

Volusia County Schools



Title I
Voluntary Prekindergarten Program
Parent Handbook



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Voluntary Prekindergarten



Welcome to the Volusia County School District Voluntary Prekindergarten (VPK) Program! The Voluntary Prekindergarten Program is designed to help transition children to kindergarten. Program activities focus on literacy development, mathematics and school readiness.

Each child is unique and special. It is the goal of prekindergarten to provide individual attention to each and every child in this program.

Please remember that **you** are your child's first teacher. Your input and guidance are vital to working with your child. Communicate openly and often with your child's teacher and share information that may assist staff with providing the best program for your child.

Volusia County School Board Policy 215 describes the program, program admission and attendance requirements. Although enrollment in the program is voluntary, families are expected to abide by the policy for the period in which a child is enrolled. A copy of the policy is at the back of this handbook.

Attendance



Lifelong habits are set at a very early age. Teaching your child that regular attendance and promptness are important is best done by ensuring that your child is at school regularly and on time. Future success in school may be affected if your child is absent, or is tardy on a regular basis.

Medical and dental appointments should be made after VPK school hours or on non-school days.

Please make every effort to notify your child's teacher when your child is going to be absent from school. After eighteen (18) absences, the school shall have the discretion to require that absences be accompanied by a doctor's verification of illness. The school has further discretion to accept written documentation from someone, unrelated to the child or the child's parents, who has personal knowledge of the reason for the child's absence (e.g. compliance with a court order). The legitimacy of a cause for being absent shall be determined by the building principal or designee. Any or all written excuses may be submitted to the Early Learning Coalition serving Volusia County. An absence is not excused unless the reason for the absence is documented in writing and the early learning coalition accepts the documentation.

The number of allowable absences for the entire school year is limited to **36 days**. A child may be withdrawn from the program beyond 37 days of absence. Also, a student who is absent for more than **five (5) consecutive** instructional days is considered withdrawn from the program unless the parent submits acceptable written documentation describing the reasons for the absence. Absences are only to be excused for illness or other legitimate excuse.

Each time your child is absent, be sure to submit a fully completed excuse. For your convenience, a sample excuse form is included in the back of this handbook.

You will be asked to sign a Verification of Student Attendance at the end of each month. This is required by the Early Learning Coalition of Flagler and Volusia Counties and a requirement for your child to remain enrolled in the program. Please sign and return the form promptly.

Calendar/Hours



The program operates according to the approved school district calendar. Please check with your child's school for the VPK program hours. Students are expected to be in attendance daily and remain throughout the VPK program day. This is an educational program designed to prepare your child for kindergarten, not a drop-off child care service.

Clothing



Children should be dressed comfortably in clothes that are easy to move in and will not be ruined by projects or messy fun. Closed-in shoes such as sneakers with socks are best for protecting little feet. Sandals, flip-flops, or open shoes are not appropriate.

Please be sure to include a change of clothes for occasional accidents that may occur.



Code of Student Conduct and Discipline

The Code of Student Conduct and Discipline defines student rights and responsibilities as well as violations of conduct, which could lead to disciplinary responses up to, and including, expulsion. Discipline problems not listed in the code shall be within the jurisdiction of each school. Each school is authorized to attach local school rules to the Code of Student Conduct and Discipline as long as such rules and regulations do not conflict with this Code.

The purpose of this code is to make available to school personnel, students, and parents/guardians rules governing student conduct and discipline adopted by the School Board of Volusia County in order to ensure that:

1. students will understand what behavior is expected of them as well as the range of consequences for misbehavior; and
2. students will be assured of fair and consistent treatment and will understand the procedures for discipline and appeal.
3. school will identify students in need of additional behavioral support and provide positive intervention(s) matched to their needs.
4. school will inform parent/guardian if more intensive, positive behavioral interventions are required.

Parent/Guardian Responsibilities –

The cooperation of parents/guardians/family members, school personnel, and students is essential if good discipline in the school is to be achieved. Parents/guardians and family members may contribute to good discipline by:

1. maintaining a positive attitude toward education;
2. showing an interest in their children's progress through regular communication with their children and the school;
3. assuring that their children are neat, clean and appropriately dressed;
4. ensuring their children's timely daily attendance;
5. reporting and explaining promptly to the school officials any absence;
6. teaching their children respect for authority of school personnel;
7. informing the school immediately of any condition or circumstance, which may affect their children's ability to learn, to attend school regularly, or to participate in school activities;
8. cooperating with school personnel in solving disciplinary problems; and
9. not allowing their children to disrupt the education of others.

Application of the Code:

This code applies to EVERY student who is under the jurisdiction of the School Board of Volusia County. It will be in effect on school property and at other places where teachers and school administrators have jurisdiction over students.



