversity
- Provides small group activities
- Incorporates the use of visual strategies
- Encourages students to translate information for each other
- Incorporates the use of gestures or non-verbal means of communication
- Connects the language to concrete objects and actions
- Provide students with a variety of real-life experiences
- Multisensory learning
- Engage children in total physical response type activities
- Strategies such as talk to self, think aloud, turn-and-talk and then report out
- Incorporate the use of anchor charts

Stages of Language Acquisition

There are four developmental stages that people go through as they learn a new language:

Home Language Use: This is the language the child uses at home and is the only language he/she knows.

As the child enters a new setting with a different language, the student realizes the language he/she is using is not working in the new environment.

Non-verbal or silent period: The child will draw away and seem to be withdrawn. Many times this behavior is incorrectly interpreted as a speech or learning deficit when, in fact, it is really more of a survival skill. The child is not talking, but is trying to make connections to familiarities or meanings. When teachers provide a fun and non-threatening environment, children feel safe to practice in their new environment. The key point to recognize in this stage is creating “safety” for the second language learner.

Early Production or telegraphic speech: This refers to using only a few key words or phrases. This level is not to be confused with a person’s level of intelligence, but rather the level of second language acquisition. As teachers use linguistic accommodations, the second language continues to develop.

Productive Use of the Language: As teachers model correct use of the language and provide various opportunities for practice, children use new words in first one – word responses, moving to more and more complex sentences. Tabors & Patton, 1997

“All children develop language skills at different times in a variety of ways. It is imperative that teachers involve the second language learner in a cognitively challenging environment.” The Children’s Learning Institute at the University of Texas Health Science Center at Houston, 2003

Pflugerville ISD One-Way Dual Language Framework

PfISD implements a One-Way Dual Language framework in Pre-K classrooms for identified native Spanish-speaking English Language Learners. The chart below describes how this dual language framework is implemented in the full-day prekindergarten Dual Language classroom:

Language of Instruction: **Spanish (red)** **English (blue)**

	Grade Content	PK Full Day
Cognitive Academic Language Proficiency	Spanish Language Arts	SLAR 130 minutes
	English Language Development	ELD 35 minutes
	Social Studies	Social Studies 20 minutes (10 min Spanish)
	Science	Science 30 minutes
	Math	Math 70 minutes
	Specials	Specials 50 minutes
	Total Instructional Minutes	345 minutes
	Flex	45 minutes
	Breakdown	240/105 70%/30%

Dual Language Instructional Components

- Avoid Concurrent Translation
- Teacher should not code-switch
- Teacher should stay in the language of instruction
- In the primary grades, students can respond in the first language (L1) or in the second language (L2), but teachers need to be the language model
- Teachers should provide linguistic accommodations in response to students' needs
- Avoid direct translations of books and resources

Preview – View – Review (PVR)

Preview (5-7 minutes)	The teacher begins by providing the students with an overview of the lesson or activity in the student's first language (L1). This is <u>not</u> a review of the prior lesson. The purpose is to: ● Hook students ● Activate prior knowledge ● Give an oral summary ● Read a book in the first language ● Ask key questions ● Model ● Preview vocabulary
View (Lesson)	The teacher teaches the lesson or directs the activity in the second language (L2) using various techniques and instructional strategies to make input comprehensible. The view includes direct teach, student activities, and closing of the lesson. ● Visuals ● Videos ● Acting out ● Realia (objects and materials from everyday life) ● Collaborative strategies ● Check for understanding ● Bilingual pairs ● Real-world connections ● Guided and independent practice ● Use of technology ● Graphic organizers ● Hands-on activities, etc.
Review (3-5 minutes)	The students summarize key ideas and raise questions about the lesson in the student's first language (L1). ● Working in groups to provide clarification ● Sorting or match activity to check for understanding ● Using a soft ball for "wonder questions" about a topic ● Using games

Integration of Languages

Spanish Language Arts and Reading (SLAR) and English Language Development (ELD) are based on a Balanced Literacy approach with direct instruction in phonics, fluency, vocabulary, comprehension, and writing in both languages. Integration of content areas takes place when addressing comprehension skills within a content area. Science and social studies, though taught in a separate block, include literacy development in both reading and writing. The main focus during the ELD and SLAR blocks is language development, while the focus during social studies and science is the application of literacy skills in reading and writing. Integration of languages may also take place when addressing "Preview" and "Review" to support content areas. Again, the main focus is language development.

