



# READY FOR SCHOOL















# STAY CONNECTED WITH PARENTS AS TEACHERS

KPATA.ORG/MEMBERSHIP

We are a statewide non-profit organization that promotes home visiting programs in Kansas. Membership is open to anyone who believes in the impact of Parents as Teachers and supports advocacy, professional development, and program expansion for early learning across the state. Parents, grandparents, and current and past participants are all encouraged to join!



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#### HELP YOUR CHILD LEARN AND GROW!

Try these fun and easy activities with your 3-year-old—a great way to have fun together and encourage your child's healthy development.

SAGE 1

Make an adventure path
outside. Use a garden hose, rope, or
piece of chalk and make a "path" that
goes under the bench, around the tree,
and along the wall. Walk your child
through the path first, using
these words. After she can do it,
make a new path or have
your child make a path.

Before bedtime, look
at a magazine or children's book
together. Ask your child to **point to pictures** as you name them, such as
"Where is the truck?" Be silly and ask him
to point with an elbow or foot.
Ask him to show you something that
is round or something that goes fast.

While cooking or eating dinner, play the "more or less" game with your child. Ask who has more potatoes and who has less. Try this using same-size glasses or cups, filled with juice or milk.

Make a necklace
you can eat by stringing Cheerios
or Froot Loops on a piece of yarn
or string. Wrap a short piece
of tape around the end
of the string to make a
firm tip for stringing.

Practice following directions.

Play a silly game where you ask your child to do two or three fun or unusual things in a row. For example, ask him to "Touch your elbow and then run in a circle" or "Find a book and put it on your head."

Find large pieces of paper or cardboard for your child to **draw** on.
Using crayons, pencils, or markers, play a drawing game where you follow his lead by copying exactly what he draws.
Next, encourage your child to copy your drawings, such as circles or straight lines.

Listen and dance to **music**with your child. You can stop
the music for a moment and play the
"freeze" game, where everyone
"freezes," or stands perfectly still, until
you start the music again.
Try to "freeze" in unusual
positions for fun.

#### HELP YOUR CHILD LEARN AND GROW!

Try these fun and easy activities with your 4-year-old—a great way to have fun together and encourage your child's healthy development.



Invite your child to play
a counting game. Using a large piece
of paper, make a simple game board
with a straight path. Use dice to
determine the count. Count with your
child, and encourage her to hop
the game piece to each square,
counting each time the piece
touches down.

Play the "guess what
will happen" game to encourage
your child's problem-solving and thinking
skills. For example, during bath time, ask
your child, "What do you think will
happen if I turn on the hot and
cold water at the same time?" or
"What would happen if I stacked
the blocks to the top of the ceiling?"

Play "bucket hoops."

Have your child stand about 6 feet away and throw a medium-size ball at a large bucket or trash can. For fun outdoors on a summer day, fill the bucket with water.

Make a **bean bag** to catch and throw. Fill the toe of an old sock or pantyhose with 3/4 cup dry beans. Sew the remaining side or tie off with a rubber band. Play "hot potato" or simply play catch. Encourage your child to throw the ball overhand and underhand.

Go on a walk and pick up things you find. Bring the items home and help your child sort them into groups. For example, groups can include rocks, paper or leaves. Encourage your child to start a collection of special things. Find a box or special place where he can display the collection.

#### "Write" and mail a letter

to a friend or relative. Provide your child with paper, crayons or pencil, and an envelope. Let your child draw, scribble, or write; or he can tell you what to write down. When your child is finished, let him fold the letter to fit in the envelope, lick, and seal. You can write the address on the front. Be sure to let him

decorate the envelope as well. After he has put the stamp on, help mail the letter. Play "circus." Find old, colorful clothes and help your child put on a circus show. Provide a rope on the ground for the high wire act, a sturdy box to stand on to announce the acts, fun objects for a magic act, and stuffed animals for the show. Encourage your child's imagination and creativity in planning the show.

Don't forget to clap.



#### **HELP YOUR CHILD LEARN AND GROW!**

Try these fun and easy activities with your 5-year-old—a great way to have fun together and encourage your child's healthy development.



Encourage dramatic
play. Help your child act out
his favorite nursery rhyme,
cartoon, or story.
Use large, old clothes
for costumes.

Play "mystery sound."

Select household items that make distinct sounds such as a clock, cereal box, metal lid (placed on a pan), and potato chip bag. Put a blindfold on your child and have him try to guess which object made the sound.

Take turns with your child.

Play the "memory"
game. Put five or six familiar
objects on a table. Have your
child close her eyes. Remove
one object, and rearrange
the rest. Ask your child
which object is missing.
Take turns finding
the missing object.

Make an **obstacle course**either inside or outside your home.
You can use cardboard boxes for jumping over or climbing through, broomsticks for laying between chairs for "limbo" (going under), and pillows for walking around.
Let your child help lay out the course.
After a couple of practice tries, have him complete the obstacle course.
Then try hopping or jumping through the course.

Practice **writing** first
names of friends, toys, and
relatives. Your child may need to
trace the letters of these
names at first. Be sure
to write in large
print letters.

Let your child help you
with simple **cooking tasks** such as
mashing potatoes, making cheese sandwiches,
and fixing a bowl of cereal. Afterward, see
if he can tell you the order that you
followed to cook and mash the
potatoes or to get the bread out of the
cupboard and put the cheese on it.
Supervise carefully when your
child is near a hot stove.

You can play "license plate count up" in the car or on the bus. Look for a license plate that contains the number 1.

Then try to find other plates with 2, 3, 4, and so forth, up to 10. When your child can play "count-up," play "count-down," starting with the number 9, then 8, 7, 6, and so forth, down to 1.

## Your Child at 3 Years

Child's Name Child's Age Today's Date



Milestones matter! How your child plays, learns, speaks, acts, and moves offers important clues about his or her development. Check the milestones your child has reached by age 3. Take this with you and talk with your child's doctor at every well-child visit about the milestones your child has reached and what to expect next.

What	Most	Child	ren	Do	by	this	Age:
------	------	-------	-----	----	----	------	------

#### Social/Emotional

- Copies adults and friends
- Shows affection for friends without prompting
- □ Takes turns in games
- Shows concern for a crying friend
- ☐ Understands the idea of "mine" and "his" or "hers"
- Shows a wide range of emotions
- ☐ Separates easily from mom and dad
- ☐ May get upset with major changes in routine
- Dresses and undresses self

#### Language/Communication

- ☐ Follows instructions with 2 or 3 steps
- □ Can name most familiar things
- ☐ Understands words like "in," "on," and "under"
- □ Says first name, age, and sex
- Names a friend
- ☐ Says words like "I," "me," "we," and "you" and some plurals (cars, dogs, cats)
- ☐ Talks well enough for strangers to understand most of the time
- ☐ Carries on a conversation using 2 to 3 sentences

#### Cognitive (learning, thinking, problem-solving)

- ☐ Can work toys with buttons, levers, and moving parts
- ☐ Plays make-believe with dolls, animals, and people
- ☐ Does puzzles with 3 or 4 pieces
- Understands what "two" means
- Copies a circle with pencil or crayon
- Turns book pages one at a time
- Builds towers of more than 6 blocks
- ☐ Screws and unscrews jar lids or turns door handle

#### Movement/Physical Development

- Climbs well
- Runs easily
- □ Pedals a tricycle (3-wheel bike)
- ☐ Walks up and down stairs, one foot on each step

#### You Know Your Child Best

Act early if you have concerns about the way your child plays, learns, speaks, acts, or moves, or if your child:

- Is missing milestones
- ☐ Falls down a lot or has trouble with stairs
- □ Drools or has very unclear speech
- ☐ Can't work simple toys (such as peg boards, simple puzzles, turning handle)
- Doesn't speak in sentences
- Doesn't understand simple instructions
- ☐ Doesn't play pretend or make-believe
- ☐ Doesn't want to play with other children or with toys
- Doesn't make eye contact
- □ Loses skills he once had

Tell your child's doctor or nurse if you notice any of these signs of possible developmental delay and ask for a developmental screening.

If you or the doctor is still concerned

- 1. Ask for a referral to a specialist and,
- 2. Call any local public elementary school for a free evaluation to find out if your child can get services to help.

For more information, go to cdc.gov/Concerned.

DON'T WAIT.

Acting early can make a real difference!





www.cdc.gov/ActEarly 1-800-CDC-INFO (1-800-232-4636)

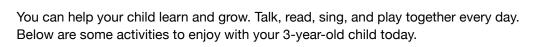


Download CDC's Milestone Tracker App





# Help Your Child Learn and Grow





#### What You Can Do for Your 3-Year-Old:

<ul> <li>Go to play groups with your child or other places where there are other children, to encourage getting along with others.</li> <li>Work with your child to solve the problem when he is upset.</li> <li>Talk about your child's emotions. For example, say, "I can tell you feel mad because you threw the puzzle piece." Encourage your child to identify feelings in books.</li> <li>Set rules and limits for your child, and stick to them. If your child breaks a rule, give him a time out for 30 seconds to 1 minute in a chair or in his room. Praise your child for following the rules.</li> <li>Give your child an "activity box" with paper, crayons, and coloring books. Color and draw lines and shapes with your child.</li> <li>Play matching games. Ask your child to find objects in books or around the house that are the same.</li> <li>Play counting games. Count body parts, stairs, and other things you use or see every day.</li> <li>Hold your child's hand going up and down easily, encourage her to use the railing.</li> <li>Play outside with your child. Go to the park or hiking trail. Allow your child to play freely and without structured activities.</li> <li>Give your child an "activity box" with paper, crayons, and coloring books. Color and draw lines and shapes with your child.</li> </ul>		
	<ul> <li>where there are other children, to encourage getting along with others.</li> <li>Work with your child to solve the problem when he is upset.</li> <li>Talk about your child's emotions. For example, say, "I can tell you feel mad because you threw the puzzle piece." Encourage your child to identify feelings in books.</li> <li>Set rules and limits for your child, and stick to them. If your child breaks a rule, give him a time out for 30 seconds to 1 minute in a chair or in his room. Praise your child for following the rules.</li> <li>Give your child instructions with 2 or 3 steps. For example, "Go to your room and get your shoes and coat."</li> <li>Read to your child every day. Ask your child to point</li> </ul>	<ul> <li>and coloring books. Color and draw lines and shapes with your child.</li> <li>Play matching games. Ask your child to find objects in books or around the house that are the same.</li> <li>Play counting games. Count body parts, stairs, and other things you use or see every day.</li> <li>Hold your child's hand going up and down stairs. When she can go up and down easily, encourage her to use the railing.</li> <li>Play outside with your child. Go to the park or hiking trail. Allow your child to play freely and without</li> </ul>

Milestones adapted from CARING FOR YOUR BABY AND YOUNG CHILD: BIRTH TO AGE 5, Fifth Edition, edited by Steven Shelov and Tanya Remer Altmann © 1991, 1993, 1998, 2004, 2009 by the American Academy of Pediatrics and BRIGHT FUTURES: GUIDELINES FOR HEALTH SUPERVISION OF INFANTS, CHILDREN, AND ADOLESCENTS, Third Edition, edited by Joseph Hagan, Jr., Judith S. Shaw, and Paula M. Duncan, 2008, Elk Grove Village, IL: American Academy of Pediatrics.

This milestone checklist is not a substitute for a standardized, validated developmental screening tool.





### Your Child at 4 Years

Child's Name Child's Age **Today's Date** 



Milestones matter! How your child plays, learns, speaks, acts, and moves offers important clues about his or her development. Check the milestones your child has reached by age 4. Take this with you and talk with your child's doctor at every well-child visit about the milestones your child has reached and what to expect next.

What Most Children	Do	by	this	Age:
Social/Emotional				
□ Enjoys doing new things				

- ☐ Plays "Mom" and "Dad" ☐ Is more and more creative with make-believe play ☐ Would rather play with other children than by himself Cooperates with other children ☐ Often can't tell what's real and what's make-believe
- ☐ Talks about what she likes and what she is interested in

#### Language/Communication

- ☐ Knows some basic rules of grammar, such as correctly using "he" and "she"
- ☐ Sings a song or says a poem from memory such as the "Itsy Bitsy Spider" or the "Wheels on the Bus"
- Tells stories
- Can say first and last name

#### Cognitive (learning, thinking, problem-solving)

- Names some colors and some numbers
- Understands the idea of counting
- Starts to understand time
- ☐ Remembers parts of a story
- ☐ Understands the idea of "same" and "different"
- ☐ Draws a person with 2 to 4 body parts
- Uses scissors
- Starts to copy some capital letters
- Plays board or card games
- ☐ Tells you what he thinks is going to happen next in a book

#### Movement/Physical Development

☐ Hops and stands on one foot up to 2 seconds

- Catches a bounced ball most of the time
- Pours, cuts with supervision, and mashes own food

#### You Know Your Child Best.

Act early if you have concerns about the way your child plays, learns, speaks, acts, or moves, or if your child:

- □ Is missing milestones
- Can't jump in place
- Has trouble scribbling
- ☐ Shows no interest in interactive games or make-believe
- ☐ Ignores other children or doesn't respond to people outside the family
- Resists dressing, sleeping, and using the toilet
- Can't retell a favorite story
- ☐ Doesn't follow 3-part commands
- Doesn't understand "same" and "different"
- Doesn't use "me" and "you" correctly
- Speaks unclearly
- Loses skills he once had

Tell your child's doctor or nurse if you notice any of these signs of possible developmental delay and ask for a developmental screening.

If you or the doctor is still concerned

- 1. Ask for a referral to a specialist and,
- 2. Call any local public elementary school for a free evaluation to find out if your child can get services to help.

For more information, go to cdc.gov/Concerned.