Curricular Information

The VPK program uses the *Scholastic's Big Day for Pre -K* curriculum program, *DLM supplemental*, *Waterford* and the Committee for Children's *Second Step Violence Prevention* kit. The curriculum is enriched with a variety of additional emerging literacy and number skill experiences.

The VPK Program is a developmentally appropriate program based on the Florida Early Learning and Developmental Standards for Four-Year-Olds. These standards are in the back of this handbook and can also be found at <http://www.fldoe.org/earlylearning/perform.asp>. These standards provide guidance on ways classroom instruction and the classroom environment can promote learning. The program's instructional focus addresses the following areas:

- Physical Development
- Approaches to Learning
- Social and Emotional Development
- Language and Communication and Emergent Literacy
- Cognitive Development and General Knowledge



Medications

At the request of a student's parent or guardian and doctor, prescription medication may be administered by a trained principal or trained designee. A district form "Authorization to Administer Prescription Medication to Students by School Personnel" must be completed by the student's parent or guardian, and physician, prior to the administration of medication. A copy of the form is included in this handbook.



Nutrition

The VPK/Title I program is available to children zoned for the Elementary site. The full day program allows for breakfast and lunch within the daily schedule. Meal times are valuable teaching opportunities. Meals may be purchased or brought from home. Applications for free/reduced price lunches may be obtained at the school office. Meal times provide a pleasant time for your child to learn healthy nutritional habits, appropriate table manners, coordination of small muscles and skills leading to independent self-help. Meal times also provide natural situations for development of language, vocabulary and social skills.

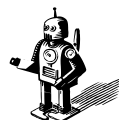
A school district nutritionist plans daily menus to ensure the best nutritional value of all meals served. **Please report all food allergies or special nutritional needs to the teacher so that they are addressed.**

If you prefer to pack your child's meal, please prepare foods in child-sized portions, cut-up/sliced/peeled and in non-breakable containers that are easy to open and safe for eating. If your child's lunch contains perishable foods, please include an ice pack. Packed lunches should contain healthy selections and minimize unhealthy treats.



Parent Involvement

You are invited and encouraged to be involved with your child during the VPK program. Your participation is welcomed through suggestions and visits at any time. Parent conferences are to be arranged *by appointment* to allow teachers to focus on children during the school day. Volunteers must register through the District Volunteer process. Please ask your child's teacher for these forms. Your involvement and support is important to the quality of this program.



Personal Property

Please leave all toys at home as they may get lost or broken. There may be a time when the teacher asks children to bring items from home. Please be sure that these items are clearly marked with the child's name.



Florida Kindergarten Readiness Screener

State law requires each parent who enrolls his or her child in the Voluntary Prekindergarten Education Program to submit the child for the statewide kindergarten screening, regardless of whether the child is admitted to kindergarten in a public school or nonpublic school. Each school district is required to designate sites to administer the statewide kindergarten screening for children admitted to kindergarten in a nonpublic school. Please watch for an announcement regarding these screenings and ensure that your child is screened.

School Attendance Zone



Title I zoned students

Students may enroll in the VPK-Title I program if they live in the zoned area for the Title I school.



Sign-In/Sign-Out

To assure that your child is supervised carefully while in the school's care, the following system is employed:

- ◆ Each school designates a sign-in and sign-out area. Please check with your child's school for the location. Late arrivals and early withdrawals must report to the office.
- ◆ Each child must be checked into and out of the classroom daily by parent/guardian or other authorized person.
- ◆ Only persons 18 years or older, who are authorized on the emergency card by the parent/guardian, are permitted to sign-out a child. For your child's safety, identification is required for anyone to sign-out a child.

Children are not released from areas other than the designated sign-in and sign-out area.

Late pick-up is not acceptable.

Your child's safety is of the utmost importance. If you will be late to pick up your child, please contact the school prior to the end of the school day.

Sign-in/Sign-out time is determined by the clock at the school. The following steps are taken if any child remains at a school 5 minutes after closing.

- ◆ The teacher attempts to contact person(s) permitted to pick up the child as identified on the emergency card.
- ◆ If no authorized person is reached, the teacher contacts the local police authority to pick up the child.

Your support of these procedures is necessary to protect each child. Failure to follow these very important procedures could result in a child's termination from the program.

Transportation



Transportation is not provided for the Voluntary Prekindergarten Program. It is the parents' responsibility to ensure safe transportation for each child every day.