Parent Involvement

Early Childhood teachers are strongly encouraged to send home weekly newsletters that highlight key points for the present week of instruction. These calendars can include vocabulary, activities, websites, and apps parents can access from home, etc. It is important to send home extensions of classroom activities in order to build the home to school connections.

Parents are vital members of the early childhood team. Parents are encouraged to be a part of the classroom through sharing their home cultures, work experiences, attending field trips, and volunteering in the classroom. Parents must go through a background check in order to volunteer in classrooms.

Providing a sign-up sheet at open house or during parent conferences is a good way to kick-off the coordination of parent involvement at the start of the school year. If a parent is unable to come to the classroom, offer them a sample of an upcoming project for the class and ask if they would be available to cut or prepare the items for you at home. Sending home models of what you need is highly recommended.

Providing mini workshops for parents is encouraged. The topics that are most commonly requested are behavior, read-alouds, and math activities. These mini workshops could be done in collaboration with neighboring campuses. Parent-teacher relationships are the bridge many children need to improve the trajectory of the school experience.

Prekindergarten Family Engagement Plan (HB4)

As a requirement of the HB4 High-Quality Prekindergarten Grant Program, in Spring 2017 PfISD developed a family engagement plan to assist the district in achieving and maintaining high levels of family involvement and positive family attitudes toward education. An effective family engagement plan creates a foundation for the collaboration of mutual partners, embraces the individuality and uniqueness of families, and promotes a culture of learning that is child-centered, age-appropriate, and family driven. The [Prekindergarten Family Engagement Plan](#) is below and can also be accessed on the district website.

The family engagement plan shall:	
1. Facilitate family-to-family support	- Teachers organize and host summer meet-up, buddy days, and/or play-dates for incoming children and their families to meet one another prior to the first day of school. - Teachers utilize campus websites to share information with families. - Teachers organize and host class activity events and extend invitations to families of students.
2. Establish a network of community resources	- School counselors coordinate services with community organizations such as Backpack Friends. - School counselors and district social workers coordinate families to gain access to necessary community resources. - School nurses educate and provide information to families. - Teachers and other school personnel offer enrichment opportunities with campus community partners including the Pflugerville Library and other community groups.
3. Increase family participation in decision making	- Campus personnel include prekindergarten families in the Parent Teacher Organization. - Male family members serve as volunteers on the child's campus. - Families are encouraged to serve as campus and classroom volunteers. - Campus personnel provide opportunities for family members to serve on the Campus Academic Advisory Council (CAAC). - Campus personnel widely solicit parents (non-district employees) of English Language Learners (ELLs) currently participating in a language program to volunteer to serve as parent representatives on the Language Proficiency Assessment Committee (LPAC). - Campus personnel provide survey opportunities for families to provide input.
4. Equip families with tools to enhance and extend learning	- Teachers provide monthly-themed projects and activities for families to complete at home. - Teachers provide instruction to families about authentic learning during conferences. - Families access online resources including reminder apps, preschool learning websites, and the Children's Learning Institute's parent portal. - Teachers create weekly/monthly newsletters with engagement strategies and upcoming events. - Teachers host evening learning events and provide a lending library.
5. Develop staff skills in evidence-based practices that support families in meeting their children's learning benchmarks	- Teachers utilize positive behavior support. - Teachers participate in embedded, ongoing professional learning for language development skills and cultural responsiveness.
6. Evaluate family engagement efforts and use evaluations for continuous improvement	- School site-based decision-making committees (called Campus Academic Advisory Councils – CAACs) include parent/guardian representatives (as required by Board Policy). - Teachers and school personnel utilize sign-in sheets to monitor family attendance at events. - School personnel engage with families during the annual comprehensive needs assessment process and while drafting the annual campus improvement plan.

