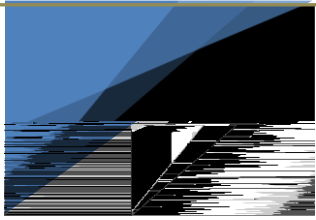
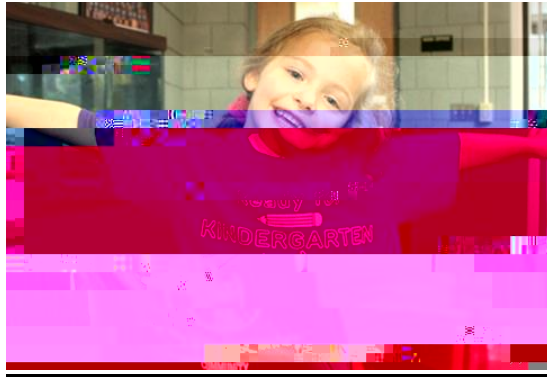
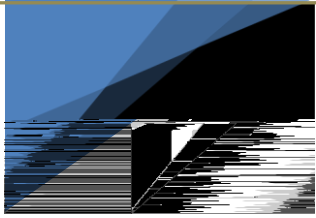


PreK Counts (PKC) Program
in Erie's Public Schools Handbook





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Mission Statement

The mission is to provide family centered, developmentally appropriate education, assessment, intervention and support services to children and their families. The goal of the PreK Program is to educate and empower all children to develop as well-rounded students and, ultimately, to instill a life-long love of learning. Individual learning styles are addressed within small group settings so that children can learn to function independently, develop a strong sense of self-worth, and become critical thinkers.

Program days and hours/Toileting/Transportation

PreK classrooms follow the Erie Public School's elementary school bell schedule.

8:00am start time

2:30pm dismissal time

Toileting

It is highly recommended that students are potty trained prior to starting PreK except for students with developmental delays/medical reasons. Parents of students who have challenges with potty training are encouraged to communicate this with staff at enrollment/on the PreK enrollment packet. Parents and school staff can then develop consistent training plans to be used both at school and at home.

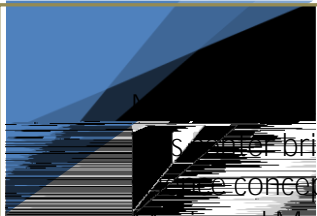
Transportation

District transportation is not available for PreK students. If your child attends a childcare facility that has transportation to/from school, please notify the school so that they can coordinate procedures with the childcare facility.

Arrival and Dismissal Procedures

Each school has their own arrival and dismissal procedure. Your child's PreK teacher will share this information, or you can contact the school. Children will be released only to the parents or persons identified by the parents as emergency contacts. Parents need to contact the school with any changes to student pickups and emergency contacts.



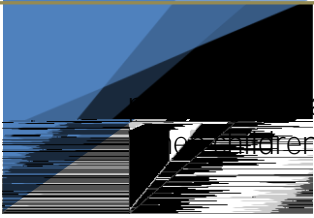


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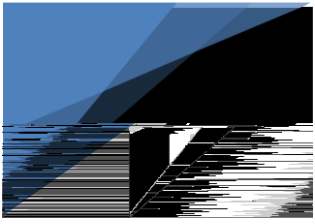
Summer brings the outdoors indoors and gives children opportunities to explore nature and science concepts.

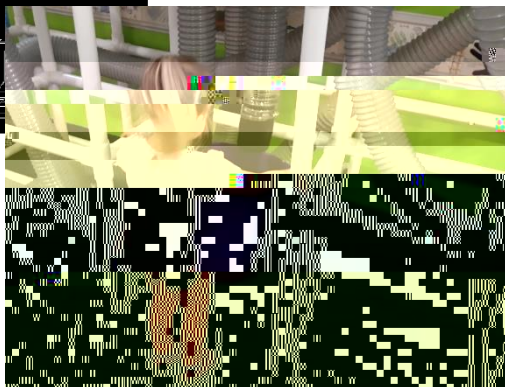
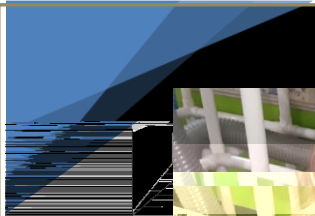
Music and Movement