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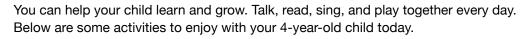


Download CDC's Milestone Tracker App





# Help Your Child Learn and Grow





#### What You Can Do for Your 4-Year-Old:

<ul> <li>□ Play make-believe with your child. Let her be the leader and copy what she is doing.</li> <li>□ Suggest your child pretend play an upcoming event that might make him nervous, like going to preschool or staying overnight at a grandparent's house.</li> <li>□ Give your child simple choices whenever you can. Let your child choose what to wear, play, or eat for a snack. Limit choices to 2 or 3.</li> <li>□ During play dates, let your child solve her own problems with friends, but be nearby to help out if needed.</li> </ul>	<ul> <li>Use words like "first," "second," and "finally" when talking about everyday activities. This will help your child learn about sequence of events.</li> <li>Take time to answer your child's "why" questions. If you don't know the answer, say "I don't know," or help your child find the answer in a book, on the Internet, or from another adult.</li> <li>When you read with your child, ask him to tell you what happened in the story as you go.</li> <li>Say colors in books, pictures, and things at home. Count common items, like the number of snack crackers, stairs, or toy trains.</li> </ul>
problems with friends, but be nearby to help out	<ul> <li>Say colors in books, pictures, and things at home.</li> <li>Count common items, like the number of snack</li> </ul>
Give your child toys to build imagination, like dress-up clothes, kitchen sets, and blocks.	follow the leader, and duck, duck, goose.  Play your child's favorite music and dance with your child. Take turns copying each other's moves.
☐ Use good grammar when speaking to your child. Instead of "Mommy wants you to come here," say, "I want you to come here."	omia. Tako turno copyring caon outor o moveo.

Milestones adapted from CARING FOR YOUR BABY AND YOUNG CHILD: BIRTH TO AGE 5, Fifth Edition, edited by Steven Shelov and Tanya Remer Altmann © 1991, 1993, 1998, 2004, 2009 by the American Academy of Pediatrics and BRIGHT FUTURES: GUIDELINES FOR HEALTH SUPERVISION OF INFANTS, CHILDREN, AND ADOLESCENTS, Third Edition, edited by Joseph Hagan, Jr., Judith S. Shaw, and Paula M. Duncan, 2008, Elk Grove Village, IL: American Academy of Pediatrics.

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### Your Child at 5 Years

Child's Name Child's Age Today's Date



Milestones matter! How your child plays, learns, speaks, acts, and moves offers important clues about his or her development. Check the milestones your child has reached by age 5. Take this with you and talk with your child's doctor at every well-child visit about the milestones your child has reached and what to expect next.

#### What Most Children Do by this Age:

#### Social/Emotional

- Wants to please friends
- Wants to be like friends
- More likely to agree with rules
- ☐ Likes to sing, dance, and act
- □ Is aware of gender
- ☐ Can tell what's real and what's make-believe
- Shows more independence (for example, may visit a next-door neighbor by himself [adult supervision is still needed])
- ☐ Is sometimes demanding and sometimes very cooperative

#### Language/Communication

- □ Speaks very clearly
- ☐ Tells a simple story using full sentences
- ☐ Uses future tense; for example, "Grandma will be here."
- Says name and address

#### Cognitive (learning, thinking, problem-solving)

- □ Counts 10 or more things
- ☐ Can draw a person with at least 6 body parts
- ☐ Can print some letters or numbers
- Copies a triangle and other geometric shapes
- Knows about things used every day, like money and food

#### Movement/Physical Development

- ☐ Stands on one foot for 10 seconds or longer
- ☐ Hops; may be able to skip
- Can do a somersault
- ☐ Uses a fork and spoon and sometimes a table knife
- Can use the toilet on her own
- Swings and climbs

#### You Know Your Child Best.

Act early if you have concerns about the way your child plays, learns, speaks, acts, or moves, or if your child:

- □ Is missing milestones
- Doesn't show a wide range of emotions
- □ Shows extreme behavior (unusually fearful, aggressive, shy or sad)
- Unusually withdrawn and not active
- ☐ Is easily distracted, has trouble focusing on one activity for more than 5 minutes
- ☐ Doesn't respond to people, or responds only superficially
- Can't tell what's real and what's make-believe
- Doesn't play a variety of games and activities
- □ Can't give first and last name
- Doesn't use plurals or past tense properly
- ☐ Doesn't talk about daily activities or experiences
- Doesn't draw pictures
- ☐ Can't brush teeth, wash and dry hands, or get undressed without help
- □ Loses skills he once had

Tell your child's doctor or nurse if you notice any of these signs of possible developmental delay and ask for a developmental screening.

If you or the doctor is still concerned

- 1. Ask for a referral to a specialist and,
- 2. Call any local public elementary school for a free evaluation to find out if your child can get services to help.

For more information, go to cdc.gov/Concerned.

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www.cdc.gov/ActEarly 1-800-CDC-INFO (1-800-232-4636)



Download CDC's Milestone Tracker App





### Help Your Child Learn and Grow

very day.



You can help your child learn and grow. Talk, read, sing, and play together every day. Below are some activities to enjoy with your 5-year-old child today.

What You Can Do for Your 5-Year-Old:					
<ul> <li>Continue to arrange play dates, trips to the park, or play groups. Give your child more freedom to choose activities to play with friends, and let your child work out problems on her own.</li> <li>Your child might start to talk back or use profanity (swear words) as a way to feel independent.         Do not give a lot of attention to this talk, other than a brief time out. Instead, praise your child when he asks for things nicely and calmly takes "no" for an answer.     </li> <li>This is a good time to talk to your child about safe touch. No one should touch "private parts" except doctors or nurses during an exam or parents when they are trying to keep the child clean.</li> <li>Teach your child her address and phone number.</li> <li>When reading to your child, ask him to predict what will happen next in the story.</li> <li>Encourage your child to "read" by looking at the pictures and telling the story.</li> <li>Teach your child time concepts like morning, afternoon, evening, today, tomorrow, and yesterday. Start teaching the days of the week.</li> </ul>	<ul> <li>Explore your child's interests in your community. For example, if your child loves animals, visit the zoo or petting farm. Go to the library or look on the Internet to learn about these topics.</li> <li>Keep a handy box of crayons, paper, paint, child scissors, and paste. Encourage your child to draw and make art projects with different supplies.</li> <li>Play with toys that encourage your child to put things together.</li> <li>Teach your child how to pump her legs back and forth on a swing.</li> <li>Help your child climb on the monkey bars.</li> <li>Go on walks with your child, do a scavenger hunt in your neighborhood or park, help him ride a bike with training wheels (wearing a helmet).</li> </ul>				

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# PARENT INVOLVEMENT **in your child's education** REALLY MATTERS!



Research shows that being involved in your children's education helps them do well in school while it also helps improve the quality of the school itself.

Your

WORDS, make an

**IMPRESSION** that

ACTIONS,

not just your

Remember, teachers, principals and others who work for the school are there to help you. Be a voice for your child. Work with the school to make sure your child's needs are being met.

As a parent, you are the advocate who speaks out for your child and the one who supports your child, not just financially but also emotionally, socially and academically.

Find the time to get involved — it makes a world of difference!



(Please see reverse side for Tips)

KANSAS PARENT INFORMATION RESOURCE CENTER

www.kpirc.org Toll-free: 1-866-711-6711 or Local 785-783-2975



#### 12 TIPS FOR GETTING INVOLVED

- 1. Take your child to school on the first day.
- Let your child know that school is important. Be sure to ask questions about homework, and set up a quiet place for your child to work.
- Read everything that is sent home from school—report cards, homework assignments, school lunch plans, and vacation and bus schedules. Show your child that you are well informed.
- Get to know your child's teachers and school principal by attending school meetings and parent-teacher conferences.
- Ask for copies of school policies (e.g., attendance, discipline, homework). Ask questions if there something you do not understand.
- Volunteer to help out with school activities. Attend sports events, help out with fundraisers, or volunteer to work in the school office.
- Visit your child's classroom when class is in session, not just at parent-teacher conferences. Set this up in advance with the school office and the teacher.
- 8. Talk to other parents. If there is a parent organization, join it. If there is no parent organization at your school, think about starting one. Finding two or three other interested parents is a good start.
- Encourage your child to read at home. Visit local libraries or use book mobiles, school libraries, or book fairs and pick out books together. Choose books for each other to read.
- 10. Being involved in a child's education is just as important for stepparents, grandparents, and other adults who care for a child. Invite them to participate in home and school learning opportunities.
- Get involved in school funding, planning and improvement efforts through school improvement teams or school board participation.

Adapted from U.S. Department of Education, Office of Communications and Outreach, Empowering Parents School Box: Taking a Closer Look, and 100 Tips for Parents, Washington, D.C., 2007.

# READING AND WRITING SKILLS BEGIN EARLY!

Being a strong reader and writer can help your child develop socially and academically.

You are
your child's
FIRST TEACHER!
Singing, playing,
reading and
talking are...

Reading and writing starts with "pre-literacy skills" that you can start teaching your children right after they're born.

ALL Teaching Opportunities!

For ideas
of WHAT
and HOW you
can teach your
child, please see
the tips on the
back of this card.

KS STATE PIRC provides parents with tools and information to create a healthy home learning environment. If you are interested in receiving more free resources to help your child learn, please contact us.







PIRC KS STATE PIRC

PARENT INFORMATION AND RESOURCE CENTER

www.kpirc.org Toll-free: 1-866-711-6711 or Local 785-783-2975



A project of Kansas Families and Schools Together, Inc.



**Birth–6 months:** Read, sing and talk to your baby often. Remember that your baby's eyesight is not fully developed but that their hearing is.

7 months—Iyear: Read to your child often and talk about the pictures in the books. Make sure your child has books and remember that it is normal for babies to put books in their mouth! Encourage your baby to repeat sounds that you make with your mouth.

1 year-2 years: Be sure to play with your child—this is the time to repeat words and encourage your child to sing songs and learn the names of their body parts. Join a story group at your local library.

2 years-3 years: Visit the library often with your child and encourage them to look at different books and tell you about the pictures. Ask your child questions about the pictures they see. Talk with your child about the cover of the book, where the story begins, and what they think will happen next. Encourage your child to write and draw with crayons and copy shapes that you make.

3 years-4 years: Provide your child with opportunities to follow written directions with you. Encourage your child to attempt to write letters, make lists and talk about letter sounds. Encourage your child to write letters, make lists and talk about letter sounds. Talk about the letters in your child's name and in simple words. Limit your child's TV time and look into enrolling them in local preschools.

For more information about early literacy workshops and resources, contact KS STATE PIRC (see info on reverse side).



# TIPS | for parents of Preschoolers

Read early and read often. The early years are critical to developing a lifelong love of reading. It's never too early to begin reading to your child! The tips below offer some fun ways you can help your child become a happy and confident reader. Try a new tip each week. See what works best for your child.

#### Read together every day.

Read to your child every day. Make this a warm and loving time when the two of you can cuddle close.

#### Give everything a name.

Build your child's vocabulary by talking about interesting words and objects. For example, "Look at that airplane! Those are the wings of the plane. Why do you think they are called wings?"

#### Say how much you enjoy reading.

Tell your child how much you enjoy reading with him or her. Talk about "story time" as the favorite part of your day.

#### Read with fun in your voice.

Read to your child with humor and expression. Use different voices. Ham it up!

#### Know when to stop.

Put the book away for awhile if your child loses interest or is having trouble paying attention.

#### Be interactive.

Discuss what's happening in the book, point out things on the page, and ask questions.

#### Read it again and again.

Go ahead and read your child's favorite book for the 100th time!

#### ■ Talk about writing, too.

Mention to your child how we read from left to right and how words are separated by spaces.

#### Point out print everywhere.

Talk about the written words you see in the world around you. Ask your child to find a new word on each outing.

#### Get your child evaluated.

Please be sure to see your child's pediatrician or teacher as soon as possible if you have concerns about your child's language development, hearing, or sight.



Visit www.ReadingRockets.org for more information on how you can launch a child into a bright future through reading.

#### **Back to School Family Guide**

#### **ABOUT THIS GUIDE**

Parents and caregivers have always wanted to know more about what their child is learning in school. After all, families are their child's first – and most important – teacher.

Parents, family members, grandparents, and other caregivers play a critical role in learning at home. So, we include all these people when we talk about how families can support kids.

This guide is meant to support families and students academically in literacy and math. Of course, students will be learning other subjects too, but literacy and math are the building blocks for everything else.



#### THIS GUIDE INCLUDES

- What Your Child Should Know & Be Able to Do What experts say is the most important content (knowledge and skills) for students to learn by the end of kindergarten.
- Everyday Activities to Support Learning We've included some ways you can support your child in learning important content and skills in literacy and math.
- Education Words Sometimes, you'll hear educators use a word that has a specific meaning in schools. Those words are **bolded**. Understanding those terms will help you speak the same language.
- Tips for Talking with Teachers How you and your child's teacher can work together to help your child grow.
- Tools and Resources to Help We've chosen a few internet resources that best match each grade's content.





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#### **LITERACY**

#### WHAT YOUR CHILD SHOULD KNOW AND BE ABLE TO DO



Throughout the school year, kindergarten students will spend the most time working on the following topics. They should understand them well by the end of the year.

#### Learning to read and write:

- Playing with language, rhyming, clapping out, or counting syllables. Identifying beginning, middle, and end sounds in spoken words (phonemic/phonological awareness).
- Naming all upper- and lower-case letters. Matching those letters with their sounds. Printing them clearly.
- Matching letters and sounds to sound out and write simple words. Focus on the most common consonant and short vowel sounds. (This may include **inventive spelling** for writing.)
- Reading and rereading **decodable** words and sentences in simple texts so the reading is smooth.

#### Learning about the world through text:\*

- Asking and answering questions about stories and texts read aloud. (Children may need some prompting.) Retelling what happened and explaining key ideas.
- Figuring out the meaning of unknown words by using pictures, context, etc. (Children may need support with pronunciation.)
- Showing something new they have learned from text or about a topic. This can be in lots of ways: speaking and conversation, illustrations, letters, journals, stories, posters, or sentences on the page.
- Using a combination of drawing, dictating, and writing to answer a question or describe an event or topic from a text. Children may use simple sentences and some **inventive spelling**.

<sup>\*</sup>The texts used for this purpose are often read aloud since they are more complex than the child could read alone. But texts children can read for themselves (with support as needed) may also be used.



#### **EVERYDAY ACTIVITIES TO SUPPORT LEARNING**

- Read aloud to your child for 20 minutes each day. Talk about what is happening. Ask what they are learning.
- Pick a topic to learn about together. Read books, look online, do things together. You can help your child build knowledge and develop a love of learning.
- Play sound games with your child! Pick a letter sound to start as many words as you can in a sentence ("My mom makes me move..."). Make silly words ("big," "boom," "bop," "biz," "baz"). Clap out syllables. Sing songs together and call out the rhyming words.
- Identify the sounds in the beginning, middle, and end of spoken words. Separate words into their sounds (/b//a//t/). Then blend them back together ("b-a-t bat!").
- Have your child help with real-world writing. Use starting sounds. Then add ending or middle sounds. ("Let's start the grocery list. What letter should you write to help me remember to buy milk?")