Instructional Materials and Resources

To provide support for implementing the PfISD curriculum, and to provide support for a safe and effective learning environment, PfISD provides the following primary and supplemental instructional resources for our district prekindergarten program. All resources need to be inventoried yearly. (An inventory list can be found in the appendix)

The Frog Street resource & Handwriting Without Tears (Pre-K (4) only) are the district's **primary instructional tool** that focuses on foundational skills that ensures the student is ready for kindergarten. Every teacher receives a kit at the beginning of the school year that contains all the resources for the classroom.

Cognitively Challenging Instruction

PfISD uses the Scholastic BIG Day instructional resource to implement the PfISD Pre-K curriculum unit maps, and the district supplements the curriculum with the Growing with Mathematics and Conscious Discipline programs. Thoughtful planning went into designing unit maps for each unit with the Scholastic resource to ensure vertical alignment across grade levels. The importance of having a vertically aligned curriculum is to ensure that learning progressions from one standard to another are aligned for requisite learning. The first part of the unit maps outlines the big ideas from the unit and the essential questions that are being asked. The Pre-K guidelines that are specifically being taught during each unit are unpacked in an easy to understand format, where the teachers can see the Pre-K guideline, skill, concept, and context. When unpacked, these pieces are not any different than the guidelines as a whole, but it allows us to look at all of the different parts of the guidelines. Success criteria are also included to assist teachers in knowing exactly what to look for to measure mastery.

The unit maps include detailed activities and literacy integration across the centers and subject areas. Visuals are provided to offer more ideas for implementing each activity in the classroom. Tier 2 activities and opportunities for enrichment are included in the unit maps to assist in planning for each child served in the classrooms. The Growing with Mathematics scope and sequence and **Conscious Discipline program** is integrated into each unit map for seamless incorporation into the Pre-K program. When using the unit maps to plan lessons each week, teachers are able to provide a rigorous and cognitively challenging, and enriching program for the students in the classroom.

Assessment and Progress Monitoring

PfISD uses **Ready, Set, K! (Pre-K (4))** and **AIM Observational (Pre-K (3))** to monitor student progress throughout the school year. Students are assessed three times a year: beginning of year (BOY), middle of year (MOY), and end of year (EOY). The 2021-2022 assessment timeline is as follows:

Assessment Type	Tool	Window
Progress Monitoring - BOY	Ready, Set, K!/AIM Observational	8/16 - 10/13
Progress Monitoring- MOY (1)	Ready, Set, K!/AIM Observational	10/17- 12/16
Progress Monitoring- MOY (2)	Ready, Set, K!	1/4 – 3/10
Progress Monitoring - EOY	Ready, Set, K!/AIM Observational	3/20 – 5/25

The data derived from the assessment is used to drive the instruction. The data helps the teacher evaluate the four questions addressed in the **PLC model**:

- 1) **What do we expect our students to learn?**
- 2) **How will we know they have learned it?**
- 3) **How will we respond when some students do not learn?**
- 4) **How will we respond when some students already know it?**

Teachers receive student and classroom reports, as well as automatic small group reports and recommended classroom activities based on student scores. Additionally, teachers in PfISD are encouraged to use portfolio assessments of their students and anecdotal notes.

For Pre-K English Language Learners (ELLs), the **Pre-IPT English oral language proficiency assessment is administered twice during the Pre-K year**. It is given once during the registration process to determine if a student qualifies as an ELL, and again at the end of the school year to measure progress. For Spanish-speaking students, the Pre-IPT Spanish oral language proficiency assessment is administered once during the registration process for Pre-K.