This center encourages children to be physically active and gives them opportunities to experiment with sound and music. A music and movement center can also promote self-expression, foster



an must sign and date the note and indicate details of where they can be reached.
of children have 3





Inclusion

Erie's Public Schools supports the inclusion of children with disabilities as active members in early childhood programs and community settings. The district's PreK Counts program supports the PreK Count Regulations Inclusive Environments statement and the US Department of Health and Human Services policy:


Inclusion in early childhood programs refers to including children with disabilities in early childhood programs, together with their peers without disabilities; holding high expectations and intentionally promoting participation in all learning and social activities, facilitated by individualized accommodations; and using evidence-based services and supports to foster their development (cognitive, language, communication, physical, behavioral, and social-emotional), friendships with peers, and sense of belonging. This applies to all young children with disabilities, from those with the mildest disabilities, to those with the most significant disabilities.

The vision for inclusion in early childhood programs and recommendations provided in the policy statement build on the principles and definition set forth in the joint position statement from the National Association for the Education of Young Children (NAEYC) and the Council for Exceptional Children's Division for Early Childhood (DEC).⁶ While NAEYC and DEC's position statement focuses on the inclusion of young children in society more broadly, the purpose of this policy statement is to focus on the inclusion of children with disabilities in general early childhood programs.

All children have the right to equitable learning opportunities that help them achieve their full potential as engaged learners and valued members of society. Thus, all early childhood educators have a professional obligation to advance equity. They can do this best when they are effectively supported by the early learning settings in which they work and when they and their wider communities embrace diversity and full inclusion as strengths, uphold fundamental principles of fairness and justice, and work to eliminate structural inequities that limit equitable learning opportunities."

Early childhood inclusion embodies the values, policies, and practices that support the right of every infant and young child, and his or her family, to participate as full members of families, communities, and society in a board range of activities and settings. The desired results of inclusive experiences for children include a sense of belonging and membership, positive social relationships and friendships and learning to reach their full potential.

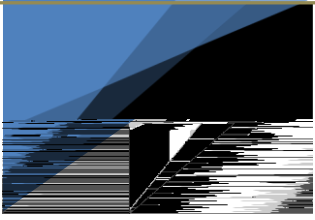
EPS supports the inclusion of all children with disabilities in early childhood programs, together with their peers without disabilities; holding high expectations and intentionally promoting participation in all learning and social activities; facilitating individualized accommodations; and using evidence-based services and supports to foster development, build friendships with peers and a sense of belonging. EPS provides families with information regarding quality early childhood program options and supports families through the decision making process.

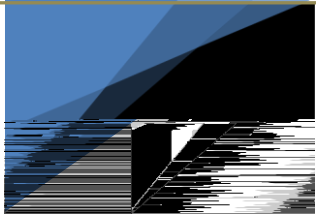


Challenging Behaviors

The standards set forth in the EPS Discipline Policy (available at www.eriesd.org) apply to all students enrolled in Pre-K Counts classrooms. However, we recognize that children in PreK are of the age and developmental level that requires discretion when assigning consequences for the discipline of the students. In our Pre-K Counts Program, we strive to create a classroom environment in which all children are successful and challenging behaviors are minimized.

When challenging behavior arise, our teachers and administrators assess





Birthday Parties

Birthday parties are a wonderful experience for a child. A child's self-esteem is developed in celebrating that special day. Children are welcome to share their birthday with classmates by providing a special snack. Nutritious snacks are encouraged. Treats must be store bought and in an unopened package. Many children have peanut and nut allergies. All shared snacks should be peanut/nut-free. Homemade treats are not permitted due to possible food allergies. Please help us keep this occasion simple but meaningful for your child. Check with your child's teacher for ideas.

Celebrations and Holidays