#### **MATHEMATICS**

#### WHAT YOUR CHILD SHOULD KNOW AND BE ABLE TO DO



Throughout the school year, kindergarten students will spend the most time working on the following topics. They should understand them well by the end of the year.

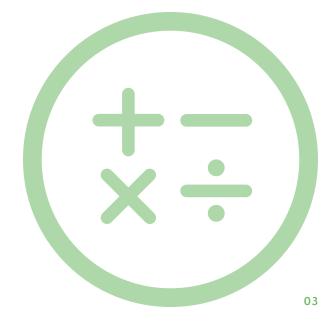
- Counting to 10. By the end of the year, children should be able to count to 100.
   Counting objects to tell how many there are.
   Comparing two groups of objects to tell which group, if either, has more. (Group size
- of up to 20.)

  Understanding which of two written numbers between 1 and 10 is greater (6 is greater than 2).
- Acting out addition and subtraction word problems. Drawing pictures to represent and solve the problems.
- Adding with a sum of 10 or less. Subtracting from a number 10 or less.
- $\bigcirc$  Adding and subtracting very small numbers quickly and accurately (3 + 1).



#### **EVERYDAY ACTIVITIES TO SUPPORT LEARNING**

- Gather small similar items to create a
   "counting collection." Have your child
   count the items out loud. ("One raisin.
   Two raisins.") You can use any small object
   you have at home.
- Ask your child 'how many?' questions.
   ("How many raisins are in this pile? How
   many in that pile?"). Keep the amounts
   fairly small, inside the range of counting
   words your child can say in order.
- Split the collection into two groups to ask greater than/less than/equal to questions. ("Are there more raisins in this group or that one?")
- Ask your child to count objects into piles of 10 objects. Begin by asking your child to practice rote counting to 10, and then from 10 to 20. Then practice counting by 10 to 100 (10, 20, 30...100).







Sometimes, you'll hear educators use a word that has a specific meaning in schools. Understanding those terms will help you speak the same language!

#### **Decodable**

Decodable texts are those that are connected to sound and spelling patterns that have already been taught, so most words the students read will be ones they can decode based on what they have been taught. (For example, students who have learned the sounds /a/, /c/, and /t/ can decode "cat.")

#### Inventive spelling

Spelling a word using spelling attempts based on letters that the child knows to represent each sound. Accurate spelling is less important than ensuring that your child is using what they have been taught, and building up their ability to sound out words when writing.

#### Phonemic awareness

The ability to recognize that spoken words are made up of individual sounds (or phonemes), and to identify, produce, and play with those individual sounds (a critical part of phonological awareness).

#### Phonological awareness

The ability to recognize the sounds of language, including rhyme, syllables, and the sounds in words.

#### Reading level

Teachers often determine the grade level at which a student is reading. But sometimes, children are then limited to reading texts at that level (typically a letter or number). This practice is one to be wary of, particularly if children are limited to reading only texts that are below the grade level goals, or texts that aren't **decodable** and don't match their phonics instruction.

#### **Rote counting**

Counting numbers in order (1, 2, 3, 4, 5...).

#### Sight words

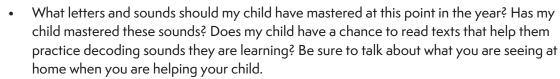
Sight words are any words that a child can read automatically.



#### TIPS FOR TALKING WITH TEACHERS

#### Literacy

- What are my child's strengths, and how do you use them in instruction?
- How do you select texts? Will my child see characters and topics that represent them, their background, and their identity? Will they learn new perspectives and about new and diverse characters through the texts you use in the classroom?



- What topics are children learning about through reading? What should my child be able to understand and talk about as a result of what they have read?
- Is my child able to talk, draw, or write in ways that show you they understand what they are reading and learning about? If not, what challenges are they facing?
- What kind of book(s) is my child reading during independent reading? Are they limited to a specific reading level?

#### Math

- What kinds of number problems are children learning to solve this year?
- Ask for specific updates on how your child is progressing in their understanding of the key content of the grade.
- What should my child be able to understand and talk about as a result of what they have learned?
- Is my child able to demonstrate to you that they understand what they are learning about? If not, what challenges are they facing? How can I help?











#### **TOOLS AND RESOURCES TO HELP**



#### Literacy

- How to teach sight words
   https://www.literacyworldwide.org/blog%2Fliteracy-now%2F2016%2F06%2F23%2Fteach-ldquo-sight-words-rdquo-as-you-would-other-words
- How to help your child read and understand https://www.pacer.org/pdf/ge/GE-3.pdf
- These resources include downloadable texts and resources for beginning readers https://www.readingrockets.org/article/decodable-text-sources
- What success in kindergarten reading looks like by the end of the year https://www.greatschools.org/gk/grades/kindergarten/
- What kindergarten writing samples look like from the start of the year to the end https://www.greatschools.org/gk/category/milestones-topics/writing-samples/



#### Math

- Cards that help children tell the number of objects in a small set quickly, without counting https://earlymath.erikson.edu/quantity-cards/
- A quick, fun game for math practice with numbers up to 20 https://mathforlove.com/lesson/save-twenty/
- Memory game with a twist, finding pairs that add up to 5, 10, or another target number https://mathforlove.com/lesson/sum-memory/
- A short video story that uses items found in nature to practice subtraction https://www.youtube.com/watch?v=Vq2OlWlsjXk&feature=youtu.be
- A readiness check to find out how your child is doing https://bealearninghero.org/readiness-check/
- Tasks for a variety of math topics at the kindergarten level http://tasks.illustrativemathematics.org/content-standards/K

MY NOTES AND QUESTIONS	



#### **Transition Resources for Families**

#### **Websites**

A Successful Kindergarten Transition. (2016, November 14).
 http://parents.nea.org/providing-emotional-support/a-successful-kindergarten-transition/

This webpage for families, from the National Education Association, provides a brief description of the kindergarten transition and tips for supporting their child through this process.

Transitioning to Kindergarten. (2019).

https://www.naeyc.org/our-work/families/transitioning-to-kindergarten

This webpage offers a concise list of practical tips for families to prepare their child and themselves before, during, and after their child begins attending kindergarten.

#### **Articles**

• Fenlon, A. (2005). Collaborative Steps: Paving the way to kindergarten for young children with disabilities. *Young Children*. 60(2), 32-67.

https://www.researchgate.net/publication/242562544\_COLLABORATIVE\_STEPS\_Paving\_the\_Way\_to\_ Kindergarten\_for\_Young\_Children\_with\_Disabilities

This article, written from the perspective of a parent and district administrator, offers both commentary and a case study approach to the preschool-to-kindergarten transition. The author emphasizes the importance of a collaborative, coordinated approach in this process. While the article addresses the best practices for helping children with disabilities transition to kindergarten, many of the tips and steps in the author's 10-step approach are also applicable to parents and educators of typically developing children. Please note that access must be requested before viewing this article.

#### **Practical Guides and Activities**

Good Beginnings Alliance. (n.d.). Tips for parents on kindergarten transitions.
 https://www.milforded.org/uploaded/MPSOurSchools/John\_F\_Kennedy/Kindergarten\_Information/Transitions Brochure.pdf

Hawaii's Good Beginnings Alliance (GBA) is a nonprofit organization working to build an effective early childhood system in Hawaii. To do so, it offers information on research, data, and successful programs to parents, educators, and community leaders. In this guide, GBA uses material obtained from surveys of statewide transition activities and research-based best practices to offer parents a list of bulleted to-dos as they help their children prepare for kindergarten. Written from the voice of a child, the to-dos include items, such as, "Put me to bed and get me up at the new times for two weeks before school starts" (p. 2) and "Show me ways to make new friends by having some of my classmates over to play" (p. 3). The guide concludes with a list of required documents needed for entry into

Hawaii's public schools. This list could be easily tailored for any state.

- Tip Sheets: Getting Ready for Kindergarten. (n.d.) http://illinoisearlylearning.org/tipsheets/readykindergarten.htm
  This online resource from the Illinois Early Learning Project answers questions that parents might have when their children are preparing to enter kindergarten, such as, "What will the teacher expect my child to be able to do?" and "What kinds of knowledge and experience help prepare my child?" The website contains links to other resources, including books to share with children who are getting ready for kindergarten.
- Joseph, G. E. (2011)."Introducing me!" family connection booklet. Olympia, WA: The Washington Kindergarten
  Inventory of Developing https://www.k12.wa.us/student-success/testing/state-testing-overview/washingtonkindergarten-inventory-developing-skills-wakids/wakids-family-connection/%E2%80%9Cintroducingme%E2%80%9D-family-connection-booklet

"Introducing Me!" is a booklet teachers can use to obtain information from parents about their child who is entering kindergarten. Available in English and Spanish, the booklet includes sections on the child's favorite toy, parents' names, and things that the child does and does not like to do.

Michigan Department of Education. (2020). Transition to kindergarten parent guides. Lansing,
 MI: MDF

https://www.michigan.gov/mde/0,4615,7-140-6530\_6809-152726--,00.html

This online resource from the Michigan Department of Education provides a series of tip sheets that highlight a variety of questions that parents may have when their children are entering kindergarten, such as "How do I know if my child is ready for kindergarten?" "How can I help ease those first day jitters?" "What will my child do in kindergarten?" and "How can I be involved with my child's education?"

• University of Pittsburgh Office of Child Development. (2012-2019). *Ready freddy: Pathways to kindergarten success*. Pittsburgh, PA: The Ready Freddy Program. *http://www.readyfreddy.org* 

This University of Pittsburgh Office of Child Development website provides a wealth of free resources for both families and practitioners, including an online interactive book for children, a learning activity calendar, and a video on getting your child ready for kindergarten. The video includes parent interviews about the experience of sending their child to school. This comprehensive and very accessible website also offers articles that address kindergarten transition issues such as transition team building, ways to bring parents and schools together for transition planning, the importance of school attendance, and more.

#### Video

Health Science Channel. (2010, August 20). Preparing your child for kindergarten. [Video file].
 https://www.youtube.com/watch?v=EqdY ak7Pc8

This video from the Health Science Channel provides parents with a list of what children should be able to do before entering kindergarten, steps to take (such as getting physicals for their children), and strategies to use for preparing their children for the transition.



NATIONAL CENTER ON

Early Childhood Development, Teaching, and Learning

This document was developed with funds from Grant #90HC0012 for the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, and the Office of Child Care by the National Center for Early Childhood Development, Teaching, and Learning. This resource may be duplicated for noncommercial uses without permission.

Winter 2020

#### Elements of the Day

High-quality prekindergarten classrooms will have a healthy balance of child-initiated and teacher-led learning opportunities throughout the day. Offering choices to young learners provides deeper engagement in learning. However, a heavy emphasis on child-initiated activities is not a free-for-all. It is in the intentional planning on the part of the teacher for the

materials, room arrangement, adult-child interactions and structure in how the children engage with peers. Teachers must plan the daily schedule, yet remain flexible, to maintain the balance between child-initiated and teacher-led activities.

The daily schedule includes a mix of whole-group activities, small-group workshops and independent area/centers.<sup>25</sup>

#### Whole-group times:

- Build community and common experiences.
- Engage in group problem-solving activities.
- Introduce and teach skills and concepts.
- Practice and review skills not yet mastered.
- Perform (sing, dance, act).

#### Teacher-led, small-group times:

- · Reinforce skills.
- Provide corrective feedback during guided practice.
- Provide differentiated instruction.

#### Independent centers/areas:

- Provide independent practice of familiar skills.
- Provide connecting and extending activities.
- Build independence and selfreliance skills.

As the year progresses, the prekindergarten schedule will evolve along a continuum from looking like a prekindergarten classroom to looking like a kindergarten classroom.

#### **Transition THROUGH Prekindergarten**



Miller and Almon, "call for educators, their professional organizations, and policymakers to develop as fully as possible the two central methods in the continuum... of approaches to education." <sup>26</sup>

<sup>25</sup> Heroman and Copple (2006).

Miller, E., and Almon, J. (2009). Crisis in the kindergarten: Why Children Need to Play in School. College Park, MD: Alliance for Childhood. Montessori, M. (2018) Retrieved from http://www.wholechildmontessori.org/montessori.p. 12.

A key element of a high-quality prekindergarten is a balanced daily schedule to include play-based learning across the content areas. Not only does play allow children to be creative and use their imagination, play helps children develop decision-making skills, learn to work with others and learn to negotiate in order to solve conflicts. Play is also important for healthy brain development and to increase the child's physical and emotional strength.<sup>27</sup> A balanced schedule allows children to fully engage in planned activity without interruption for extended periods of time. The schedule includes time for content area specific experiences. Literacy, math, science and social studies will be

blended across segments of the day. Content learning does not happen in silos. The schedule is based on the premise children spend most of their time in nonsedentary activities. Hands-on experiences dominate a day and asks each child to explore, apply and extend concepts and ideas from each content area through investigations and projects. Quieter and more active moments are balanced throughout the day. The earlier portion of the day is scheduled with activities requiring more focus.

<sup>27</sup> Ginsburg, K. R., Shifrin, D. L., Broughton, D. D., Dreyer, B. P., Milteer, R. M., Mulligan, D. A., ... Smith, K. (2007). The Importance of Play in Promoting Healthy Child Development and Maintaining Strong Parent-Child Bonds. Pediatrics, 119(1), 182-191. DOI: 10.1542/peds.2006-2697



# Kindergarten in Kansas

A BOOKLET FOR FAMILIES OF YOUNG CHILDREN AGES 3 TO 7 YEARS OLD



The Kansas State Board of Education vision sets our Kansans Can vision for education: Kansas leads the world in the success of each student. This vision for education calls for a more child-focused system that provides support and resources for individual success and will require everyone to work together to make it a reality. Kindergarten Readiness is one of five measurable outcomes that will move Kansas toward this vision because early childhood experiences lay the foundation for a child's future academic success. Thank you for the key role you already have played in learning and growing with your child.

In acknowledgement of the W.K. Kellogg Foundation for its support in the original funding of this project.

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 S.W. Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201.

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#### The Kindergarten Year: Turning School Readiness into School Success



#### Dear families,

### Congratulations! Your child soon will enter kindergarten - an exciting time for your family!

This booklet provides information on the following important topics, which can help your child prepare for kindergarten entry:

What is Kindergarten Readiness?	1
Kindergarten Entry Information	3
Are children required to go to kindergarten?	3
What are the attendance requirements once your child is in kindergarten?	3
What are the age requirements to enroll in kindergarten?	3
What are the required documents for enrolling in kindergarten?	4
■ The Kindergarten Transition	7
Questionnaires®: Social-Emotional, Second Edition (ASQ:SE-2)	7
Kansas Early Learning Standards	9
Additional Questions You May Have	13
Checklist for Entering Kindergarten	15
Resources	17

Your school district can provide more information on your child's specific kindergarten experience. Building a relationship with your child's teacher and school can help enrich the experience and your child's success.

If you need additional assistance, such as finding your school district, learning more about state requirements or would like additional family engagement resources, please contact us:

#### 1-800-CHILDREN

When it comes to raising your child, no question is off limits. Get judgement-free parenting support 24/7 in English and Spanish, as well as multiple other languages.

- Calling 1-800-332-6378
- Downloading the mobile app "1800CHILDRENKS"
- Emailing or texting 1800CHILDREN@kcsl.org
- Visiting 1800CHILDRENKS.org

Kansas Parent Information Resource Center www.ksdetasn.org/kpirc (866) 711-6711

Kansas State Department of Education www.ksde.org (785) 296-3201

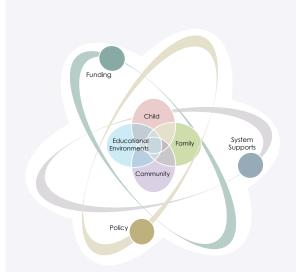


#### KINDERGARTEN IN KANSAS

#### What is Kindergarten Readiness?

Kindergarten readiness begins at birth and occurs throughout a child's earliest years. You, as a parent (a person who is the primary caregiver who may or may not be a biological parent), are a child's first teacher. Every environment you create is a learning environment. The lessons and experiences you give your child impact their lifelong learning. School readiness is the result of the early learning years.

- an individual child. School readiness, in the broadest sense, is about children, families, early environments, schools and communities. Children are not innately ready or not ready for school. Their skills and development are strongly influenced by their families and through their interactions with other people and environments before coming to school."
  - Source: Maxwell, K., & R.M. Clifford. 2004.
     Research in Review: School Readiness Assessment.
     Young Children 59 (1): 42-46.



An essential building block for future achievement and academic success is school readiness. The years before kindergarten influence future success. Providing your child with healthy meals, physical activity and affection, as well as talking to them as much as possible, helps ensure your child has the skills to help him or her succeed.



#### KINDERGARTEN IN KANSAS

#### Kindergarten Entry Information

# Are children **required to go** to kindergarten?

Kansas law does not require children to attend kindergarten. However, most Kansas children do attend kindergarten when they are age eligible. The decision to send (or not send) a child to kindergarten is made by the parents.

Families sometimes consider delaying enrollment for a child who has a birthday near the cutoff date or because they think the child needs more time to mature.

Research suggests that delaying kindergarten does not result in notable differences in academic skills within the first couple of years of school. Also, allowing more time may not necessarily result in more readiness without interventions to address developmental concerns.

Research has also shown that children who are older than their classmates may have increased risk of social or behavioral challenges during adolescence."

Source: Mayo Clinic 2019

It is not the job of the child to be ready for kindergarten, but it is the responsibility of the system to be prepared to welcome and respond to each child in an intentional and appropriate way.

# What are the **attendance requirements** once your child is in kindergarten?

Once your child enters kindergarten, regular attendance is required. Kansas law K.S.A. 72-3120 makes parents responsible for requiring a child who has reached the age of 7 and for whom they are responsible to attend school on a continuing basis until the child turns 18 or has received a high school diploma or a General Educational Development (GED) credential.

School districts have policies for both "excused" and "unexcused" absences. Contact your local district for specific local requirements or if you have questions regarding absences.

# What are the **age** requirements to enroll in kindergarten?

Children who are 5 years old on or before Aug. 31 of the school year and are residents of Kansas are eligible to attend kindergarten in public schools in Kansas (Kansas law K.S.A. 72-3118). If you moved to Kansas from another state and your child attended kindergarten before you moved, then your child is eligible to attend kindergarten in Kansas.

NOTE: If your child completed an accredited kindergarten in another state and, as a result, is ready to attend first grade, your child may still enroll in first grade in Kansas, even if he or she doesn't meet the Kansas age requirement.

### What are the **required documents** for enrolling in kindergarten?

#### DOCUMENTS FOR ENROLLING IN KINDERGARTEN:

### Birth Certificate

If your child was born in Kansas, you can obtain a copy of your child's birth certificate from the Kansas Department of Vital Statistics by mail, priority mail, internet, telephone, walk-in or fax. Call 1-877-305-8315, available 24 hours, seven days a week, 365 days a year. Spanish interpreters are available. Another option is to visit their website at: https://www.kdheks.gov/vital/birth\_howto.html

**NOTE:** If your child was born in another state, and you aren't sure who to contact for a copy of his/her birth certificate, the Kansas Department of Vital Statistics can provide you with that information. Please contact the agency using the information shared in the prior paragraph.

### Immunization Record (Vaccination)

The following vaccines are required by the Kansas Immunization Law for entry into school:

- O Diphtheria, Tetanus, Pertussis (DTap/Tdap)
- O Poliomyelitis (IPV/OPV)
- O Measles, Mumps and Rubella
- O Hepatitis A and B
- O Varicella (chickenpox)

Students who are not completely immunized and who haven't previously claimed religious or medical exemption may be excluded from attending school. This exclusion will exist until the child completes the series of immunizations or provides a medically approved exemption or postponement (Kansas law K.S.A. 72-6262).

**NOTE:** The Kansas Certificate of Immunization lists specific requirements for spacing between doses. This document can be found online at: https://www.cdc.gov/vaccines/schedules/hcp/imz/child-adolescent-shell.html. Check with your doctor or the district's health services personnel or the county public health department for current requirements.

### Kansas Health Assessment (physical) Requirements

Kansas law requires that **ALL** students under 9 years of age who are entering a Kansas school for the first time must provide the results of the child's health assessments to the school within 90 days from the time the student enrolls. The health assessments must have been conducted within the 12 months prior to the student entering school.

NOTE: At the conclusion of the 90-day period allowed for compliance with the health-assessment requirement, the school district may exclude students from the school until the health assessment has been completed and the results have been presented to the school. Many schools and communities provide free health screenings during summer months. Check with your local district or county health department for more information.

### Consent Forms

You will be asked to sign consent forms for a variety of reasons, including giving permission for your child to attend a field trip, to be photographed or possibly for the school to obtain academic records. Your school will provide explanations for each consent form. As the parent or guardian, you will determine if you give consent for each request.





### KINDERGARTEN IN KANSAS

### The Kindergarten Transition

# **Building a Partnership**with your Child's Teacher:

Being a part of your child's education begins at birth and does not stop with kindergarten! Get to know your child's teachers and school staff. Have frequent conversations about what your child is doing, learning, excelling in and where he or she needs more help. You bring important information that helps ensure a happy and successful kindergarten year. The following section has helpful tips to stay engaged in your child's education.

## Helping children transition into kindergarten:

As you know, kindergarten is a big step. Transition efforts should start, if possible, the spring prior to your child's entrance into kindergarten. Most schools have a day (kindergarten roundup) where you can bring your child in for a visit and learn more about the school.

The goals of your transition efforts should include:

- Familiarize your child and yourself with the teacher, classroom and school.
- Provide the teacher opportunities to get to know your child and plan more effectively before he or she becomes a member of the class.
- Provide opportunities to become acquainted with the new teacher, class and school policies and procedures, as well as future classmates and their parents.

Participating in kindergarten roundup is an easy way to accomplish these transition goals, which, in turn, help the classroom teacher be ready for your child.

### Kindergarten Entry Snapshot:

Ages & Stages Questionnaires®, Third Edition (**ASQ-3**), and the Ages & Stages Questionnaires®: Social-Emotional, Second Edition (**ASQ:SE-2**)

Kansas elementary schools are partnering with families to better understand kindergartners' development by using the Ages & Stages Questionnaires®, Third Edition (ASQ-3), and the Ages & Stages Questionnaires®: Social-Emotional, Second Edition (ASQ:SE-2). These questionnaires provide a snapshot of a child's development. In NO way are these questionnaires used to determine eligibility for entry into kindergarten. Since you know your child best, you complete both versions of the questionnaires. Knowing more about your child's skills and strengths will help you and your child's teachers support your child's growth and success in kindergarten.



### KINDERGARTEN IN KANSAS

### Kansas Early Learning Standards

## What should children **know** and **be able to do**?

The Kansas Early Learning Standards describe the skills and knowledge that young children, ages birth through 5, should know and be able to do. However, knowledge and abilities vary greatly, and children develop at different rates. Your child may have some skills and not others, and this is okay. You know what your child can do, and you can help him/her develop new skills.

### One of the best activities is reading!

Reading every day helps children learn new words, ideas and activities. Talking with your child about the pictures helps him or her learn how he or she relate to the story. Soon, they will make up their own stories. Reading to your child also helps him or her learn to read a book from front to back, left to right, and more. Singing, chanting, rhyming and storytelling are all important and fun ways to learn. Reading activities done at home prior to kindergarten are an indicator of reading success in school. When reading with your child, point to the objects on the page and discuss what is happening; follow the words on the page with your finger as you read; and have your child turn the page. These are all activities which support reading. Rhyming is an important skill for children who are learning to read. Books with repetition and rhyming words are a great way to engage young children, and they are fun to read!

## Children learn best through play.

All children want to explore, experiment and practice what they know and understand. As children experience their world through play, they learn to respond thoughtfully and sensitively to their environment. Music, movement, dramatic play, games and art teaches children how to share themselves and their creativity while developing a deeper understanding of relationships between objects and people. Learning about their world also includes participating in their family and community through social interaction. Children learn there are ways to behave and that expectations may differ according to the environment (home vs. grocery store).

For more detailed information, the Kansas Early Learning Standards are available on the Kansas State Department of Education (KSDE) website: https://www.ksde.org/Portals/0/Early%20Childhood/KsEarlyLearningStandards.pdf

## BEFORE your child begins kindergarten:



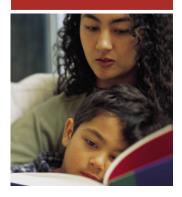
- Your child's school may offer home visits before kindergarten starts. The teacher may contact you to set up a time to meet. Home visits give your child the chance to meet the new teacher in his/her own environment. This can reduce anxiety later, strengthen the sense of home-school connection and allow the teacher the opportunity to get a firsthand sense of your child's home environment.
- Ask the teacher the best way to access information about the classroom and school. Share with the teacher your preferred method of communication.
- If possible, plan a visit to the school that includes spending time with the teacher, exploring the classroom and playing on the playground.
- Some schools offer summer camps to help children transition to kindergarten. Be sure to watch for notices of such programs, and enroll your child early.
- Let the teacher know about your child's interests and strengths. Be specific. It will help the teachers know how to engage your child in the early weeks.
- Share any concerns or special considerations regarding your child, such as certain fears or food allergies.
- The teacher and other staff members may use various assessments to collect information on your child's skills, abilities and knowledge. Assessments of knowledge of letters, numbers, understanding of stories and social skills will help teachers be prepared to meet your child's needs — leading the way to a successful kindergarten year. Other screenings include vision and hearing.
- If your child has attended preschool, encourage communication between kindergarten and preschool teachers, particularly if your child has special needs.
- Read books to your children about starting school (kindergarten) and have relaxed discussions with your child to prepare him or her for this exciting adventure. See the end of the booklet for a suggested book list.
- Create a school routine weeks ahead of school to practice waking up early, getting ready for bed and going to bed on time. Remember eating a healthy diet, getting plenty of physical activity and regular sleep are all important elements in a routine.

## Once your child **BEGINS** kindergarten:



- Young children may initially experience separation anxiety or shyness, but teachers are trained to help them adjust. Remain calm and positive if your child cries at drop-off. Reassure your child that he/she will be okay and that you will be back soon. If your child struggles for a month, meet with the teacher and school psychologist to develop a plan for transition time.
- During the first few weeks of school, you and your child's teacher(s) should share information about how you both think your child is adjusting. Let your child's teacher know the best way to communicate with you: by phone, text or email.
- If possible, volunteer in the classroom at least periodically throughout the year. Doing so helps children feel that their school and family life are linked. Being in the classroom is a good way to develop a relationship with your child's teacher and classmates. You will also get firsthand exposure to his/her classroom environment and routine. Most kindergarten teachers welcome even occasional parent help, but be sure to ask first.
- Check daily for notes and flyers in your child's backpack. These include important information from the school.
- Spend time talking with your child about his/her school day, asking about new friends or highlights of the day. Listening and acknowledging your child's feelings and experiences will help build confidence.

# Supporting learning BEFORE, DURING and AFTER kindergarten:



- Establish a schedule at home and stick to it. Children benefit from structure, and this can help them better adjust to the kindergarten schedule.
- Work with your child on content related to colors, numbers, letters, etc., through books and games. It is important to make the experience fun and playful. Preschool and kindergarten teachers are excellent resources for ideas.
- Provide experiences with books, rhyming, singing, coloring and cutting, paying attention, and sharing and sitting. Again, preschool and kindergarten teachers can provide suggestions for fun and interesting ways to provide these experiences.
- Learn the classroom routines and regularly discuss them with your child. When appropriate, practice the routines at home. For example, you can help your child practice waiting his or her turn, raising his or her hand, asking to go the bathroom and asking a classmate to play.
- Plan to spend quiet one-on-one time with your child during the first weeks. Keep the family schedule simple to allow for your child's adjustment.
- Arrange play dates with a new friend (or friends) from school.
   Strengthening social bonds with classmates helps your child build a sense of familiarity and comfort in school.
- Be aware of differences in your child's development and avoid making comparisons to siblings and other children.
- Limit television and video game time and increase book experiences.
   Take advantage of screen time with learning apps, read aloud children books online, art, music and movement. Remember excessive screen time is unhealthy. In 2020, the American Academy of Pediatrics (AAP) created the following recommendations on screen time to help your family determine appropriate time frames for your child to view content on a screen (phone, tablet, computer, television):

Child's age	Screen time
Until 18 months	Limit screen use to video chatting along with an adult.
Toddlers (18 months to 24 months)	Limit to watching educational programming with a caregiver.
Preschoolers (ages 2 to 5)	Limit noneducational screen time to about one hour per weekday and three hours on the weekend days.
Elementary aged children (ages 6 to 10)	Encourage healthy habits and limit activities that include screens.