District supplemental instructional resources for Prekindergarten classrooms can include the following:

Resource	Publisher	Description	Purpose	Quantity Provided
Frog Street Kit	Frog Street Educational Resources	Provides teachers with research-based classroom support materials in the areas of letter knowledge, early word recognition, phonological awareness, print awareness, language development, and math readiness	Provides tools and manipulatives to support and enhance the curriculum and the implementation of the Texas Pre-K Guidelines	1 per classroom (\$1,450)
Second Step Social-Emotional Skills for Early Learning	Second Step Early Learning (Supplemental Resource)	Provides ready-to-use materials such as posters, charts, letter walls, and classroom labels for centers and daily activities	Ensures and supports effective classroom management by providing materials and resources	1 per classroom (\$329)
Estrellita Pre-K Early Literacy Program	Estrellita	Spanish-only resource that provides a strong foundation for early literacy development in the areas of oral language development, phonological awareness, print awareness, and letter knowledge	Provides activities for the development of pre-reading skills and helps students attain kinder-readiness	1 per Dual Language Classroom (\$699)
Conscious Discipline	Loving Guidance	Classroom management professional development and resources that support appropriate discipline practices	Helps create consistent discipline practices in all early childhood classrooms and supports teachers in the implementation of appropriate practices	1 per Classroom (book \$29, I love you Rituals, \$15, Shubert Value Pack \$45, safe place mat, \$15, puppet \$20, it starts in the heart \$15, kindness counts \$15, Brain Boogie Boosters \$15, brain smart cubes \$194) (Total: \$363)
Handwriting without Tears	Handwriting without Tears	Developmentally appropriate fine-motor program for early childhood students	Lays the foundation for handwriting	1 per classroom (\$622)

Student Supplies

Prekindergarten teachers may distribute a supply list asking students to bring consumable supplies. The total cost of these supplies may not exceed \$42. Students cannot be required to bring the supplies and accommodations must be made to provide supplies for students with financial need. The following is a recommended supply list for Prekindergarten:

Quantity	Item
1	Pencils (10 pack)
1	Colored Pencils
2	Crayons (24 count)
2	Markers, large tip, washable (8 count)
1	Watercolors
1	Black Dry Erase Markers (1 pack)
2	Glue (4 oz. white liquid)
2	Glue Sticks (2 pack/.24oz)
2	Plastic pocket folders with brads
1	Spiral notebook (wide rule)
1	Composition Notebooks (wide rule)
1	Pack of Play dough
1	Boxes of tissues
1	Ziploc bags (1 box-Gallon size)
1	Ziploc bags (1 box-quart size)
2 sets	Extra Clothes to be kept in backpack
1	Small Blanket or Towel for rest time
1	Full size backpack, no wheels



Toileting Guidelines

Per Texas Education Agency, students who are eligible for PreK are not required to be potty trained. TEA does not regulate procedures for assisting a child with bathroom capabilities. However, the agency recommends that districts have a written protocol in place.

PfISD recognizes that toilet training is a developmental milestone. As such, the process varies for each child. While there is no universal age for this, children are typically toilet-trained between the ages of 2 and 3 years old. Therefore, most children entering the PreK program are able to toilet themselves (including wiping) with minimal supervision. However, students may qualify for PreK based on developmental delays, and otherwise, toilet-trained children may regress on milestones when starting a school program.

Classroom staff agrees to:

- monitor and supervise all children during scheduled restroom time.
- allow children to use the restroom on demand when necessary.
- honor children's need for privacy.
- expect occasional accidents and treat them as teachable moments free of judgment against the child (*see 'Process for Toileting Accidents,' next page*).
- watch for and identify signals that may help minimize accidents.
- communicate with parents regarding toileting experiences.

Parent/guardians agree to:

- provide at least two (2) changes of clothes, including pants, underwear, and socks. Label all clothing with child's name. Soiled clothing will be sent home in the child's backpack at the end of the day and should be replenished as quickly as possible.
- show the child what is expected to use the toilet: undressing, going, wiping, dressing, flushing, and hand-washing.
- have child wear elastic waisted clothing to facilitate the child being able to pull their clothing up and down independently. **No buttons, snaps, belts, or one-piece clothing.**
- reinforce toileting schedule *consistently* outside of school hours.

Above all, it is important for everyone to be positive and be consistent!

