

Mayfield Preschool Parent Handbook

Mayfield Preschool
962 Millridge Road
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Phone: (440) 995-7300
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[Ohio Department of Education
Preschool Programming Licensing Rules](#)

www.mayfieldschools.org

Mayfield City School District

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Dear Parents,

WELCOME! This handbook has been prepared especially for the parents and children of Mayfield Preschool. We hope through its use you are better informed regarding some of the school regulations necessary for its operation.

As your child is our most important concern, much of what is provided in this booklet is to help in providing your child with a foundation for a good year. We hope you keep this booklet in a convenient place and refer to it often.

The staff at Mayfield Preschool will be working to insure that this year will be an exciting and rewarding experience for your child.

Sincerely,

Colleen Harrison

Preschool Coordinator

The Early Childhood Enrichment Center is an equal opportunity provider. "In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability. To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410, or call (800) 795-3272 (voice) or (202) 720-6832 (TTY). USDA is an equal opportunity provider and employer."

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Ohio Department of Education Ombudsman: 614-466-0224

Mayfield Preschool Staff websites and contact information are found on line at:

www.mayfieldschools.org/preschool.aspx

or if you are already on the Mayfield homepage, go to Home → Millridge Elementary School → Preschool

GOVERNING BOARD

Mayfield Preschool program is governed by the [Mayfield City Schools Board of Education](#).

PROGRAM DESCRIPTION

The Mayfield Preschool program is a licensed, non-categorical preschool for special needs students. Our license is issued by the State of Ohio Department of Education. Classes consist of children whose ages range from three to five years. These classes include children with special needs and model peers. The main focus of our program is language development, speech, and social interaction.

ELIGIBILITY OF STUDENTS

Children with Special Needs

Children with special needs are eligible for enrollment in the program when they reach their third birthday. Children are placed in the program through their local school district. Children who live outside the Mayfield City School District must have a hearing impairment to be eligible for the program. Eligibility is determined by the Rules for the Education of Preschool Children with Disabilities Served by Public Schools (Chapter 3301-31). Our program follows mandated state and local placement procedures. A team of staff professionals reviews the needs of each child to determine the appropriate placement.

Peer Models

Peer models are eligible for participation in the program. Our placement procedure requires that each prospective student participate in one class session. The following traits are considered:

1. The ability to comply with teacher request in a timely manner
2. Age-appropriate play skills
3. Good language, speech, and communication skills
4. Must toilet independently
5. Demonstrate age-appropriate independence and initiative
6. Demonstrate age-appropriate, self-help skills
7. Have the ability to make transitions and flexibility in following directions

The preschool staff determines placement and the number of spaces available for typically developed children.

The Mayfield Preschool Program does not discriminate in the enrollment of children on the basis of race, color, religion, gender, national origin, or disability.

CLASS SIZE

The maximum number of children enrolled per session is 12. Each class consists of 4 typically developed peers and 8 students with special needs. Each session is a multi-age grouping, serving children ages three through five.

PHILOSOPHY

The educational philosophy of Mayfield Preschool is based on a developmental approach to education. Programming is planned to meet each child's social, emotional, cognitive, language, and physical needs as the child passes through predictable and sequential stages of development.

Child-directed, teacher-supported exploration and learning experiences are designed so that the children can construct knowledge at their own developmental level and pace. This constructivist model allows children to become active participants in the learning process. Trust, social interaction, and play are seen as the foundations on which children develop problem-solving skills, language, and self-esteem.

Integrated programming allows all typically developing children and children with special needs to gain a broader perspective of the real world. Children engage in a variety of opportunities and experiences as they interact with peers in the environment.

Families are considered an integral part of the learning experience. They are encouraged to be active participants in their child's educational program.

THE PRESCHOOL PROGRAM

The primary goals of the program are to facilitate and provide experiences meeting the Ohio Department of Education Early Learning Program Guidelines.

All Children Are Ready To Learn

- ❖ Families are encouraged to provide their child with a good breakfast and good night's sleep.
- ❖ The school nurse reviews health records; staff performs vision and hearing screenings.
- ❖ Health, physical and nutritional needs meet state requirements.

Environments Matter

- ❖ Provide an environment that respects children.
- ❖ Foster the development of positive self-esteem.
- ❖ Offer opportunities for children's active exploration of their environment through play.
- ❖ Model and promote opportunities for large motor activities and healthy nutritional choices.

- ❖ The physical environment includes materials and equipment to meet the diverse learning needs of the children.
- ❖ Play materials encourage children to engage in manipulations, exploration, transform from real to pretend, and collaborate with others in developing play themes.
- ❖ Play materials avoid stereotypic play themes; rather, they encourage children to explore a variety of roles and themes.
- ❖ Materials provide multiethnic, multicultural, nonstereotypic emphases.
- ❖ A variety of sensory materials are available to children including sand, water, paint, and a variety of textures, colors, sounds, and smells.
- ❖ The learning environment promotes conceptual development in all children.

Relationships Are Influential

- ❖ Support and promote positive relationships with peers and adults.
- ❖ Adults are responsive to child-initiated communication, engage in meaningful tasks, and encourage meaningful conversations.
- ❖ Learning takes place in a social context; children have many opportunities to learn and practice social and problem-solving skills with their peers.
- ❖ Children's ideas are solicited and valued.
- ❖ Interactions between adults and children and among children are a central component of an early childhood curriculum.

Communication Is Critical

- ❖ Strengthen the relationship between families and school.
- ❖ Foster opportunities for children to demonstrate responsibility, respect, perseverance to complete tasks, pride in their work, and compassion for others.
- ❖ Families have meaningful opportunities to provide input regarding their children's goals.
- ❖ Families and teachers regularly confer about children's developmental progress.

Curriculum is an interactive process involving children, families, teachers, administrators, and the community. The Ohio Early Learning Content Standards guide our instructional decisions. Parents, teachers, and community business people developed these standards.

- ❖ Activities reflect the diverse cultural groups and individuals in the community and society.
- ❖ Provide individual skill development for special needs students.
- ❖ Plan and implement a wide variety of multi-age, multi-level materials and activities.
- ❖ Children have substantial uninterrupted blocks of time to engage in self-selected activities.
- ❖ Children are engaged in a combination of child-directed, teacher-directed and adult facilitated activities.

Assessment is an ongoing process of gathering information relative to children's development. That information is coupled with norms for child development in planning an appropriate curriculum.

- ❖ Assessment procedures involve utilizing multiple information sources about the child's development.
- ❖ The range of normative development is considered,
- ❖ Each child's rate and expression of development serves as a base for planning an appropriate program.
- ❖ Observational strategies assess the children's progress.
- ❖ Assessment results are communicated to families on a regular basis.

SAMPLE SCHEDULE

Half- day Morning Schedule

7:30-8:00 : Arrival, attendance, table time, free choice
8:00-8:15 : Circle time/Calendar
8:15-9:00 : Unit activity/Choice/Readiness (math, reading, writing, science, etc.)
9:00-9:20 : Gross Motor and free choice
9:20-9:35 : Snack
9:35-9:50 : Language and Literacy
9:50-10:05: Music/Movement
10:05-10:20 : Newsbook
10:20-10:25: Get ready for dismissal
10:25: Dismissal

Half-day Afternoon Schedule

11:30-12:00 : Arrival, attendance, table time, free choice
12:00-12:15: Circle time/Calendar
12:15-1:00: Unit activity/Choice/Readiness (math, reading, writing, science, etc.)
1:00-1:20 : Gross Motor and free choice
1:20-1:35 : Snack
1:35-1:50 : Language and Literacy
1:50- 2:00 : Music/Movement
2:00-2:15 : Newsbook
2:15-2:20: Get ready for dismissal
2:20: Dismissal

Full day schedule

7:30-8:00: Arrival, attendance, table time, free choice
8:00 - 8:15: Circle time/Calendar
8:15-9:00 : Unit activity/ Small Group/Readiness (math, reading, writing, science, etc.)
9:00-9:20: Gross Motor and free choice
9:20-9:35 : Snack
9:35-9:50 : Language and Literacy
9:50 -10:05: Music/Movement
10:05-10:25: Newsbook
10:25-10:35: Get ready for lunch
10:35-11:25: Gross motor & Lunch
11:25-12:00: Nap/Rest Time
12:00-1:00: Small group/Individual IEP Goals
1:00-1:30 : Gross motor and free choice
1:30-1:50: Language and Literacy
1:50-2:10: Readiness
2:10-2:20 : Get ready for dismissal
2:20: Dismissal

Each teacher has a schedule and weekly lesson plans which include free choice activities, art, music, print and construction experiences. Speech therapy, auditory training, occupational therapy, counseling, and physical therapy are available for individuals with needs.

SNACK

Children are provided time to have a snack daily. Parents are provided a snack bag and parents will supply 4 snacks for their child for the week. As suggested by the regulation [3301-37-09](#), please provide snack from two food groups.

- (a) Meat/meat-equivalent group;
- (b) Bread/bread-alternatives group;
- (c) Milk group; or
- (d) Fruit/vegetable group.

Smart Healthy Snack Suggestions

Fruits (washed & cut up so it's ready to eat):

- Apple slices
- Fruit cup (light syrup)
- Unsweetened applesauce
- Grapes
- Mandarin oranges
- Peaches
- Pears
- Strawberries
- Bananas
- Pineapple
- Plums
- Watermelon

Vegetables (washed & cut up so it's ready to eat):

- Carrot sticks
- Celery sticks
- Cucumbers
- Peppers
- Snap peas
- String beans
- Cherry tomatoes
- Yellow summer squash slices
- Zucchini slices

Healthy Grains

- Whole-grain crackers like Triscuits, which come in different flavors
- Dry cereals such as Cheerios (low in sugar)
- Rice cakes
- Popcorn (low fat)
- Baked tortilla chip
- Granola bars such as Nature Valley or Quaker
- Pretzels
- Graham crackers

Low-Fat Dairy Foods

- Yogurt (low fat and sugar)
- Low-fat cheese (string cheese is lots of fun)
- Cheese cubes
- Pudding (made with skim milk)

Beverages

Water satisfies thirst and does not have sugar or calories. If kids are used to getting sweetened beverages at snack times, it may take a little time for them to get used to drinking water. Fruit juice can be rich in vitamins, minerals, and cancer-fighting compounds. Orange, grapefruit, and pineapple juices are more nutrient-dense and are healthier than apple, grape, and pear juices. However, all juice is high in calories. The American Academy of Pediatrics recommends that children ages 1-6 years old drink no more than 6 ounces (one serving) of juice a day.

LUNCH

[Mayfield City Schools Food and Nutrition Services](#). The Food/Nutrition Services department provides lunches daily for the District's students and staff. The District's nutrition services program participates in the National School Lunch Program, meeting all nutritional standards for criteria for federal and state reimbursement. The Free and Reduced Price Meal Program provides families who meet certain income guidelines with meals at no cost or at a reduced price of 40 cents for lunch. Guidelines and forms are available here: "[Free and Reduced Meal Info](#)" [CLICK HERE TO APPLY NOW](#) for FREE or REDUCED PRICED MEALS: www.lunchapplication.com (click APPLY NOW)

Mayfield Food Service prides itself in being self-sufficient and independent of tax dollars for education. Therefore, we rely on families paying their lunch balances. Grades can be withheld if lunch balances are not paid in full.

Thank you for supporting the School Lunch Program!

For Food service information including

menus

nutrition information

cost

how to set up online payments

free and reduced application

go to <http://www.mayfieldschools.org/FoodNutritionServices.aspx>

BEHAVIOR

See State of [Ohio Preschool Regulation](#) regarding Behavior Management/Discipline procedures and Policy 3301-37-10

If behavior problems persist, an individual behavior management program will be developed with parent participation. Ongoing discussions will occur to review possible solutions and alternatives.

NAP

Full day students are scheduled for a nap/rest period. You will supply bedding to be washed periodically. Each cot/mat is labeled with your child's name.

SAFETY OF CHILDREN

- ❖ Children will be supervised by a faculty member at all times throughout the day.
- ❖ The outside play area will be supervised so that all children are visible to a member of the teaching staff at all times. Children will be supervised going to and coming from the outside play area and the classroom.
- ❖ Written notification from the parent is required when a change (i.e., time, driver) occurs in a child's regular transportation plan. No exception will be made to this policy.
- ❖ Emergency plans are posted in the classrooms in the event of a tornado or fire.
- ❖ Monthly fire drills will be held.
- ❖ Tornado drills will be held during the spring.

FIELD TRIPS

- ❖ Classes may take field trips during the year. Field trips are to provide the students with a classroom learning experience outside the school grounds.
- ❖ The student must have a signed permission slip on file with the teacher and the field trip fee must be paid.
- ❖ Each child will have identification attached to him/her containing the child's name and the school's name, address and telephone number.
- ❖ An adequate number of adults will participate in supervision. This number will be determined by class size, class makeup and teacher's judgment.
- ❖ Each child's emergency information card is taken on the trip.
- ❖ Parents are responsible for notifying their transportation office or bus driver if their child will not be riding the bus due to a field trip.

SHARING INFORMATION

Young children are often affected by events and changes in their environment. Children may not be able to express their feelings or relay significant information. In order to help your child deal with changes, please keep us informed of any events such as:

- ❖ Illness or hospitalization of family members
- ❖ Pregnancies and births
- ❖ Deaths of family members or close friends
- ❖ Changes in family structure within the home
- ❖ Extra stimulation such as visitors or celebrations
- ❖ Plans for moving

PARENT INVOLVEMENT

We believe parent participation is a vital component of a child's school experience. Parents provide valuable input that helps to ensure a successful transition between home and school. Parents are encouraged to become actively involved.

- ❖ Communication, questionnaires and checklists from the staff provide important information about your child.
- ❖ Parent conferences are held in the fall and in the spring. Additional conferences may be scheduled at the request of the parent or teacher.
- ❖ Parent involvement in the MCHI Parent Teacher Group Board is important to many of our programs. The Board meets on a monthly basis.
- ❖ Parent meetings are a vital component of the MCHI Parent-Infant and Preschool Programs. They allow parents an opportunity to address questions to professional as well as to other parents who have gone through similar experiences.
- ❖ Collaboration and workshops are usually conducted on Fridays.
- ❖ Communication between home and school is vital and may be in the form of notes, emails, face-to-face conferences and/or via the child's Newsbooks.
- ❖ School folders are sent home weekly. It may include notices from the school district, school, Parent-Teacher Group and teacher. Please review and return the folder with any notes from home.
- ❖ Preschool parents are asked to complete a survey to help improve our preschool program.
- ❖ Parent workshops are conducted throughout the school year. Topics are chosen from issues and concerns expressed by the parents via a survey.
- ❖ Each Mayfield City Schools building considers its parent volunteers a vital resource. Our schools provide many special opportunities for students, and many of these experiences are made possible through the volunteer efforts of parents and others. We expect all parents to give in some way, not only so that all children may benefit, but also so their own child gains a more positive feeling of seeing the home and school working together.
- ❖ Contact your child's teacher if you wish to volunteer in the classroom.
- ❖ If you wish to volunteer in any part of the school, please contact the office 440-995-7300.
- ❖ You may also contact the president of your school's parent/teacher group if you have time or special skills you can donate to make the school a better place for students to learn and grow.
- ❖ In addition, the District Central Office maintains a list of district-wide activities for volunteers; contact Adult Volunteer Services, 995-6800.

ATTENDANCE

It is expected that promptness and good attendance will be maintained. All possible effort should be made to schedule appointments and vacations when school is not in session. Your child's success depends on good attendance and promptness. Parents must call the school office before 8:15 am if their child will not be in school at

440-995-7300. If you know in advance of an appointment, please notify the teacher. If you will be on vacation during school days, there is a form to be completed in the office. Parents must also notify the transportation office or bus driver of any changes in the transportation routine.

ARRIVAL AND DISMISSAL

The building opens at 7:30 AM. Students may not enter the building until supervision is available. Students arriving after 8:00 AM must go directly to the Millridge office, accompanied by a parent/guardian, to sign the office register. Parents are responsible for notifying their [transportation office](#) or bus driver of changes in the normal transportation routine (440) 995-7890.

CHANGE OF ADDRESS

[Change of Address Form](#) is used to notify school of new address. Please complete and return to the Board of Education with proof of residency.

EMERGENCY SCHOOL CLOSING AND DELAYS

Cancellation of school takes place only during circumstances such as extreme weather or equipment failure. The School Board and administrators are aware of the hardship which can be caused by an abrupt cancellation. Therefore, school will not be canceled unless a significant safety risk has been created by unusual circumstances.

Schools are not closed unless weather is unusually severe. The Superintendent of Schools has the final responsibility for school closings and delayed openings. The primary consideration is one related to the safety and welfare of both students and staff.

If school is to be closed, the Associated Press is informed by 6:30 AM. The AP flashes the news to area radio and television stations. If parents do not see or hear a snow-closing announcement about Mayfield Schools by 7:00 AM, they may assume the schools are open that day.

Mayfield City School District closing information may be heard on any one of the following television and radio stations: Ohio News Network, WKYC Channel 3, WEWS Channel 5 - Newsnet5, PAX 23 News, TV FOX 8 – WJW Channel 8, WOIO Channel 19, WUAB Channel 43, WTAM 1100, WGAR 99.5, WHLO 640, WKDD 98.1, MAJIC WMJI 105.7, WMMS 100.7, MIX 106.5, KISS 96.5, WCRF 103.3, WELW – AM 1330.

MEDICAL POLICY

The Ohio Department of Education Rules for Preschool Program requires that each child have on file:

- ❖ [A consent medical form](#) completed by a licensed physician prior to the date of admission or not later than thirty days after the date of admission and annually from the date of examination thereafter.
- ❖ [Immunization record](#) as required by section [3313-67 of the Revised Code](#) which record shall include immunization required by [section 3313.671](#) of the Revised Code.
- ❖ [Authorization of Medications](#) form needs to be filled out by Physician's or Dentist and written instructions to administer prescription medication to a child enrolled in the program. A parent consent form and doctor's prescription/permit must be completed and on file at school before school personnel can administer medication to your child. This includes over-the-counter medications such as acetaminophen, antihistamines, sunscreen, etc

Additional medication information: Ask your pharmacist for a "school administration container" as prescription medications must be in labeled pharmacy containers. Call the school nurse with any questions concerning this policy. Changes in medication or dosage require a new statement from the doctor.

The Ohio Department of Education Rules for Preschool Program requires that each family be provided information about Early and Periodic Screening, Diagnosis, and Treatment.

Healthchek Services for Children Younger than Age 21

Healthchek is Ohio's Early and Periodic Screening, Diagnosis and Treatment (EPSDT) Program. It is a service package for babies, kids, and young adults younger than age 21 who are enrolled on Ohio Medicaid.

The purpose of Healthchek is to discover and treat health problems early. If a potential health problem is found, further diagnosis and treatment are covered by Medicaid.

Healthchek covers ten check-ups in the first two years of life and annual check-ups thereafter and offers a comprehensive physical examination that includes:

- medical history
- complete unclothed exam (with parent approval)
- developmental screening (to assess if child's physical and mental abilities are age appropriate)
- vision screening
- dental screening
- hearing assessment
- immunization assessment (making sure child receives them on time)
- lead screening; and
- other services or screenings as needed

If your children are enrolled on Ohio Medicaid, Healthchek services are available to them. If you are younger than age 21 and are also enrolled, you can receive Healthchek services, too.

For more information please log onto:

<http://medicaid.ohio.gov/FOROHIOANS/Programs/Healthchek.aspx>

Nurse

Please see [Student Health Services](#). A registered nurse or health aide is available every day. Their duties are to provide first aid and acute illness care, maintain health records, conduct health screenings, check immunization records, confer with parents and teachers and make referrals, as appropriate. She is not allowed to diagnose or treat illnesses. It is our policy to follow the recommendations of the Ohio Department of Health when dealing with potential Communicable Diseases.

Contagious Diseases

Parents should not send their child to school when any signs or symptoms of illness, and especially of contagious disease, are present. Some of these signs and symptoms are fever, rash, vomiting, diarrhea, sore throat, evidence of lice or scabies, severe cough, drainage from eyes or pink eyes, drainage from skin lesions, yellowish skin or eyes, stiff neck, etc. Parents are urged to examine their child before sending him/her to school for signs and symptoms of illness and keep him/her at home when in doubt. Please be considerate and keep your child home if he/she is having significant amounts of nasal discharge and is unable to properly deal with the congestion on his/her own. This will keep the classroom environment healthier for all. Diarrhea will be defined as more than one liquid stool in a day and, unless otherwise explainable, will be considered a sign of illness and the child should not come to school or will need to be picked up from school should it occur. Preschool staff will dispose of heavily soiled underpants due to diarrhea.

Parents must telephone or email the school when their child is absent. It is imperative you report contagious diseases such as strep, head lice, pink eye, chicken pox and consult their physician about when it will be appropriate for the child to return to school. For bacterial infections, 24 hours of antibiotic treatment is a minimum for return to school. Contact the School Nurse for information on "return to school" after such an illness or any hospitalization. Children returning with splints or casts will need a medical statement from a healthcare provider regarding return to school.

Emergency Medical Plan

Each child is required to have a [Medical Authorization](#) information completed on line (Annual Update OLR within Infinite Campus). These must be completed annually by the first day of school. Any child without this information will not be permitted to attend class.

In the event of an emergency, the following procedures will be taken:

- ❖ Parents will be contacted immediately unless the situation is life-threatening, in which case, 911 will be called before calling the parents.
- ❖ If efforts to reach the parents are unsuccessful, the faculty will follow instructions listed of the parents per the information provided by them in Infinite Campus.

HEARING AND VISION SCREENING

Hearing and vision are screened annually according to the Ohio Department of Health Guidelines. The School Nurse does the screening with the assistance of the district Audiologist, as needed, for hearing screens. Parents are notified only when their child has difficulty with some portion of the screening, and a written referral to a specialist is sent home with the student. Should your insurance not cover a specialist's fee, please contact the nurse or audiologist for options concerning reduced fee or free services. Parents of students with known hearing loss are requested to provide their annual ENT or audiologist's report to the school.

DIAPERING/POTTY-CHAIR

The changing of diapers for all non-toilet-trained children shall be handled in conformity with the

following regulations according to [\(Regulations: 3301-37-12\)](#). Students with special needs who are non-toilet-trained may attend Millridge Center Preschool. Students will not share diapers, wipes, ointments or potty-chairs. Parents must supply disposable diapers and wipes clearly labeled with their child's name. Staff will wear disposable gloves; provide a changing area that is disinfected after each diaper change and a disposable changing cloth. If parents wish to have a topical ointment or cream, the following must be provided: the topical ointment or cream must be labeled with the child's name and birth date, the current date, and signature of parent. Written instruction shall be valid for no longer than 3 months.

Authorization for administration of ointment, cream or lotion may be cancelled at any time by written request of the parent. [\(Regulations: 3301-37-12\)](#). Soiled clothes will be returned to parents in a plastic bag. An extra set of clothes are to be provided by the parents and kept at school. Potty-chairs must be provided by the parents and clearly labeled with your child's name.

CHILD ABUSE AND NEGLECT POLICY

All Mayfield staff members will follow Mayfield City School's Child Abuse and Neglect Policy and Procedures. All professional staff members shall be knowledgeable in the signs and indicators of child abuse and shall actively seek to identify and report suspected cases. Any staff member who has reason to believe that a child has suffered abuse or neglect shall immediately report such information to the building principal or the designee.

MAYFIELD PRESCHOOL NEWSBOOK GUIDELINES

The Newsbook is a daily link between home and school. It enables the teacher and peers to discuss an event that is personally appropriate to each child. Specific language concepts can be developed and expanded through the Newsbook. It provides wonderful opportunities for conversations related to daily school and home activities. The Newsbook is used to promote skills in listening, talking, reading and writing. The Newsbook may be a vehicle for notes between home and school.

- ❖ Everyday during a quiet period, sit down with your child and his/her book. Discuss what the child did at school. Talk about an event from home that you can illustrate and describe in a sentence or two.
- ❖ Encourage discussion from your child about the news event. Talk about the details as you both illustrate. (ex. "We made pancakes today. Here's the egg. Let's draw the pancake mix. Here's the milk. Oh, remember, we had some syrup also. Our pancakes were delicious.")
- ❖ Print simple sentences in the correct verb tense. Use the past tense if it already happened or the future tense if it is an event that you are anticipating.
- ❖ Print your sentences using the school's preferred manuscript handwriting which is attached to this guide. Use capital and small letters so that your child will begin to develop reading, writing and literacy skills. Your child should sit next to you (not across from you) so he/she will watch you form the letters right-side up and left to right.
- ❖ The news should reflect something your child might say. Keep the sentences close or a little above your child's level of language. In the beginning, the news should be about the child. Later you can include other family members and friends. Begin with simple sentences, then later in the year progress to complex sentences and paragraphs.
- ❖ Have your child participate as much as possible in the writing process of his/her news. This could include scribbling on the page, coloring of a picture, illustrating the event, inventive writing, copying the print that you model, or printing a word or a few words. Please print the news under the scribbles and inventive writings so we can "read" what your child has written.

The Newsbook is a valuable tool. It is a record of the child's daily experiences and is treasured for years. It is a natural communication starter. It is an ideal opportunity for the child to practice expressive language and speech as well as the literacy skills of reading and writing. It is a source of pride and ownership for the child. Students are eager to share their news with their classmates. Most of all enjoy these moments with your family.

HELP! I CAN'T DRAW.

It is important for your preschool child and the classmates to have your news illustrated. Any stick figure or drawing is accepted. However, some other ideas for illustrating your news are:

- ❖ Trace pictures from coloring books or other books.
- ❖ Cut pictures out of magazines, newspapers, or packages.
- ❖ Glue on something from your experience, such as postcard, French fries bag from McDonalds, menu from a restaurant, a leaf from a walk, ticket from an event, a program from a play.

- ❖ Attach all or part of his/her craft activity. Example: painting, page from a color book, cutting and pasting, other craft projects
- ❖ If you make something to eat, glue the front of the package to the news page.
- ❖ Use photographs, Polaroid photos, or a print from a digital camera.
- ❖ Print graphics from a computer.
- ❖ Tape an envelope or plastic bag with something from the experience, such as, pine needles from a walk, birdseed from feeding the birds, cereal from breakfast, and sand from a beach.
- ❖ Make a small book of the experience that is placed in the Newsbook. (ex. "How to bake cookies.")

HELP! WE RAN OUT OF IDEAS FOR NEWS.

Remember that the main purpose of news is to facilitate language and communication. A news event does not have to be about a special occasion.

- ❖ Daily routines or events at home. "I wore yellow PJs to bed." "I brushed my teeth with my blue toothbrush." "I ate hot dogs for dinner." "I washed my hands with pink soap." "I wore a t-shirt that Grandma gave me." "I put on my jeans."
- ❖ Play. "I went to John's house to play." "I rode my bike." "I watched a Disney video tape." "I read my library book about bears." "My brother and I played Uno." "My friend, Matthew, and I played baseball." "I built with Legos."
- ❖ Helping family members. "I cleaned my room." "We baked cookies." "We washed the car." "We gave our dog a bath." "I set the table." "I fed our cat." "I sorted the socks." "I found Mary's pen for her."
- ❖ Outings. Grocery store, zoo, library, park playground, sibling's school, dance lessons, gas station, movie, relative or friend's homes, sports event, parent's workplace
- ❖ Use School Theme Units. Incorporate the concepts and vocabulary that are included in the teacher's weekly newsletter or the units that are currently being studied by your child. Find ways to reinforce those ideas at home, and then include these activities in your book.

ENJOY!