### KINDERGARTEN IN KANSAS

### **Additional Questions You May Have**

Additional Questions You May Have					
Question	Answer/follow-up				
What if I think my child needs extra help?	Talk first to your child's kindergarten teacher to get his/her thoughts and understandings of your child's learning style and skills.				
Where do I find out about kindergarten roundup?	Call your neighborhood school and ask. If you are not sure which school is your child's school, call the district administration center. It should be in the phone book or you can find it online here: https://www.ksde.org/Agency/Fiscal-and-Administrative-Services/School-Finance/School-Bus-Safety/Kansas-School-District-Maps.				
What if I can't afford the school supplies?	Talk to your child's teacher to see if there are community resources to help. There are many communities that provide school supplies at the beginning of the school year.				
When is the first day of school?	You will get a lot of information from kindergarten roundup. If you cannot attend, call your child's school and ask.				
What if I miss kindergarten roundup? What if we move to a new school during the summer?	Many children miss roundup. Call your school and see if there is a time you and your child can visit school to see his/her classroom, meet the principal and the teacher. This will help you and your child feel more comfortable for the kindergarten year.				
What about lunch?  Does my child get breakfast?  What if I can't afford breakfasts or lunches?	Your child may or may not be at school during lunchtime. Check with the school about the length of the kindergarten day. Full-day kindergarteners will have the opportunity to eat lunch at school. Many schools also make breakfast available to students. Check with the school to find out if breakfast is available. Free and reduced-price meals are available for families that qualify. If you interested in applying for free or reduced-price school meals, ask for an application from your school office.				
What about before- and after-school programs?	This should be information that is provided during kindergarten roundup. You can visit the school district website or call your school's				

office for more information.

KINDERGARTEN IN KANSAS					
Question	Answer/follow-up				
Where do I learn about transportation?	This should be information that is provided during kindergarten roundup. You can visit the school district website or call your school's office for more information.				
How will I check my child's attendance record, grades/progress reports, pay for meals, etc.?	School districts use a variety of systems to track data, process payment for various things, such as meals, and organize classroom parties. The school's administrative assistant can help you navigate these systems, as well as your child's teacher.				
How do I know my child is safe?	Communication is key, especially with your child's teacher. Ask the teacher what the best way to communicate with him/her is during the school day so if safety concerns arise or you need reassurance, you know how to contact him/her.				
What do all of the acronyms mean?	There are many acronyms used in education. Do not hesitate to ask what they mean. Here are just a few examples:				
	EC:	C: Early Childhood			
	ECSE:	Early Childhood Special Education			
	EIS:	Early Intervening Services			
	ELL:	English Language Learners			
	ESSA:	Every Student Succeeds Act			
	FAQ:	Frequently Asked Questions			
	FERPA:	Family Educational Rights and Privacy Act			
	IDEA:	Individuals with Disabilities Education Act			
	IEP:	Individualized Education Plan			
	KDHE:	Kansas Department of Health and Environment			
	KSDE:	Kansas State Department of Education			
	LEP:	Limited English Proficient			
	MFL:	Migrant Family Literacy			

MTSS: Multi-Tier System of Supports

### KINDERGARTEN IN KANSAS

## **Checklist for Entering Kindergarten**

Requirements for Public School Attendance	X	Notes
My child will be 5 years old on or before Aug. 31.		
Birth certificate.		
Copy of health assessment within last 12 months (exam).		Date:
My child's immunizations are up to date.		
Copy of my child's immunizations.		
My Child's School	×	Notes
I have a copy of, and understand, the attendance policy for my child's school.		
School district phone number.		Number:
I know which school my child will attend.		School Name: Phone Number: Address:
I know my child's teachers.		Name:
I have a list of the school's entry requirements.		
I have filled out an enrollment form.		

My Child's School	×	Notes
I have a copy of the school calendar and know when school begins, ends and when breaks are scheduled.		
I know the hours my child will be in school and where to pick him/her up.		Hours: Where:
I know about before- and after-school programs.		Contact: Where:
I know about bus transportation.		Bus number: Time to meet bus:
I know about the lunch program.		Free and reduced-price meals are available for families that qualify. If you interested in applying for free or reduced-price school meals, ask for an application from your school office.
I know about kindergarten roundup.		Date: Time:
I have completed forms so someone else can pick my child up in case of an emergency.		Person: Emergency information:
I know about the PTA/PTO or other parent organization at the school.		Contact: Meeting times:
I have received a copy of the school's handbook.		

### KINDERGARTEN IN KANSAS

### Resources

### Books:

"Countdown to Kindergarten" by Alison McGhee

"Mrs. Bindergarten Gets Ready for

Kindergarten" by Joseph Slate and Ashley Wolff

"The Night Before Kindergarten" by Natasha Wing and Julie Durrell

"Look Out Kindergarten, Here I Come!" by Nancy Carlson

"Welcome to Kindergarten" by Anne Rockwell

### Online resources:

Kansas Parent Information Resource Center: https://www.ksdetasn.org/kpirc

Kansas State Department of Education: www.ksde.org

National Association for the Education of Young Children:

www.naeyc.org

PTA's National Standards for Family School Partnerships:

www.pta.org/nationalstandards

1-800-Children Supporting Parents powered by Kansas Children's Service League: www.1800childrenks.org/









## Help Your Child Succeed in Preschool and Kindergarten **Build the Habit of Good Attendance**

### DID YOU KNOW...

Showing up on time every day is important to your child's success and learning from preschool forward.

Missing 10% of school (one or two days every few weeks) can make it harder to:

- Gain early reading and math skills.
- · Build relationships.
- Develop good attendance habits.

High quality preschool and kindergarten has many benefits!

- The routines your child develops will continue throughout school.
- Make the most of early grades by encouraging your child to attend every day.

### WHAT YOU CAN DO

Work with your child and his/her teacher to develop your child's strong attendance.

Talk about it - sing about it - make it an adventure!

- Set a regular bedtime and morning routine.
- Lay out clothes and pack backpacks the night before.
- Share ideas with other parents for getting to school on time.

### Before the school year starts

- Find out what day school starts and begin a countdown!
- Make sure your child has the required shots.
- Attend orientation with your child to meet teachers and classmates and find out about health and safety procedures.

### Ready, Set, GO!

- Ask family members or neighbors for assistance if you need help dropping off or picking up your child.
- Try to schedule medical appointments and extended trips when preschool is not in session.
- If your child seems anxious about going to preschool, talk to the program director, teacher, your doctor or other parents for advice. Make sure the program is a good fit for your child.





# SUPPORTING your CHILD'S SOCIAL-EMOTIONAL HEALTH

## Check in with your child. You can ask:

- How do you feel about going back to school?
- Is anything worrying you?
- What was a fun or hard part of today?
- Is anyone teasing you or bullying you?

How can you support your child during the transition back to school and during the year?

### Create a new routine together.

### Talk about how to stay healthy through:

- Exercise and sleep.
- Good nutrition and hydration.
- Screen time management.

### Pay attention to your child's:

- Moods and feelings.
- Behaviors.
- Attitudes about school.

If you see changes or have questions, talk with your child's teacher or doctor.

### To encourage your child:

- Stay calm and supportive.
- Help your child name emotions.
- Focus on positive things.
- Share why your child is special and why you are proud of your child.
- Draw and write together.







### If your child is anxious about separation:

- Listen to their concerns.
- Practice short times apart.
- Create a good-bye routine.
- Send them a special note or photo in their backpack.
- · Assure them you will miss them too.

### If your child is anxious about safety:

- Listen to their concerns.
- Share safety steps they can take.
- Answer their questions honestly.

### When you talk to your child's teacher, share your child's:

- Strengths and challenges.
- Ways of dealing with stress.
- Questions and concerns.
- Interests and talents.

### If you need more support, find out how to:

- Contact school counselors or psychologists.
- Find resources to address stress, anxiety, trauma or abuse
- Connect with other families.

### $Adapted\ from\ Colorin Colorado. org$

This resource and and other family engagement resources are available by contacting the Kansas Parent Information Resource Center (KPIRC)

A Project of the KSDE Technical Assistance Systems Network (TASN)





## Understanding PCEs Positive Childhood Experiences

### What are PCEs?

Positive Childhood Experiences (PCEs) are the kinds of activities and experiences that enrich a child's life. According to a recent study *positive childhood experiences counter the damaging effects of adverse experiences*. PCEs are what make childhood a time of growth, change, exploration, and happiness. According to the study from Johns Hopkins University, there are seven PCEs that could have lifelong effects on mental and relationship health.



Some children live in homes where they don't feel emotionally and physically safe. The good news is that friends and communities can be sources of PCEs as well. "If your child has experienced trauma and you're worried about the long-term impact it could have on them, these findings show that the positive experiences in childhood lead to better adult physical and mental health, no matter what they have faced," said Ali Crandall, assistant professor of public health at Brigham Young University.



Families Together, Inc. (800) 264-6343 www.familiestogetherinc.org





Kansas Parent Information Resource Center (866) 711-6711 www.ksdetasn.org/kpirc



The types of experiences that have the most healing effects are not things that can be bought or that cost a lot of money. We need experiences that help children learn to trust others even when life is uncertain, difficult or frightening. Positive things happen when we talk honestly about things that are hard to understand, scary, embarrassing or painful.

### Tips for Nurturing PCEs at Home

### **Talking with Family Members about Feelings**

- Encourage your child to share their thoughts, feelings, and concerns
- Help your child learn to identify feelings using pictures, books, videos, or apps
- Explore the wide range and vocabulary of feelings. Instead of just "happy," were you content, pleased, cheerful, delighted, thrilled, excited, or overjoyed?
- Give your child your full attention when they are trying to communicate with you
- Look at family pictures and share memories together
- Talk about and celebrate your child's strengths (and do so in front of others)

### **Feeling Family Stands By You in Difficulty**

- Acknowledge when situations are stressful to your child
- Ask what they're most concerned about and listen without judgement
- Ask if they have ideas about what might help
- Express that you believe in their ability to learn and grow
- Express pride in them when they take responsibility and follow through on correcting an error

### **Feeling Safe and Protected**

- Prioritize time to connect with your child
- Be clear about your expectations
- Speak in warm expressive tones
- Model appropriate apologies
- Remember to smile, give hugs, and say "I Love You"
- Keep your word
- Set routines that provide consistency and nurture good habits
- Notice what soothes your child: rocking, warm voice, a song, a story

### **Promoting Community PCEs**

- Support your school's social emotional learning efforts
- Give your child opportunities to learn and practice social and emotional skills through playdates and community events
- Connect your child with trusted adults who care and are positive influences on them
- Share traditions that create a sense of belonging in the school and community

#### **Resources:**

Positive Childhood Experiences and Play www.centerforchildcounseling.org/positive-childhood-experiences-pces-and-play

Positive Childhood Experiences

www.childandadolescent.org/positive-childhood-experiences



### Give your child a

## BOOST

Kansas law requires children ages 4, 5, 6 and 7 be secured in a booster seat.

Always read the child seat and vehicle instruction manuals. Each manufacturer provides specific instructions regarding proper use and installation of child seats.



### 4 Steps for Kids

### Children under 1

For the best possible protection keep infants in the back seat, in rear-facing child safety seats, as long as possible up to the height or weight limit of the particular seat. At a minimum, keep infants rear-facing until a minimum of age 1 and at least 20 pounds.



### Children ages 1, 2 and 3

When children outgrow their rear-facing seats (at a minimum age 1 and at least 20 pounds) they should ride in **forward-facing** child safety seats. in the back seat, until they reach the upper weight or height limit of the particular seat.



### Children ages 4, 5, 6 and 7

All children ages 4, 5, 6, and 7 are required to ride in a booster seat unless:

- the child weighs more than 80 pounds, or
- the child is taller than 4 feet 9 inches, or
- only a lap belt is available.

Children who meet the above height and weight criteria must be protected by a seat belt.



### Children ages 8 and up

Children ages 8 and up are required to be protected by a seat belt.







### Why do children ages 4, 5, 6 and 7 need to ride in a booster seat?

Seat belts are made to fit adults and do not protect children properly. Booster seats work by raising a child up so that the lap and shoulder belt are positioned safely. Booster seats reduce the risk of injury by 59% as compared to using only seat belts.

### high-back booster seat

### What kinds of booster seats are there?

#### backless booster seat



There are two kinds: high-back and backless. A high-back booster seat provides head and neck support and can be used in all vehicles that have lap/shoulder safety belt systems. Some forward-facing car seats convert to become a high-back booster seat. A backless booster seat should only be used in vehicles with built-in head rests. All boosters should be used with the vehicle's lap/shoulder belt system, never a lap belt only.

Where do I purchase a booster seat and how much **does one cost?** Booster seats are available at department stores, toy stores and other retail outlets. A backless booster seat costs approximately \$15, and a high-back booster seat ranges from \$20-\$100 depending on the style. If you need assistance, call 1-866 SEAT CHECK or visit www.kansascarseatcheck.org for the location of the nearest child seat inspection station.

### **Safety Tips**

- Always follow the instructions provided with your child seat and vehicle.
- All booster seats are required by law to comply with the same safety standards as child seats.
- Make sure the shoulder belt is snug across the chest and rests flat across the center of the collar bone: the shoulder belt should never be placed behind a child's back or under the arm.
- Teach your child to buckle up and to pull up on the shoulder belt to make the lap belt tight.
- The lap belt should rest low across the pelvic area on the hip bones - the lap belt should never rest on the stomach area.
- The booster seat should follow the child. Make sure carpools, child care providers, family, and friends have access to your child's booster seat.



Questions Contact Safe Kids Kansas at (785) 296-0351 or Kansas Traffic Safety Resource Office at (800) 416-2522

www.kansasboosterseat.org



### **Booster Seat Safety Tips**

Everything you need to know about kids in booster seats.

Kids who have outgrown their forward-facing car seats are not quite ready for a seat belt alone – although they might try to convince you otherwise. Instead, have them transition to a booster seat that enables the adult seat belt to fit properly. Booster seats can actually be pretty cool. Here are a few tips to make sure your kids are safe in a booster seat.

- When your child is seated in the booster seat, make sure the lap and shoulder seat belt fit. The lap belt should fit low across the hips and the shoulder belt across the shoulder.
- Do not place the shoulder belt under the child's arm or behind the child's back.