Following pages:

- *Process for Toileting Accidents*
- *Toilet Training Plans - PreK*
- *Toileting Contract*

Process for Toileting Accidents

In the event of a toileting accident for any child, regardless of age or grade, the following guidelines apply:

- If the classroom has access to a private restroom, toileting accidents should be handled there. Otherwise students may change in the nearest children's restroom.
- If the child is incontinent of loose stool (diarrhea), the student should be taken to the nurse's office for assessment and to minimize exposure of other students to illness.
- The goal is for the student to be as independent as possible in any situation.
- If changing occurs in the classroom or nurse's office, the restroom door should remain slightly cracked and attended by a staff member to allow communication with student in the restroom while maintaining child's privacy. Teacher/aide may guide student step-by-step as needed with verbal prompts from the doorway.
- If child requires hands-on assistance with any step in the process, two adult staff members must be present in the restroom at all times.
- If student doesn't have a change of clothes in his/her backpack, the parent may be contacted to bring clothing for the child. The nurse does not routinely have extra clothing available in all sizes.
- If student has more than one toilet accident at school in a week, or more than four in a month, the campus administrator should be notified so the concerns may be addressed by the educational team. This may include **creating an individualized toileting plan** for a student or requesting the parents seek medical evaluation for their child (see 'Toilet Training Plan,' next page).
- Immediately assist a child who has had an accident by providing the child with the child's change of clothes, flushable wipes, and verbal support to 'talk' the child through the process of changing clothes.
 - *If additional assistance is required, such as cleaning beyond what a child is able to do, the parent may be called to come to school and help the child.*

Toilet Training Plan

If a PreK/school aged child is not fully toilet trained, the school team (to include teacher, special services case manager, campus administrator, and school nurse) should collaborate with the parent/guardian to establish an individualized plan relevant to the age and needs of the child. The plan must be consistent and reinforced at home and at school.

The questions/topics to be addressed in the meeting include:

- Student's background and home efforts to date:
 - who is helping with efforts at home?
 - When do accidents typically occur for the child?
- Any medical concerns or factors to consider?
 - Parents may be advised to seek medical evaluation from their physician.
- Underwear are required instead of pullups or diapers to promote independence in the child

The individualized plan should address in writing:

- At least two (2) changes of clothing including pants/shorts, flushable wipes, underwear, and socks to be provided to school and replenished as soon as possible as needed.
- Determine language usage at school and home to promote consistency.
- Toileting schedule at home:
 - Who assists?
 - Frequency?
 - How much assistance?
- Toileting schedule at school:
 - Who assists?
 - Frequency?
 - How much assistance?
- When will the plan be revisited to ensure progress and review/revise goals?
- How and when will parent/guardian and school communicate regarding progress?
- It is expected that students be independent with wiping/cleaning themselves. If there are concerns that the student needs more assistance, this must be agreed upon by the school team and addressed in writing in the plan.



Toilet Training Plan

Student Name: _____ DOB: _____

Campus Name: _____ Teacher Name: _____

- ☐ What toilet training efforts have been made thus far, and what were the results?

- ☐ When do 'accidents' typically occur? _____

- ☐ Any medical factors to consider? _____

	At HOME	At SCHOOL
Level of assistance provided:		
Who provides the assistance:		Teacher or aide per guidelines; nurse for medical intervention
Schedule/frequency of toileting attempts:		
Primary language used for toileting instruction:		Same as home language
How to communicate progress between school and home (select one): + telephone + email + note in backpack + other: _____		

Parent/guardian agrees to:

- ☐ Provide underwear (no pull-ups or diapers), flushable wipes, two (2) extra pairs of shorts or pants, and any other supplies necessary for the student's hygiene care at school
- ☐ Adhere to toileting schedule outside of school hours to create consistency
- ☐ Promote independence for student to the extent possible

School staff agrees to:

- ☐ Communicate with parents when supplies are low but before they run out
- ☐ Ensure two adult staff members are present if child requires hands-on assistance
- ☐ Revisit this plan in _____ weeks to determine progress and modify plan if needed

Parent Signature:	Date:
Printed Name:	Phone:
Staff Signature:	Date:
Printed Name:	Position: