

2022-2023



Campus Guide

Long Early Learning Center

**3600 Sherry Lane
Abilene, Texas 79603
325-671-4594**

School Mascot: Cubs

School Colors: Primary colors

Principal – Julie Wilson

Assistant Principal – Jana “Nicole” Churchill

Instructional Coordinators – Amanda Johnson, Kasie Kidd

Counselor – Kori Stewart, Samantha Abila

School Nurse – Aubri Ward, MSN, RN

School Secretary – Laci Hernandez

Parent Coordinator – Stacy Marquez

Office Assistant – Anna Ramirez

Cafeteria Manager- Janice Daniel

Mission Statement:

Long Early Learning Center promotes and advances the school readiness skills needed by young children. This is accomplished through enhancing students' cognitive, social, and emotional development while also supporting and strengthening parent-child relationships.

School Motto:

Educating and impacting generations we may never know

The Early Childhood Program provides comprehensive services designed to support each student's social/emotional development and the development of school readiness skills. We strive to make our classrooms nurturing, safe, fun, and full of good learning. It is a delight to watch children and families grow through the year! Our school family welcomes your home family to Early Childhood. We look forward to successfully working together. Thanks for choosing to share your little one with us. The following information will help you and your child gain the maximum benefit from the Early Childhood Program.

Arrival, Dismissal and Traffic Procedures

ARRIVAL/DEPARTURE PROCEDURES FOR LONG EARLY LEARNING CENTER

ARRIVAL:

- School hours are from 7:50 AM to 3:15 PM. Families may arrive as early as 7:30 AM.
- At 7:30, children who are to eat breakfast will sign in with program staff in the cafeteria. Families arriving between 7:30 AM and 7:50 AM who are not eating breakfast will arrive at the Minter Lane entrance.
- Please take your child to the restroom before signing them in with our staff.
- Support staff are available to monitor breakfast care from 7:30 AM until 7:50 AM. If you arrive at 7:50 AM or later, you must stay until your child is finished eating, walk your child to class and sign him/her in with classroom staff.
- Classrooms open at 7:50 AM.
- Families arriving between 7:50 AM and 8:14 AM will drop their child off at the building entrance of their classroom.
- Families are considered tardy at 8:15 AM. At that time, a tardy pass is required from the office in order to sign your child into the classroom.

DEPARTURE:

Children are picked up between 2:45 PM and 3:15 PM in the classroom. **Parents won't be allowed to pick children up from classrooms between 2:05 PM and 2:35 PM.** During this time period, our campus is preparing students to get on buses to return to the elementary campuses. It is a very busy time for the adults and our three and four-year-old students. In order to keep all students safe, there need to be as few distractions as possible. If you need to pick up your child early for an afternoon appointment, you will need to do so before 2:05 PM or after 2:35 PM. The school day ends at 3:15. All students must be picked up by that time.

TRANSPORTATION SERVICES:

Every family completes a Transportation Agreement stating who has permission to sign their children in and out of school each day. Anyone on the Transportation Agreement must be prepared to show a picture ID **every single time your child is signed in/out from school**. Your child may not leave campus with anyone who isn't on the Transportation Agreement. Parents/legal guardians are welcome to add names to or take names off the Transportation Agreement. However, changes in the Transportation Agreement won't be made over the phone. **All changes must be done in person and through the main office**. The person making the changes must be the parent/legal guardian and must be willing to show a picture ID at the time changes are made. Your signature on the Transportation Agreement indicates your agreement with these policies and procedures. Keeping your little one safe is important to us!!!

ARRIVAL/DEPARTURE FROM ELEMENTARY CAMPUSES

ARRIVAL:

- Arrive at the elementary school no earlier than 7:30 AM and no later than 7:50 AM.
- Please take your child to the restroom before signing them in with Early Childhood staff.
- Sign your child in and assist them with putting on the bus safety vest.
- Our children eat breakfast as a group after the elementary students leave the cafeteria. We are guests on the elementary campuses, so we eat breakfast at the times designated by the cafeteria managers. Most cafeteria managers close their breakfast service after our children have gone through the line. If you arrive after the cafeteria is closed, you may bring your child to Long Early Learning Center for breakfast.
- After breakfast, children and Early Childhood staff get on the bus for Long ELC.