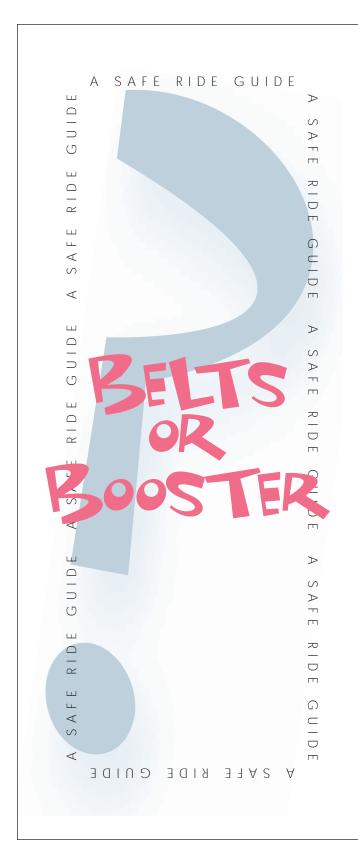
- Older kids get weighed and measured less often than babies, so check your child's growth a few times a year. Generally, kids need to use a booster until they are between 8 - 12 years old.
- Talk with the drivers who transport your big kids so they understand that booster seat use is a must when your child is in their vehicles.

- Use a booster seat with the vehicle lap AND shoulder seat belt until your child passes the following Seat Belt Fit Test:
  - Your children's knees should bend at the edge of the vehicle seat when their backs and bottoms are against the vehicle seat back; and
  - The vehicle lap belt should fit across the upper thighs; and
  - The shoulder belt should fit across the shoulder and chest. Children are usually between 8 and 12 years old when the seat belt fits them properly.



Children seated in a booster seat in a back seat of the car are 45% less likely to be injured in a crash than children using a seat belt alone.





### **Infant Seats**

Use rear-facing infant seats for children from birth to at least 20 lbs. and at least one year of age.



### **Convertible Seats**

Use rear-facing convertible seats for children from birth to at least 20 lbs. and at least one year of age.

one year of age.

Use forward-facing convertible seats for children over 20 lbs. and at least one year old to about 40 lbs. and about age four.





Use belt-positioning booster seats for children up to 8 years old and at least 4'9" tall.





Use lap/shoulder belts for older children large enough for the belt to fit correctly: more than 4'9" tall and over 8 years of age.

For more information contact:

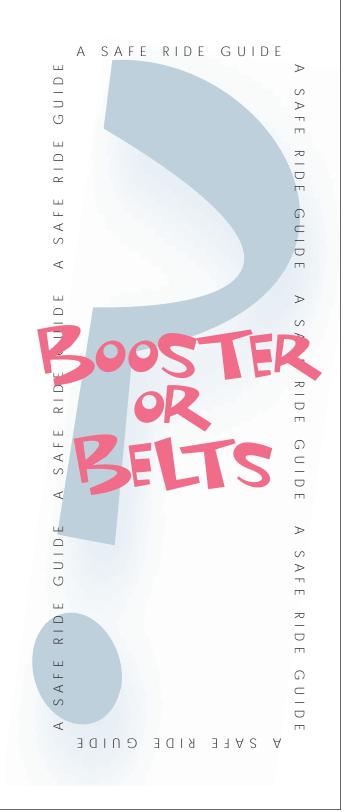
KDOT Safety Belt Education Office 3312 Clinton Parkway Lawrence, KS 66047

Telephone: 1-800-416-2522 E-mail: ksbeo@alltel.net www.ksdot.org



Kansas Department of Transportation

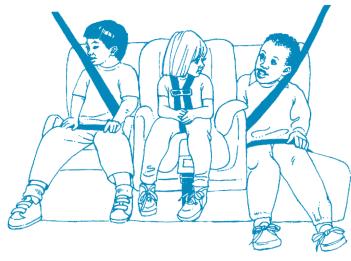
Safe





## Who's ready for lap and shoulder belts?

- Any child who no longer fits comfortably in a convertible safety seat and is large enough for the belt to fit correctly—at least 4'9" tall.
- The lap belt fits low and snug on your child's hips and the shoulder belt lies across your child's chest and over the shoulder.
- The shoulder belt does not cross your child's face or neck. To protect your child's head and neck, never place the shoulder belt under the arm or behind the back.
- Your child should be able to sit with his or her back straight against the vehicle back seat cushion or sit with knees bent over the vehicle's seat edge without slouching.



## FACT SHEET



### **Child Find**

### What is Child Find?

Schools must have policies and procedures in effect to ensure that all children with exceptionalities (those who have disabilities and those who are gifted) and who are in need of special education and related services are identified, located, and evaluated. This includes children who attend public or private schools, which are home schooled; are highly mobile including migrant and homeless, or are wards of the State. The child find requirement for schools applies to children ages birth through 21. Child find in Kansas involves a screening process for children from birth to age 5, and a general education intervention process for children from kindergarten through age 21 (K.A.R. 91-40-7; 34 C.F.R. 300.111(a)(c)).

### PUBLIC NOTICE FOR CHILD FIND

The first step in the child find process is to provide information to the public concerning the availability of special education services for exceptional children, including procedures for accessing these services. This public notice is usually provided at the beginning of the school year and must be repeated annually. Copies of the information from child find activities must be kept on file as documentation for implementing policies and procedures (K.A.R. 91-40-7(d)).

## SCREENING FOR CHILDREN FROM BIRTH TO 5

Screening for children from birth to age 5 are developmental screenings and must include observations, instruments, measures, and techniques that address potential developmental delays or disabilities in the areas of communication, cognitive development, social-emotional development, self-help/adaptive behavior, and/or physical development. This requirement also extends to hearing and vision screenings, which must be available on an equal basis to

all children in public and all private schools within the district's boundaries (K.S.A. 72-6228 and 72-

6251 through -6268). If the results of the screening indicate a potential developmental delay or disability, the screening team makes the referral for initial evaluation.

### GENERAL EDUCATION INTERVENTION (GEI) FOR CHILDREN FROM KINDERGARTEN THROUGH AGE 21

For children in kindergarten through age 21, Kansas screening laws require that schools utilize observations, instruments, measures, and techniques that disclose any potential exceptionality and indicate a need for evaluation, including hearing and vision screening, and age-appropriate assessments for school-aged children designed to identify possible physical, intellectual, social or emotional, language, or perceptual differences. Screening must be available for children in public schools, private schools, or for children who are homeschooled. For children of school age attending a private elementary or secondary school, the district in which the private school is located is responsible for child find for children who are residents and nonresidents of the district who may be attending the private school (K.S.A. 72-3410(a)(1); 34 C.F.R. 300.131(a)).

## DATA COLLECTION AND DOCUMENTATION FOR GENERAL EDUCATION INTERVENTIONS

GEI has been a requirement in Kansas since 2000, however, with the most recent reauthorization of IDEA and the subsequent Kansas regulations, the requirements for GEI were strengthened. With the exception of a parent request for evaluation and school agreement that an evaluation is appropriate, before a child may be referred for a special education evaluation, school personnel are now required to have data-based documentation that:

(1) general education interventions and strategies would be inadequate to address the areas of concern for the child, or(2) the child was provided appropriate instruction in regular education settings that was delivered by qualified personnel; and



### FACT SHEET

(3) the child's academic achievement was repeatedly assessed at reasonable intervals which reflected formal assessment of the child's progress during instruction (K.A.R. 91-40-7(c)).

In either case, there must be data-based documentation that provides a basis for determining that a special education evaluation is warranted.

#### REFERRAL FOR INITIAL EVALUATION

Screening and GEI are child find activities, and either process may result in the determination that an initial evaluation for special education is needed. Most decisions to move forward into initial evaluation will come as a result of these processes. However, parents or adult students may request an initial evaluation at any time and general education interventions may not be used to delay or deny the requested evaluation (OSEP 11-07). The school district may refuse to conduct an evaluation that has been requested by parents or adult students, but it must provide the parents with Prior Written Notice of the refusal to conduct the evaluation and the reasons for the refusal.

### Responsible District or Program

Local school districts are required to conduct ongoing public notice, screening, general education interventions, and evaluation to ensure that Kansas children from birth to age 5 with disabilities, and children from kindergarten through age 21 with exceptionalities are identified appropriately. For children of school age attending a private elementary or secondary school, the district in which the private school is located is responsible for child find for children who are residents and non-residents of the district who may be attending the private school. For preschoolers, the school district where the child resides is responsible for child find, even if the child attends preschool or child care in another district. This responsibility to conduct child find efforts for children from birth through age 2 is shared with the Part C Infant-Toddler program.

Child Find

### Transition from Part C

For children receiving Part C services who may need an initial evaluation to determine eligibility for Part B special education services, the Part C Infant-Toddler Program may make a referral to the school district. The referral is to be made at least 90 calendar days prior to the child's third birthday and according to the school's policy for making a referral for an initial evaluation. Federal law requires states to develop and use policies and procedures to ensure a smooth transition for toddlers receiving early intervention services under Part C of IDEA to preschool, other appropriate services, or exiting the program (34 C.F.R. 303.209(a)(1)).

### Resources

Kansas Special Education Process Handbook http://www.ksde.org/Default.aspx?tabid=598 KSDE SETS http://www.ksde.org/Default.aspx?tabid=506 Kansas Technical Assistance System Network (TASN) https://ksdetasn.org/Parent's Guide to Special Education in Kansas https://www.ksde.org/Portals/0/SES/pubs/ParentGuideToSpecialEducation.pdf

For more information, contact:

Special Education and Title Services Team (785) 296-7457 specialeducation@ksde.org



Kansas State Department of Education 900 S.W. Jackson Street, Suite 102 Topeka, Kansas 66612-1212 (785) 296-3201 www.ksde.org

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 S.W. Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201.

## Parents as Teachers.

## Transitions Within Our Family

Families change over time. Whether these transitions are sudden or slow, happy or sad, they can be hard for your child. She may be challenged or overwhelmed during the transition process. Understanding what's ahead can help her - and you - cope and adjust.



Take time to think about your child and family.

> If a change is coming up, how will you prepare your child?

> If the change has already happened, what is your child's response so far?

> What are the opportunities for your child's growth and development?

> What will be challenging going forward?

> What goals do you have for your child during this time of transition?







## Jardín de infantes en Kansas

UN CUADERNILLO PARA FAMILIAS CON NIÑOS PEQUEÑOS DE 3 A 7 AÑOS



Kansas es líder mundial en el éxito de cada estudiante.

La visión de la Junta de Educación del Estado de Kansas establece nuestra visión "Kansans Can" para la educación: Kansas es líder mundial en el éxito de cada estudiante. Esta visión de la educación requiere un sistema más centrado en los niños que brinde apoyo y recursos para el éxito individual y requerirá que todos trabajen juntos para hacerlo realidad. La preparación para el jardín de infantes es uno de los cinco resultados medibles que llevarán a Kansas hacia esta visión, ya que las experiencias en la primera infancia sientan las bases para el éxito académico de un niño a futuro. Le agradecemos el papel clave que ya ha desempeñado en el aprendizaje y el crecimiento de su hijo/a.

En reconocimiento a la Fundación W.K. Kellogg por su apoyo en la financiación original de este proyecto.

El Departamento de Educación del Estado de Kansas (KSDE) no discrimina por motivos de raza, color, nacionalidad, sexo, discapacidad o edad en sus programas y actividades, y proporciona igualdad de acceso a los Niños Exploradores y otros grupos juveniles designados. La siguiente persona ha sido designada para atender las consultas relacionadas con las políticas de no discriminación: Asesor general de KSDE, Oficina de asesoría general, KSDE, Landon State Office Building, 900 S.W. Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201.

This publication was made possible by grant number 90TP0078. Its contents are solely the responsibility of the authors and do not necessarily represent the official view of the United States Department of Health and Human Services, Administration of Children and Families.

## El año del jardín de infantes: convertir la preparación escolar en éxito escolar



### Queridas familias,

## ¡Felicidades! Su hijo/a pronto ingresará al jardín de infantes, ¡un momento emocionante para su familia!

Este cuadernillo brinda información sobre los siguientes temas importantes, que pueden ayudar a su hijo/a a prepararse para ingresar al jardín de infantes:

¿Qué es la preparación para el jardín de infantes?	1
Información de ingreso al jardín de infantes ¿Es obligatorio que los niños vayan al jardín de infantes? ¿Cuáles son los requisitos de asistencia para el jardín de infantes? ¿Cuáles son los requisitos de edad para inscribirse en el jardín de infantes? ¿Cuáles son los documentos requeridos para inscribirse en el jardín de infantes?	3
La transición al jardín de infantes Ages & Stages Questionnaires® (Cuestionarios de edades y etapas) (ASQ-3 y ASQ: SE-2)	7
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Su distrito escolar puede brindarle más información sobre la experiencia específica de su hijo/a en el jardín de infantes. Establecer una relación con el maestro/a de su hijo/a y la escuela puede ayudar a enriquecer la experiencia y el éxito de su hijo/a.

Si necesita ayuda adicional, como encontrar su distrito escolar, aprender más sobre los requisitos estatales o si desea recursos adicionales de participación familiar, comuníquese con nosotros:

#### 1-800-CHILDREN

Cuando se trata de criar a su hijo/a, ninguna pregunta está de más. Obtenga apoyo para padres, sin juzgar, 24/7, en inglés y español, así como en varios otros idiomas.

- Llame al 1-800-332-6378
- Descargue la aplicación móvil "1800CHILDRENKS"
- Envíe un correo electrónico o mensaje de texto a 1800CHILDREN@kcsl.org
- Visite 1800CHILDRENKS.org

Centro de recursos de información para padres de Kansas

www.ksdetasn.org/kpirc (866) 711-6711

Departamento de Educación del Estado de Kansas

www.ksde.org (785) 296-3201

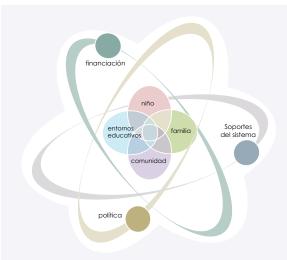


### JARDÍN DE INFANTES EN KANSAS

## ¿Qué es la preparación para el jardín de infantes?

La preparación para el jardín de infantes comienza al nacer y ocurre durante los primeros años de vida del niño. Usted, como padre (una persona que es el cuidador principal y que puede ser o no un padre biológico), es el primer maestro del niño. Cada entorno que usted crea es un entorno de aprendizaje. Las lecciones y experiencias que le da a su hijo/a afectan su aprendizaje de por vida. La preparación para la escuela es el resultado de los primeros años de aprendizaje.

- "La preparación para la escuela involucra más que solo al niño individual. La preparación para la escuela, en el sentido más amplio, se refiere a los niños, las familias, los entornos tempranos, las escuelas y las comunidades. Los niños no nacen preparados o no preparados para la escuela. Sus habilidades y desarrollo se ven fuertemente influenciados por sus familias y a través de sus interacciones con otras personas y entornos antes de llegar a la escuela."
  - Fuente: Maxwell, K., & R.M. Clifford. 2004.
     Investigación en revisión: Evaluación de la preparación escolar. Niños pequeños 59 (1): 42-46



Un pilar esencial para los logros y el éxito académico a futuro es la preparación para la escuela. Los años previos al jardín de infantes influyen en el éxito a futuro. Brindarle a su hijo/a comidas saludables, actividad física y afecto, así como hablar con él o ella tanto como sea posible, ayuda a garantizar que su hijo/a tenga las habilidades para ayudarlo/a a tener éxito.



### IARDÍN DE INFANTES EN KANSAS

### Información de ingreso al jardín de infantes

## ¿Es **obligatorio que** los niños **vayan** al jardín de infantes?

La ley de Kansas no requiere que los niños asistan al jardín de infantes. Sin embargo, la mayoría de los niños de Kansas asisten al jardín de infantes cuando cumplen los requisitos de edad. Los padres toman la decisión de enviar (o no) a sus hijos/as al jardín de infantes.

Las familias a veces consideran retrasar la inscripción de un niño que cumple años cerca de la fecha límite o porque creen que el niño necesita más tiempo para madurar.

Las investigaciones sugieren que retrasar el jardín de infantes no produce diferencias notables en las habilidades académicas dentro de los primeros años de escuela. Además, dejar que pase más tiempo no necesariamente generará una mayor preparación sin intervenciones para abordar problemas de desarrollo.

Las investigaciones también han demostrado que los niños que son mayores que sus compañeros de clase pueden presentar un mayor riesgo de problemas sociales o de comportamiento durante la adolescencia."

— Fuente: Clínica Mayo 2019

No es trabajo del niño estar preparado para el jardín de infantes, pero es responsabilidad del sistema estar preparado para recibir y responder a cada niño de una manera intencional y apropiada.

## ¿Cuáles son los **requisitos de asistencia** para el jardín de infantes?

Una vez que su hijo/a ingresa al jardín de infantes, se requiere una asistencia regular. La ley de Kansas K.S.A. 72-3120 dispone que los padres son responsables de velar por que un niño que ha cumplido 7 años y que esté bajo su cargo asista a la escuela de manera continua hasta que el niño cumpla 18 años o haya recibido un diploma de escuela secundaria o una credencial de Desarrollo Educativo General (GED).

Los distritos escolares tienen políticas para ausencias tanto "justificadas" como "injustificadas". Comuníquese con su distrito local para conocer los requisitos locales específicos o si tiene preguntas sobre las ausencias.

## ¿Cuáles son los **requisitos de edad para inscribirse** en el jardín de infantes?

Los niños que han cumplido 5 años al 31 de agosto del año escolar y son residentes de Kansas son elegibles para asistir al jardín de infantes en las escuelas públicas de Kansas (ley de Kansas K.S.A.72-3118). Si se mudó a Kansas desde otro estado y su hijo/a asistió al jardín de infantes antes de mudarse, su hijo/a es elegible para asistir al jardín de infantes en Kansas.

**NOTA:** Si su hijo/a terminó el jardín de infantes en una institución acreditada en otro estado y, por ende, está listo/a para asistir al primer grado, su hijo/a puede inscribirse en el primer grado en Kansas, incluso si no cumple con el requisito de edad de Kansas.

## ¿Cuáles son los **documentos requeridos** para inscribirse en el jardín de infantes?

### DOCUMENTOS PARA INSCRIBIRSE EN EL JARDÍN DE INFANTES:

### Acta de nacimiento

Si su hijo/a nació en Kansas, puede obtener una copia del acta de nacimiento de su hijo/a del Departamento de Estadísticas Vitales de Kansas (Kansas Department of Vital Statistics) por correo, correo prioritario, Internet, teléfono, acercándose directamente o por fax. Llame al 1-877-305-8315, disponible las 24 horas, los siete días de la semana, los 365 días del año. Hay intérpretes de español disponibles. También puede visitar el sitio web: https://www.kdheks.gov/vital/birth\_howto.html

**NOTA:** Si su hijo/a nació en otro estado y no está seguro de a quién contactar para obtener

una copia de su acta de nacimiento, el Departamento de Estadísticas Vitales de Kansas puede proporcionarle esa información. Comuníquese con ellos utilizando la información señalada en el párrafo anterior.

### Registro de inmunización (vacunación)

La Ley de Inmunización de Kansas exige las siguientes vacunas para ingresar a la escuela:

- O Difteria, tétano, tosferina (DTap/Tdap)
- O Poliomielitis (IPV/OPV)
- O Sarampión, paperas y rubéola
- O Hepatitis A y B
- O Varicela

Los estudiantes que no estén completamente inmunizados y que no hayan solicitado previamente una exención religiosa o médica pueden ser excluidos de asistir a la escuela. Esta exclusión existirá hasta que el niño complete la serie de vacunas o proporcione una exención o aplazamiento aprobado por un médico (Ley de Kansas K.S.A. 72-6262).

**NOTA:** El Certificado de inmunización de Kansas señala los requisitos específicos de periodos entre dosis. Este documento se puede encontrar en línea en: https://www.cdc.gov/vaccines/schedules/hcp/imz/child-adolescent-shell.html. Consulte con su médico o el personal de servicios de salud del distrito o el Departamento de Salud Pública del condado para conocer los requisitos actuales.

# Requisitos de evaluación de salud (chequeo médico) de Kansas

La ley de Kansas exige que TODOS los estudiantes menores de 9 años que ingresan a una escuela de Kansas por primera vez deben presentar los resultados de las evaluaciones de salud del niño a la escuela dentro de los 90 días posteriores al momento en que el estudiante se haya inscrito. Las evaluaciones de salud deben haberse realizado dentro de los 12 meses anteriores a la entrada del estudiante a la escuela.

NOTA: Al finalizar el plazo de 90 días permitido para cumplir con el requisito de evaluación de salud, el distrito escolar puede excluir a los estudiantes de la escuela hasta que se haya completado la evaluación de salud y se hayan presentado los resultados a la escuela. Muchas escuelas y comunidades ofrecen exámenes de salud gratuitos durante los meses de verano. Consulte con el departamento de salud de su distrito local o condado para obtener más información.

# Formularios de consentimiento

Se le pedirá que firme formularios de consentimiento por varias razones, como, por ejemplo, dar permiso para que su hijo/a asista a una excursión, sea fotografiado/a o, posiblemente, para que la escuela obtenga registros académicos. La escuela le explicará cada formulario de consentimiento. Como padre o tutor, usted determinará si da su consentimiento para cada solicitud.





# La transición al jardín de infantes

# Construya una alianza con el/ la maestro/a de su hijo/a:

¡Ser parte de la educación de su hijo/a comienza al nacer y no termina con el jardín de infantes! Conozca a los maestros y al personal de la escuela de su hijo/a. Converse con frecuencia sobre lo que su hijo/a está haciendo, aprendiendo, en qué está sobresaliendo y dónde necesita más ayuda. Usted aporta información importante que ayuda a que el año de jardín de infantes sea feliz y exitoso. La siguiente sección tiene consejos útiles para seguir participando en la educación de su hijo/a.

# Cómo **ayudar a los niños en la transición** al jardín de infantes:

Como saben, el jardín de infantes es un gran paso. Las actividades de transición deben comenzar, si es posible, la primavera anterior al ingreso de su hijo/a al jardín de infantes. La mayoría de las escuelas tienen un día (casa abierta del jardín de infantes) en el que puede traer a su hijo/a para una visita y aprender más sobre la escuela.

Los objetivos de sus actividades de transición deben incluir:

- Familiarizar a su hijo/a y a usted mismo con el/la maestro/a, el salón de clases y la escuela.
- Brindar al maestro/a oportunidades para que conozca a su hijo/a y planifique de manera más eficaz antes de que el niño sea alumno de la clase.
- Generar oportunidades para familiarizarse con el nuevo maestro/a, la clase y las políticas y procedimientos de la escuela, así como con los futuros compañeros de clase y sus padres.

Participar en la casa abierta del jardín de infantes es una manera fácil de lograr estas metas de transición, que, a su vez, ayudan al maestro/a del salón de clases a estar listo para su hijo/a.

# Vistazo de la entrada al jardín de infantes:

# Ages & Stages Questionnaires® (Cuestionarios de edades y etapas) (ASQ-3 y ASQ: SE-2)

Las escuelas primarias de Kansas se están asociando con las familias para comprender mejor el desarrollo de los niños en el jardín de infantes mediante el uso de los cuestionarios Ages & Stages Questionnaires®; tercera edición (ASQ-3), y Ages & Stages Questionnaires®; Social-emocional, segunda edición (ASQ: SE-2). Estos cuestionarios brindan un vistazo al desarrollo de un niño. De NINGUNA manera se utilizan estos cuestionarios para determinar la elegibilidad de ingreso al jardín de infantes. Como usted es quien mejor conoce a su hijo/a, debe llenar ambas versiones de los cuestionarios. Saber más sobre las habilidades y fortalezas de su hijo/a le ayudará a usted y a los maestros a apoyar el crecimiento y el éxito de su hijo/a en el jardín de infantes.



# Estándares de aprendizaje temprano de Kansas

# ¿Qué deben saber y poder hacer los niños?

Los Estándares de aprendizaje temprano de Kansas describen las habilidades y el conocimiento que los niños pequeños, desde el nacimiento hasta los 5 años, deben adquirir y poder hacer. Sin embargo, los conocimientos y las habilidades varían mucho y los niños se desarrollan a ritmos diferentes. Su hijo/a puede tener algunas habilidades y no tener otras, y eso está bien. Usted sabe lo que su hijo/a puede hacer y puede ayudarlo a desarrollar nuevas habilidades.

# ¡Una de las mejores actividades es la lectura!

Leer todos los días ayuda a los niños a aprender nuevas palabras, ideas y actividades. Hablar con su hijo/a sobre las imágenes les ayuda a aprender cómo estas se relacionan con la historia. Pronto, inventarán sus propias historias. Leerle a su hijo/a también le ayuda a aprender a leer un libro de adelante hacia atrás, de izquierda a derecha y más. Cantar, corear, rimar y contar historias son formas importantes y divertidas de aprender. Las actividades de lectura realizadas en casa antes del jardín de infantes son un indicador de éxito de lectura en la escuela. Cuando lea con su hijo/a, señale los objetos en la página y converse sobre lo que está sucediendo, siga las palabras de la página con el dedo mientras lee y haga que su hijo/a pase la página. Todas estas son actividades que apoyan la lectura. La rima es una habilidad importante para los niños que están aprendiendo a leer. Los libros con repetición y palabras que riman son una excelente manera de involucrar a los niños pequeños, jy son divertidos de leer!

# Los niños aprenden mejor **jugando**.

Todos los niños quieren explorar, experimentar y practicar lo que saben y comprenden. A medida que los niños experimentan su mundo a través del juego, aprenden a responder de forma reflexiva y con sensibilidad a su entorno. La música, el movimiento, el juego dramático, los juegos y el arte les enseñan a los niños cómo expresarse y compartir su creatividad, mientras desarrollan una comprensión más profunda de las relaciones entre objetos y personas. Aprender sobre su mundo también incluye participar en su familia y comunidad a través de la interacción social. Los niños aprenden que hay formas de comportarse y que las expectativas pueden diferir según el ambiente (casa o tienda de comestibles).

Para obtener información más detallada, los Estándares de aprendizaje temprano de Kansas están disponibles en el sitio web del Departamento de Educación del Estado de Kansas (KSDE): https://www.ksde.org/Portals/0/Early%20Childhood/KsEarlyLearningStandards.pdf

# ANTES de que su hijo/a comience el jardín de infantes:



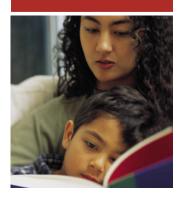
- La escuela de su hijo/a puede ofrecer visitas domiciliarias antes de que comience el jardín de infantes. Es posible que el/la maestro/a se comunique con usted para programar una reunión. Las visitas domiciliarias le dan a su hijo/a la oportunidad de conocer al nuevo maestro en su propio entorno. Esto puede reducir la ansiedad más adelante, fortalecer el sentido de conexión entre el hogar y la escuela y brindarle al maestro/a la oportunidad de tener una idea de primera mano del entorno del hogar de su hijo/a.
- Pregunte al maestro/a cuál es la mejor manera de acceder a la información sobre el salón de clases y la escuela. Infórmele al maestro/a su método de comunicación preferido.
- Si es posible, planifique una visita a la escuela que incluya pasar tiempo con el/la maestro/a, explorar el aula y jugar en el patio de recreo.
- Algunas escuelas ofrecen campamentos de verano para ayudar a los niños en la transición al jardín de infantes. Esté atento a los avisos de dichos programas e inscriba a su hijo/a con anticipación.
- Infórmele al maestro/a sobre los intereses y las fortalezas de su hijo/a. Sea específico. Ayudará a los maestros a saber cómo hacer participar a su hijo/a en las primeras semanas.
- Comunique cualquier inquietud o consideración especial con respecto a su hijo/a, como ciertos miedos o alergias alimentarias.
- El/la maestro/a y otros miembros del personal pueden usar varias evaluaciones para recopilar información sobre las habilidades, destrezas y conocimientos de su hijo/a. Las evaluaciones de conocimiento del alfabeto, los números, la comprensión de historias y las habilidades sociales ayudarán a los maestros a prepararse para satisfacer las necesidades de su hijo/a, abriendo el camino hacia un exitoso año escolar en el jardín de infantes. También se pueden realizar exámenes de vista y audición.
- Si su hijo/a ha asistido al preescolar, fomente la comunicación entre los maestros del jardín de infantes y preescolar, en especial si su hijo/a tiene necesidades especiales.
- Lea libros a sus hijos/as sobre cómo comenzar la escuela (jardín de infantes) y tenga conversaciones relajadas con su hijo/a para prepararlo/a para esta emocionante aventura. Consulte la lista de libros sugeridos al final del cuadernillo.
- Cree una rutina escolar semanas antes de la escuela para practicar levantarse temprano, prepararse para ir a dormir y acostarse a tiempo. Recuerde que llevar una dieta saludable, hacer mucha actividad física y dormir regularmente son todos elementos importantes en una rutina.

# Una vez que su hijo/a COMIENZA el jardín de infantes:



- Al principio, los niños pequeños pueden experimentar ansiedad por separación o timidez, pero los maestros están capacitados para ayudarlos a adaptarse. Mantenga la calma y sea positivo si su hijo/a llora al dejarlo/a. Asegúrele que estará bien y que usted regresará pronto. Si su hijo/a tiene dificultades durante un mes, reúnase con el/la maestro/a y el psicólogo de la escuela para desarrollar un plan de transición.
- Durante las primeras semanas de clases, usted y los maestros de su hijo/a deben compartir información sobre cómo creen que se está adaptando su hijo/a. Dígale al maestro/a de su hijo/a cuál es la mejor manera de comunicarse con usted: por teléfono, mensaje de texto o correo electrónico
- Si es posible, ofrézcase como voluntario en el salón de clases periódicamente durante el año. Hacerlo ayuda a los niños a sentir que su vida escolar y familiar están vinculadas. Estar en el aula es una buena manera de desarrollar una relación con el/la maestro/a y los compañeros de clase de su hijo/a. También conocerá de primera mano el ambiente y la rutina de su aula. La mayoría de los maestros de jardín de infantes agradecen la ayuda de los padres, incluso si es ocasional, pero siempre pregunte primero.
- Revise diariamente si hay notas o folletos en la mochila de su hijo/a. Estos incluyen información importante de la escuela.
- Dedique tiempo a hablar con su hijo/a sobre su día escolar, pregúntele sobre nuevos amigos o lo más destacado del día. Escuchar y reconocer los sentimientos y experiencias de su hijo/a les ayudará a desarrollar confianza.

Apoyar el aprendizaje ANTES, DURANTE y DESPUÉS del jardín de infantes:



- Establezca un horario en casa y cúmplalo. Los niños se benefician de tener estructuras y esto puede ayudarlos a adaptarse mejor al horario del jardín de infantes.
- Trabaje con su hijo/a el contenido relacionado con colores, números, letras, etc., a través de libros y juegos. Es importante hacer que la experiencia sea divertida y lúdica. Los maestros de preescolar y jardín de infantes son excelentes recursos para obtener ideas.
- Cree experiencias que involucren libros, rimas, canciones, colorear y recortar, prestar atención, compartir y sentarse. Nuevamente, los maestros de preescolar y jardín de infantes pueden darle sugerencias sobre formas divertidas e interesantes de crear estas experiencias.
- Aprenda las rutinas del salón de clases y coméntelas regularmente con su hijo/a. Cuando sea apropiado, practique las rutinas en casa. Por ejemplo, puede ayudar a su hijo/a a practicar esperar su turno, levantar la mano, pedir permiso para ir al baño y pedirle a un compañero de clase que juegue.
- Planee pasar tiempo tranquilo a solas con su hijo/a durante las primeras semanas. Mantenga un horario familiar simple para permitir que su hijo/a se adapte.
- Organice citas para jugar con un nuevo amigo (o amigos) de la escuela.
   Fortalecer los lazos sociales con los compañeros de clase ayuda a su hijo/a a desarrollar un sentido de familiaridad y comodidad en la escuela.
- Sea consciente de las diferencias en el desarrollo de su hijo/a y evite hacer comparaciones con hermanos y otros niños.
- Limite el tiempo de televisión y videojuegos y aumente la experiencia con los libros. Aproveche el tiempo frente a la pantalla con aplicaciones de aprendizaje sobre arte, música y movimiento o lea en voz alta libros para niños en línea. Recuerde que el tiempo de pantalla excesivo no es saludable. En 2020, la Academia Americana de Pediatría (AAP) creó las siguientes recomendaciones sobre el tiempo de pantalla para ayudar a su familia a determinar los períodos de tiempo adecuados para que su hijo/a vea contenido en una pantalla (teléfono, tableta, computadora, televisión):

Edad del niño	Tiempo de pantalla
Hasta los 18 meses	Limite el uso de pantalla a videollamadas junto con un adulto.
Niños pequeños (de 18 a 24 meses)	Limite el uso de pantalla a ver programación educativa con un cuidador.
Niños en edad preesco- lar (de 2 a 5 años)	Limite el tiempo de pantalla no educativo a aproximadamente una hora por día de la semana y tres horas los días de fin de semana.
Niños de edad primaria (de 6 a 10 años)	Fomente hábitos saludables y limite las actividades que incluyan pantallas.

# Preguntas Adicionales Que Pueda Tener

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# Respuesta/seguimiento

¿Qué pasa si creo que mi hijo/a necesita ayuda adicional? Hable primero con el/la maestro/a del jardín de infantes de su hijo/a para saber qué piensa él/ella del estilo y las habilidades de aprendizaje de su hijo/a.

¿Dónde puedo encontrar información sobre la casa abierta del jardín de infantes?

Llame a la escuela de su vecindario y pregunte. Si no está seguro de cuál escuela es la de su hijo/a, llame al Centro de Administración del Distrito. Debe estar en la guía telefónica o puede encontrarlo en línea aquí: https://www.ksde.org/Agency/Fiscal-and-Administrative-Services/School-Finance/School-Bus-Safety/Kansas-School-District-Maps.

¿Qué hago si no puedo pagar los útiles escolares?

Hable con el/la maestro/a de su hijo/a para ver si hay recursos comunitarios que puedan ayudarlo. Hay muchas comunidades que ofrecen útiles escolares al comienzo del año escolar.

¿Cuándo es el primer día de clases?

Obtendrá mucha información en la casa abierta del jardín de infantes. Si no puede asistir, llame a la escuela de su hijo/a y pregunte.

¿Qué pasa si me pierdo la casa abierta del jardín de infantes? ¿Qué pasa si nos mudamos a una nueva escuela durante el verano? Muchos niños se pierden la casa abierta. Llame a la escuela y vea si hay un momento en que usted y su hijo/a puedan visitar la escuela para ver su salón de clases, conocer al director y al maestro/a. Esto ayudará a que usted y su hijo/a se sientan más cómodos durante el año de jardín de infantes.

¿Y el almuerzo? ¿Mi hijo/a recibirá el desayuno? ¿Qué pasa si no puedo pagar los desayunos y almuerzos? Su hijo/a puede estar o no en la escuela durante la hora del almuerzo. Consulte con la escuela sobre la duración de la jornada del jardín de infantes. Los estudiantes de jardín de infantes de jornada completa tendrán la oportunidad de almorzar en la escuela. Muchas escuelas también ofrecen desayuno a los estudiantes. Consulte con la escuela para saber si ofrecen desayunos. Las comidas gratuitas y a precio reducido están disponibles para las familias que califiquen. Si desea solicitar comidas escolares gratuitas o a precio reducido, pida una solicitud en la oficina de la escuela.

¿Y qué hay de los programas antes y después de la escuela?

Esta información se la proporcionan durante la casa abierta del jardín de infantes. Puede visitar el sitio web del distrito escolar o llamar a la oficina de la escuela para obtener más información.

# Pregunta Respuesta/seguimiento

# ¿Dónde encuentro información sobre el transporte?

Esta información se la proporcionan durante la casa abierta del jardín de infantes. Puede visitar el sitio web del distrito escolar o llamar a la oficina de la escuela para obtener más información.

# ¿Cómo verifico el registro de asistencia de mi hijo/a, las libretas de calificaciones/progreso, pago de las comidas, etc.?

Los distritos escolares utilizan varios sistemas para realizar un seguimiento de los datos, procesar el pago de diversas cosas, como las comidas, y organizar fiestas en el aula. El asistente administrativo de la escuela puede ayudarle con estos sistemas, así como el/la maestro/a de su hijo/a.

# ¿Cómo sé que mi hijo/a está seguro/a?

La comunicación es clave, especialmente con el/la maestro/a de su hijo/a. Pregúntele al maestro/a cuál es la mejor manera de comunicarse con él/ella durante la jornada escolar para que, si surgen problemas de seguridad o necesita confirmar algo, sepa cómo comunicarse con él/ella.

# ¿Qué significan todas las siglas?

Hay muchas siglas que se usan en educación. No dude en preguntar su significado. A continuación, se muestran algunos ejemplos:

EC: Primera infancia

ECSE: Educación especial para la primera infancia

**EIS**: Servicios de intervención temprana

ELL: Estudiantes del idioma inglésESSA: Ley Every Student Succeeds Act

**FAQ**: Preguntas frecuentes

FERPA: Ley Family Educational Rights and Privacy Act

**IDEA**: Ley Individuals with Disabilities Education Act

IEP: Plan de educación individualizado

KDHE: Departamento de Salud y Medio Ambiente de Kansas

KSDE: Departamento de Educación del Estado de Kansas

LEP: Dominio limitado del inglés

MFL: Alfabetización de familias migrantes

MTSS: Sistema de apoyo multinivel

# Lista de verificación para ingresar al jardín de infantes

Requisitos para la asistencia a escuelas públicas		Notas	
Mi hijo/a cumplirá 5 años el 31 de agosto o antes.			
Acta de nacimiento.			
Copia de la evaluación de salud (chequeo médico) de los últimos 12 meses.		Fecha:	
Las vacunas de mi hijo/a están al día.			
Copia de la vacunación de mi hijo/a.			
Escuela de mi hijo/a	X	Notas	
Tengo una copia y comprendo la política de asistencia de la escuela de mi hijo/a.			
Número de teléfono del distrito escolar.		Número:	
Sé a qué escuela asistirá mi hijo/a.		Nombre de la escuela:	
	Ш	Número de teléfono:	
		Dirección:	
Conozco a los maestros de mi hijo/a.		Nombre:	
Tengo una lista de los requisitos de ingreso de la escuela.			
He llenado un formulario de inscripción.			

Escuela de mi hijo/a	×	Notas
Tengo una copia del calendario escolar y sé cuándo comienza y termina la escuela y la programación de vacaciones.		
Conozco el horario que mi hijo/a estará en la escuela y dónde recogerlo/a.		Horario: Lugar:
Conozco los programas antes y después de la escuela.		Contacto: Lugar:
Sé sobre el transporte en autobús.		Número de autobús: Hora para subirse al autobús:
Sé sobre el programa de almuerzos.		Las comidas gratuitas y a precio reducido están disponibles para las familias que califiquen. Si desea solicitar comidas escolares gratuitas o a precio reducido, pida una solicitud en la oficina de la escuela.
Sé sobre la casa abierta del jardín de infantes.		Fecha: Hora:
He llenado los formularios para que otra persona pueda recoger a mi hijo/a en caso de una emergencia.		Persona: Información de emergencia:
Sé sobre la asociación de padres de alumnos (PTA/PTO) u otra organización de padres en la escuela.		Contacto: Horarios de reuniones:
He recibido una copia del manual de la escuela.		

# Recursos

# Libros:

"Countdown to Kindergarten" (Cuenta regresiva para el jardín de infantes) de Alison McGhee

"Mrs. Bindergarten Gets Ready for Kindergarten" (La Sra. Bindergarten se prepara para el jardín de infantes) de Joseph Slate y Ashley Wolff

"The Night Before Kindergarten" (La noche antes del jardín de infantes) de Natasha Wing y Julie Durrell

"Look Out Kindergarten, Here I Come!" (¡Cuidado, jardín de infantes, aquí voy!) de Nancy Carlson

"Welcome to Kindergarten" (Bienvenido al jardín de infantes) de Anne Rockwell

# Recursos en línea:

Centro de recursos de información para padres de Kansas: https://www.ksdetasn.org/kpirc

Departamento de Educación del Estado de Kansas:

www.ksde.org

Asociación Nacional para la Educación de Niños Pequeños:

www.naeyc.org

Estándares nacionales de la PTA para las asociaciones entre familias y escuelas: www.pta.org/nationalstandards

1-800-Children Supporting Parents impulsado por la Liga de Servicios Infantiles de Kansas (Kansas Children's Service League):







# CONSEJOS de niños en preescolar/pre-kindergarten

Léales desde temprana edad y frecuentemente. Los primeros años son críticos para desarrollar un amor a la lectura para toda la vida. ¡Nunca es demasiado pronto para comenzar a leerle a su hijo o hija! Los siguientes consejos le ofrecen maneras divertidas para ayudar a que sus hijos se conviertan en lectores seguros y contentos. Intente diferentes consejos cada semana y vea cuales funcionan mejor.

# Lean juntos todos los días

Lea con su hijo todos los días. Haga que este tiempo esté lleno de amor y cariño donde puedan abrazarse.

## Póngale nombres a todo

Incremente el vocabulario de su hijo al hablar de palabras y objetos interesantes. Por ejemplo: "¡Mira ese avión! Esas son las alas del avión. ¿Por qué crees que se llaman alas?"

### Dígales cuánto disfruta leer

Dígale a su hijo o hija lo mucho que disfruta leer con él o con ella. Haga de "la hora cuenta cuentos" la hora favorita de su día.

### Lea con una voz amena

Léale a su hijo con expresión y humor. Use diferentes voces al leer. ¡Hágalo más divertido!

### Sepa cuando parar

Guarde el libro por un tiempo si ve que su hijo pierde el interés o si le cuesta trabajo poner atención.

### Sea interactivo

Discuta lo que esta pasando en el libro, señale cosas que suceden en la página y haga preguntas al respecto.

## Lea una y otra vez

¡Adelante, léale a su hijo su cuento favorito 100 veces!

### ■ También hable sobre la escritura

Explíquele a su hijo cómo leemos de izquierda a derecha y porqué las palabras se separan por espacios.

### Señale cosas escritas a su alrededor

Hable acerca de las palabras escritas que haya en su entorno. Pídale a su hijo que encuentre palabras diferentes en cada paseo o salida que hagan.

### Lleve a su hijo a que lo evalúen

Asegúrese de evaluar a su hijo lo antes posible por su pediatra o maestro si tiene dudas acerca del desarrollo del lenguaje, oído o vista de sus hijos.

# www.ColorinColorado.org

Información práctica, actividades, y asesoría sobre la lectura ¡en español!