DEPARTURE:

- Students will prepare to leave Long from 2:05 PM-2:45 PM. **Families will not be able to pick students up from classrooms during this time.** If you need to pick your child up for an appointment, please pick up before 2:05 PM or after 2:45 PM.
- Buses will arrive at the elementary campuses between 2:50 PM and 3:00 PM.
- You are to pick up your child when the bus arrives and no later than 3:15 PM.
- If your child has not been picked up by 3:15 PM from the elementary campus, the early childhood staff will begin contacting adults listed on the Transportation Agreement. Late pick-ups will be documented in the Long office. If your child is picked up late more than three times, administration has the option to suspend bus privileges until a plan can be agreed upon to assure timely pick up procedures.

LOSS OF BUS PRIVILEGE:

Transportation is an optional service provided by the AISD. It is a pleasure to provide this service for families. When riding school buses, students are held to behavioral standards established in bus riding safety training and the Student Code of Conduct.

Suspension of services may become necessary if a student is:

- habitually disruptive or has continuous disrespectful behaviors.
- unsafe on the bus or on the elementary campus (running from staff or disregarding directions).
- hitting or exhibiting other hurtful behaviors.
- habitually dropped off or picked up late from the elementary campus.

Services may be reinstated after a plan has been made for appropriate behaviors and/or reliable after school transportation has been established.

Traffic and Parking

Parking can be limited during drop off and pick up time periods. There are parking slots available in the Sherry Lane and the Minter Lane lots. Please refrain from parking in the handicapped parking spots unless your vehicle has a handicapped license plate or sticker. Additionally, be courteous to neighbors when parking along the curbs in front of their homes. Do NOT park in the Day Nursery parking lot. They have very limited parking for parents dropping off infants and toddlers.

Absences and Tardies

Attendance is very important! Upon the registration of your child in Early Childhood, you are agreeing with us that the development of healthy social/emotional skills and sound school readiness skills are important for success. At the point of enrollment, you become responsible for assuring your child's regular attendance, as required by law in the Texas Education Code. The expectation is that your child will attend school every day. However, if your child is ill, has a doctor's appointment or is absent for any other reason, **you must contact the office**, preferably within the first hour of school. **A written explanation of the absence or a doctor's note is required upon your child's return to campus.** Administrative assistants arrive in the office as early as 7:30 AM to receive phone calls and communications from parents.

If contact the campus within the first hour of the school day, program staff will contact parents to assure that your child is safe. All parents must provide current phone numbers to the main office so you can be reached at all times regarding the needs of your child. This is particularly important in the case of emergency. Direct contact, such as a home visit, is made when a child has multiple unexplained absences. If a family has a pattern of absences that puts a child at risk of missing more than ten percent of the year, discussions between parents and support staff will take place to determine if there are family needs that can be supported by the program. If a child ceases to attend, and attempts have been made to re-engage the family, the program will consider the slot vacant. Vacancies are filled from the program's waiting list.

Release and Return of Students During the School Day

Students are tardy at 8:15. After the tardy bell, the parent or guardian will need to present an ID in order to drop the child off at school. The parent will walk the child to the classroom and sign the student in with the classroom teacher. If a student needs to be picked up or dropped off during the school day, the parent must sign in with the office staff and show an ID in order to pick up the child.

Contacting the Teacher/Conferences

Contacting the Teacher- Two-way communication between the home and school is vital in establishing an effective partnership as we work together in teaching your student the school readiness skills needed for academic and social/emotional success. Parents may call or email teachers throughout the day. Teachers will respond to phone calls and emails during their conference periods and at the end of the day. If there is an emergency, please contact the office (325)-671-4594 and office staff will assure that the teacher is notified.

Conferences- Teachers schedule formal appointments with parents to discuss student progress. Appointments will be scheduled as home visits or conferences on campus. During these visits, parents and teachers share insights and information used to set goals for the child at home and at school. Please make every effort to be present for your appointment(s). In addition to home visits and other parent conferences, children's school readiness progress will be reported to parents three times a year. Of course, a parent can request a conference at any time with campus staff.

School Nurse

When a student is taken to the Clinic, and the Clinic staff determine that the student should be sent home, the Clinic staff will contact the parent to pick the child up from school. If a parent can't be contacted, attempts to contact other adults the parent as listed as a contact. Parents are responsible for assuring that the campus has always correct/current contact information.

State law requires that children must be current on immunizations and have a copy on file in the office prior to enrollment into the program. Parents are notified when additional shots are due and must get them within the deadline stated. If immunization deadlines aren't met, the child may be not attend school until the shots are obtained. If for some medical or religious reason your child cannot take the required shots, an original Texas Department of Health affidavit form must be provided for campus records. Required immunizations include:

- Oral/Injectable Polio Vaccine- a minimum of three doses, with at least one was having been received on or after the fourth birthday.
- Diphtheria/Pertussis/Tetanus (DPT/Dtap) - a minimum of four doses is required, with the last one having been given on or after the fourth birthday.
- Measles/Mumps/Rubella (MMR) - two doses must have been received. The first dose must be after the first birthday.
- Varicella (chicken pox) - two doses required. First dose after first birthday and the second dose anytime (3) months after first dose. A parent written note or validation of a history of varicella (chicken pox) illness will be required if vaccine not given.
- HIB- series of (4) with last dose after 12 months of age.
- Hep A- (2) doses with 6-18 months between 1st and 2nd dose.
- Hepatitis B Vaccine- a series of three is required.
- Prevnar- series of (4) with last dose after 12 months of age.

COMMUNICABLE DISEASES / CONDITIONS OF EXCLUSION:

To protect other students from contagious illnesses, students infected with certain diseases are not allowed to come to school while contagious. The school nurse or the principal's office can provide information from the Texas Department of Health regarding these diseases and exclusion policies. Children are not allowed to attend school for 24 hours following an occurrence of diarrhea, vomiting, flu, or fever of 100.0 or greater (without a fever reduced such as Tylenol or Ibuprofen). Parents of a student with a confirmed communicable or contagious disease (i.e. chicken pox, meningitis, COVID) should phone the school nurse or principal so that parents

of other students who might have been exposed to the disease can be alerted if appropriate. Children are also not allowed to be in school with live lice in their hair or nits within a quarter of an inch from the scalp or closer.

PRESCRIPTIONS: If a student has a medication that is given on a consistent basis, the medication **MUST** be brought to school by the parent and delivered to the Clinic. The medication **MUST** be in the original prescription bottle.

Visitors

Keeping your little one safe is our number one priority. When visiting the campus, all visitors (parents, volunteers, student teachers, etc.) must be cleared through the State's database system. **You must present your Texas ID/driver's license and sign in with the office staff every time you visit.** You will be given a name tag to wear while you are campus. When you leave campus, you must sign out in the main office and return the name tag. For safety, all outside doors and gates remain locked. Entrance can only be gained through the two main entrances.

Curriculum and Ongoing Assessments

The curriculum used in the AISD Early Childhood Program is research-based, approved by the Texas Education Agency, and is based on sound early child education principles and developmentally appropriate practices. The curriculum focuses on the development of skills needed to support each child's school readiness. Teachers research a multitude of resources for activities and concepts to be created and used according to each child's stage of development and individual needs. To individualize the curriculum to meet each child's developmental stage and areas of interests, a number of screening and assessment tools are utilized. Teachers use anecdotal observations, information given by parents in interviews, home visits, conferences and helpful screening/assessment instruments throughout the year to gather information about the children to then plan interactive and engaging activities for the class as a whole and for individual students in the room. The teacher's positive and nurturing interactions with the children throughout the day are central to creating quality educational experiences. The early childhood curriculum consists of:

- Goals and objectives for children's development and learning
- Experiences or activities to meet the goals
- Roles of staff and parents in supporting children
- Materials, space and equipment necessary for optimal development and learning
- Sound child development principles, the Head Start Performance Standards and Head Start Child Outcomes Framework

Lesson plans are prepared each week by the teaching staff. Teachers may also utilize assistance and input from the principal/assistant principal, instructional coordinator, academic/behavior coach, parents and other resources available to them. Plans include activities to promote physical, cognitive, emotional, and social growth appropriate for each child's age and stage of development. Music and gross motor activities are scheduled daily. Nutrition activities and special learning activities are scheduled on a periodic basis throughout the year. The daily schedule is designed to meet the developmental needs of the children in each class. Examples of skill areas that activities in Head Start/Pre-K will address are as follows:

- Development of literacy and language skills
- Development of self-regulation and problem-solving skills
- Mathematics and science
- Reasoning abilities including development of social relationships
- Classification/categorization skills
- Perceptual abilities
- Large and small muscle coordination and self-help skills; and
- Concentration/listening/sharing through group time experiences

Student Behavior Management

The early childhood staff supports the social/emotional development of all children by building trust, being responsive and fostering independence. Providing clear, consistent limits and having realistic expectations for the children also contribute to this development, as does encouraging respect for others' feelings and rights and showing respect of home language and culture. Learning to work cooperatively with others is an important lesson for three and four-year-olds since good socialization skills are essential to later success in elementary school. It is important for the school and home to work together to support children who are having difficulties. Behavior management at school is designed to teach children self-regulation, problem-solving skills and personal responsibility. Throughout the year, students begin to understand the reasons for personal boundaries. They develop a sense of being respectful to others' rights and feelings, as well as, learning to speak up for themselves if a need arises.

Early Childhood utilizes positive strategies from “Conscious Discipline” by Dr. Becky Bailey as a part of our curriculum. Over time, adults using positive guidance techniques, assist children in developing inner regulation, self-control and problem-solving skills. It is important to note that children are never spanked, ridiculed, isolated or punished at school, nor is food used as a punishment or reward. Staff, parents and volunteers involved in activities on campus, field trips, or even during home visits, must adhere to these discipline policies.

If a student experiences difficulty in the school setting, the school counselors are available to work with the teacher, parents and child as needed. Sometimes that includes creating an appropriate behavior plan which is used to guide the child, family and campus staff toward positive classroom and relational outcomes. On very rare occasions, when significant issues compromise the health or safety of a child, a parent may be asked to come to campus to support their child in the classroom. All students must adhere to the AISD Student Code of Conduct. The full Student Code of Conduct is available on-line on the Abilene ISD website located at <http://www.abilensid.org> or in the school office. Feel free to call on the counselors at any time if you have questions or concerns.

Birthdays and Celebrations

Celebrations incorporate objectives that are taught within the curriculum. Holidays and celebrations in Early Childhood Program are sensitive, reflective and respectful of the traditions of all families. After planning with the teacher, parents are encouraged to share family celebrations or holiday traditions. The teacher and the parent work together to provide developmentally and culturally appropriate experiences for the children in the classroom. Conversations about the many ways people celebrate are encouraged in order to create a multicultural and anti-bias learning environment. Food items brought to school must be purchased items rather than products made in a home setting. When distributing celebratory items at school, such as food or invitations, please have enough for each child in the class, or plan an alternative way to distribute the items.

Recess

In the AISD Early Childhood Program, the outdoor setting is not considered simply “playground time” or “recess.” The outdoor setting is an extension of the classroom and a natural, nature-based setting in which learning and interactions can occur. Unless it is raining, below 40 degrees, the heat index is over 90 degrees, or the weather service has issued a warning to remain indoors, all children go outdoors daily. State childcare licensing regulations require that all children have outdoor play daily because children need fresh air, sunshine, and exercise, even in cold weather. If you want your child to remain indoors, you must have a note from your family health care provider. In general, if your child is well enough to attend school he/she should be well enough to go outside. However, we address the needs of individual children. In special circumstances, for instance, if your child is recovering from an illness and you feel that the weather will jeopardize your child’s health but you don’t have a health care provider’s note, we will honor your request to keep your child indoors for one day only, if staffing permits, after which a health care provider’s note will be required. Please dress your child for outdoor play and supply appropriate clothing for the season, allowing for weather extremes.

Lost and Found

There are many students at Long Early Learning Center. Because the students are all three and four years old, their clothing and backpacks often look very similar. Please write your child’s name on the tags of clothing and on their backpack so they will be easily identified in case they are lost. The Lost and Found is located outside the LRC.

Dogs and animals on campus

Pets aren’t allowed on campus. The only exception might be a service animal that has been approved through the campus principal or recommended by an ARD committee.

Policy Council/Volunteering/Field Trips

PARENT COMMITTEES/PARENT POLICY COUNCIL:

Early Childhood is designed around a shared decision-making model. Parent input and involvement are important to all aspects of our program. There are several ways parents can be involved in shared decisions. At the beginning of the year, parents may express interest in serving as a classroom representative, serving on the Parent Committee or on the Policy Council. The Parent Committee is an open forum for parents. The Committee meets on a regular basis. While all parents are welcome to participate in the Parent Committee, parents nominated by other classroom parents, are designated participants to serve on the Parent Committee. The Committee is designed to advise staff in developing and implementing local program policies, activities and services to ensure they meet the needs of children and families. Information/discussions from the Parent Committee will be shared with the Policy Council and visa versa. The Parent Committee may also participate in the screening and recruitment of Head Start staff and consistent communications with the Policy Council.

Parents also nominate and vote on individuals from the classroom representatives to represent them on the Policy Council. The Policy Council is a governing board for Head Start. This Council considers information related to, but not limited to, school readiness data,

curriculum, budgeting, program planning, policies and operations. The Policy Council may also participate in the screening and recruitment of Head Start staff and consistently communications with the Parent Committee.

Finally, parents may also be asked to serve on the Health Advisory Committee. This committee meets two times a year to discuss health issues that may concern the children served through Early Childhood.

VOLUNTEERING:

We believe that parents are a child's most important teachers and that they play a big role in school readiness. By visiting and volunteering, parents gain a deeper understanding of their child and the program while, also, gaining new experiences themselves. Not only do the children enjoy the time and attention of other adults, the program also receives an "in-kind" benefit for every hour given by a volunteer.

Parents and other authorized family members are always welcome to visit the school. Parent may fill out interest inventories. They are reviewed, and parents are placed in a volunteer positions suited to their talents and interests. Parents are encouraged to volunteer any time after the first 2 weeks of school. All parents are encouraged to become fully engaged in the program in a variety of ways. For instance, you may:

- have input into your child's daily experience by identifying specific goals and objectives for your child.
- Observe in your child's classroom and volunteer there or in other parts of the program.
- encourage friends and other family members to share their time and talents and/or get work experience by volunteering in the program.

Anyone wishing to volunteer must go through Volunteer Orientation. ALL volunteers, who volunteer 10 or more hours per week, must complete background checks and a Tb screener prior to volunteering. If a person is not able to attend the Volunteer Orientation, he/she must be oriented by a Family Services staff member prior to volunteering.

FIELDTRIPS:

Field trips enhance children's learning and promote active exploration in a setting away from the campus. Safety is a major concern within all areas of the program and especially when students are on field trips. All field trips include safety precautions and are relevant to the early childhood curriculum. Field trips involving animals will only be made to facilities licensed as zoos or petting farms. Appropriate hygiene will be followed during field trips, including hand washing or disinfecting (e.g., hand gel) after contact with animals. Transportation to and from field trips will be on school buses with children in age and height/weight appropriate safety restraints. Only school employees are allowed to ride the bus with the children due to insurance restrictions. Children who aren't enrolled in the program may not participate in field trips, again, due to insurance restrictions. Parents/volunteers may choose to follow the buses in personal vehicles. **Parents fill out a permission form that covers all field trips at the time of enrollment. Notices are sent home prior to all field trips so that parents/volunteers can make arrangements to attend if desired. Parents interested in going on field trips with their student must also complete a background check prior to the field trip.

If having a parent or guardian in the classroom, or on a field trip, becomes disruptive to the teaching/learning process, the adult may be asked to volunteer in another area or classroom. Visits by non-custodial parents to individual classrooms during instructional time are only permitted as detailed in custody documents, with approval of the director/principal and the teacher, and as long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment. All visitors are expected to demonstrate the highest standards of courtesy and conduct; disruptive behavior will not be permitted.

Volunteers need to sign the Volunteer Service Record in the classroom so that their time can be counted! Contact your child's teacher or Family Services staff to see how you can help! We will work with you in finding just the right spot!

PARENT TRAINING MEETINGS:

We offer a wide variety of free parent training opportunities. Trainings are based from topics in which parents have expressed interest. Parent trainings may include topics such as: Conscious Discipline, child abuse/neglect, housing, family health, money management, home safety, transitions and much more. If you have an area of interest, inform the Family Services staff concerning the topic and, if appropriate, information/trainings opportunities will be provided. Additionally, the program utilizes a research-based parenting curriculum for a specific series of parent trainings.

School Communication

You will be notified of campus events and parent trainings though a variety of ways. Be on the lookout for information in the some of the following formats: Long Early Learning Center Facebook page, flyers in backpacks, Remind classroom app, See Saw, phone calls

and a monthly newsletter/calendar. Our goal is provide interactive and engaging teaching/learning environment students and their families. We are hopeful you will join us. When applicable, babysitting services are provided.

PROTECTING CHILDREN FROM CHILD ABUSE AND NEGLECT:

It is a responsibility of the Early Childhood Program staff to promote the healthy and safe development of the children in our program. It is our goal to promote the healthy family functioning of families enrolled in the program. Being a parent can bring much joy but at times it can be a tough job and sometimes it becomes overwhelming. If you feel that you or someone in your family needs help to keep your child safe, talk to a staff member so they can help you find assistance you need to keep your child safe. Together we can all make the world a safer place for children.

Identification and Reporting of abuse/neglect: Any staff member that recognizes the signs and symptoms of reportable events related to abuse or neglect of a child enrolled in the program (i.e., observing the signs they were trained to identify) is required by law to report to the appropriate state agency. Staff members do not need permission to report; in fact, all staff members are mandated reporters.

OTHER PROGRAM SERVICES

SCREENINGS:

All children are screened within 45 days of enrollment for developmental skills, speech, overall health, social/emotional health, dental, vision, and nutritional concerns. Timely screening results allow for any needed treatment or referrals may be initiated quickly. Teachers share the results with parents during conferences/home visits.

HEALTH SERVICES:

In order for children to leave the program ready to be successful in kindergarten, their bodies have to be healthy so they can focus on academic skills. During the year, the nursing staff screen each child for health, dental, hearing and vision problems. **For Head Start children, current physicals and dental exams must be confirmed yearly.** If your child doesn't have a doctor or a dentist, the nurses will help you find one. Dental screenings include a thorough examination of the mouth for any decay or abnormalities that need treatment. If concerns are found, the child will be referred for further treatment as appropriate. If a major health problem, illness, or injury occurs at home, please inform the school nurse. She can assist you in arranging necessary medical treatment. When illness or injury occurs at school, the child's teacher will take the child to the nurse for evaluation. The nurse will contact parents as appropriate. **It is imperative that the office has current phone numbers for you and your child's emergency contacts. If your child must take medication at school, the parent must bring the medicine in the original prescription bottle to the Clinic.** The parent must sign a permission form before the nurse can administer the medicine. Once the form has been signed, the medication will be administered as prescribed. If any changes occur in medication, please call the school nurse. **Medicine should never be sent to school with a child.**

Proper nutrition is a vital part of child development. Breakfast, lunch and snack is offered each day to all children. If you choose to send a lunch with your child, keep in mind the nutritional value of the meal. Also, ensure it is ready to eat. Long ELC staff may not warm or heat the meal.

DISABILITIES SERVICES:

Services are available to children with disabilities and their families through collaboration with the Abilene ISD Special Education Department. The Disabilities Coordinator works diligently to help parents obtain any needed information. The Disabilities Coordinator is available to help families secure needed services for their children. Special education instruction is available as well as speech therapy, physical therapy, occupational therapy, hearing, and vision services for children who qualify for special education services under TEA guidelines. Our program offers a variety of instructional settings in order to meet individual needs. All children are served in the least restrictive environment and are given opportunities to interact in positive ways with typically developing peers.

FAMILY SERVICES:

The Family Service staff assists families in their own efforts to improve the condition and quality of family life. Assistance is available in the following areas: GED training, English as a Second Language classes, clothing, food, housing, counseling, job training, or assistance from many community agencies and resources. Families in need of any type of help may contact the family service personnel for assistance.

Head Start families participate in an assessment process in order to determine strengths and needs of the family. his assessment is used in partnering with families to determine strengths, needs and goals for individual families. Together, Family Services staff and parents will form a Family Partnership Agreement to help support each family in setting and meeting unique goals.

LITERACY AND G.E.D. / E.S.L. CLASSES:

Literacy, ESL, and G.E.D. classes are provided free of charge by the Abilene Independent School District Adult Education Program. Anyone interested in taking these classes is welcome to join. Free child-care may be available for the parents of Head Start children who wish to take G.E.D. classes during the day and help is also available for test fees. Contact Family Services for more information.

FAMILY LITERACY:

Many fun Family Literacy activities are scheduled each year to promote literacy and you are encouraged to participate with your child. Among these events are F.R.E.D. (Fathers Reading Every Day); Bingo for Books; and Treasure Hunt at the Public Library. In addition, parents can be involved weekly by participating in Book Bag Buddies. In this part of our program, children take books home from a classroom library so the parent and child can read together. Information will be sent about this process shortly after school starts. As in all areas, parents are strongly encouraged to participate in our Family Literacy Program by attending literacy events and checking out books (in room 504) to read at home. Families receive free books when participating in literacy activities and many other campus events.

LIBRARY:

All students participate in LRC activities. The Early Childhood librarian provides library enrichment activities that support the curriculum and assists your child in learning about the use of the library. This includes the selection and proper care of books, as well as procedures for checking out books.

SCHOOL COUNSELOR:

Certified school counselors provide mental health services, respond to referrals and provide staff/parent training opportunities. The counselors offer individualized services to children, parents, and staff as needed. They work with parents and the classroom staff to assist in meeting each child's/family's unique social/emotional needs. Please feel free to contact the school counselor with any concerns.

MOTOR LAB:

Motor Lab is a time children are encouraged to participate in physical activity. Motor Lab is designed to develop and strengthen your child's body through gross motor, fine motor and music and movement activities. Classes for three and four year old students are forty-five minutes. Thirty minute sessions are provided for the children in the special education/KLT classrooms. All of the classes are taught with the help of motor lab tutors and the classroom aide. Boots, flip flop thongs, and sandals are not appropriate foot wear for Motor Lab. Please send your child to school in shoes appropriate for physical activity. Overall, tennis shoes are the safest footwear for Motor Lab and for Early Childhood.

AFTER SCHOOL CARE:

Low cost after-school child-care is provided at LELC from 3:15 PM until 6:00 PM for up to forty-nine children through the Alliance for Women and Children. This program is designed to assist parents who are working or in training programs and cannot arrange or afford appropriate child-care. Single families and those with the greatest need receive first consideration. If you are in need of child-care, contact the Alliance for Women and Children (325-677-5321) to apply for the program.

******All Head Start services are provided free of charge for all qualifying children. Parents will never be asked or required to pay any fees.***

Finally, we are thankful that you have chosen to share your child with our school family! We believe that this early learning opportunity forms a strong foundation for your child's future academic and social/emotional successes. Let's work together to assure the very best outcomes for your child. We are looking forward to a GREAT year with your family! Please let us know how we can help.