Withdrawals



In order to withdraw from the prekindergarten program, the parent/guardian must notify:

1. the elementary school office, and
2. the VPK office Herbert Street Center – 386-255-6475 ext 33214 or 33210

2013-14 School Calendar

**Make-up days for inclement weather include January 6 and March 21.
The order in which the days are used will be decided later if they become necessary**

August 13 (Tuesday)	Preplanning Begins – Teachers Report
August 19 (Monday)	First Day of School for Students
September 2 (Monday)	Labor Day Holiday
September 23 (Monday)	Professional Development Day/Student Holiday
October 21 (Monday)	Teacher Duty Day/Student Holiday
November 11 (Monday)	Veterans Day Holiday
November 26 (Tuesday)	Thanksgiving Holiday Begins - End of Day
December 2 (Monday)	Classes Resume
December 19 (Thursday)	Winter Holiday Begins - End of Day
December 20 (Friday)	Teacher Duty Day
January 7 (Tuesday)	Classes Resume
January 20 (Monday)	Martin Luther King’s Birthday Holiday
February 17 (Monday)	Presidents’ Day Holiday
March 19 (Wednesday)	Spring Holiday Begins - End of Day
March 20 (Thursday)	Teacher Duty Day
March 31 (Monday)	Classes Resume
April 18 (Friday)	Teacher/Student Holiday
May 26 (Monday)	Memorial Day Holiday
June 6 (Friday).....	Last Day of School for Students
June 10 (Tuesday)	Last Day of School for Teachers

Early Release Days

All students will be released approximately one hour early on the 33 Wednesdays listed below

August 21 August 28	September 4 September 11 September 18 September 25	October 2 October 9 October 16 October 23 October 30	November 6 November 13 November 20	December 4 December 11 December 18
January 8 January 15 January 22 January 29	February 5 February 12 February 19 February 26	March 5 March 12 March 19	April 2 April 9 April 16	May 28 June 4



Subject to Change as Needed

**Volusia County Schools
Voluntary Prekindergarten Parent Agreement**

Please read and initial each item.

As a Parent/Guardian I will:

- _____ ensure that my child misses **no more than 36 days** of the scheduled 180 days of the program. I understand that my child may be withdrawn from the program upon the 37th absence.
- _____ submit a written excuse each time my child is absent. For each absence beyond 18 absences the school has the discretion to require a doctor's excuse or other documentation identified in School Board Policy 215.
- _____ see that my child arrives promptly and is picked up on time.
- _____ sign my child in and out of the program at the location designated by the school.
- _____ sign and promptly return the Verification of Student Attendance form at the end of each month.
- _____ ensure that my child takes the statewide kindergarten screening, regardless of whether the child is admitted to kindergarten in a public school or nonpublic school.

As a Parent/Guardian I understand:

- _____ enrollment in the program is voluntary and that for the duration of the child's enrollment, the family will adhere to School District Policy 215. A written copy of the Policy has been received.
- _____ transportation is not provided by the district for the Voluntary Prekindergarten Program.
- _____ my child is expected to behave in accordance with the school district's Code of Student Conduct and Discipline.
- _____ VPK students may be reassigned to another class or school if program attendance declines.
- _____ extended absences from the program will result in the loss of my child's VPK enrollment.
- _____ my child will attend kindergarten in the school for which the family's residence zones them, unless granted a waiver.
- _____ the VPK program is not considered a part of the **Free and Appropriate Public Education (FAPE)**. If my child has an active Individual Educational Plan (IEP) and receives Exceptional Student Educational Services, these services **will not be provided** through the VPK program. **Americans with Disabilities Act (ADA)** and Section 504 Plans still apply.

I have read, understood, and initialed each item listed above.

Parent/Guardian Signature

Child's Name

Date

Registrar's Signature

Date



Date _____

Please excuse my child's absence on _____/_____/_____ (date).
_____/_____/_____ (date).

My child was absent because:

____ compliance with a court order (e.g. visitation, subpoena, etc.) Must attach documentation.

____ hospitalization of the child. Must attach documentation.

____ illness or injury of the child requiring bed rest.

____ medical appointment (doctor, dentist, etc.) Must attach documentation.

My child's name is _____

My name is _____

Signature

THE SCHOOL DISTRICT OF VOLUSIA COUNTY
HEALTH SERVICES
**AUTHORIZATION TO ADMINISTER PRESCRIPTION/ NON-PRESCRIPTION MEDICATION
(TO STUDENTS BY SCHOOL PERSONNEL)**

NOTE: SCHOOL BOARD POLICY REQUIRES THAT:

1. Prescription medication can only be administered at school when failure to take such medication could jeopardize a student's health.
2. Medication must be brought to school by the parent/guardian or their adult designee. It must be in the original container labeled by the pharmacy to include the following, and must exactly match the doctor's orders:
 - A. **NAME OF STUDENT**
 - B. **NAME OF DOCTOR (Licensed and authorized by Florida law to order prescription medication)**
 - C. **NAME OF MEDICINE**
 - D. **INSTRUCTION AS TO DOSAGE (amount and time, such as 12:00 PM, noon, or lunchtime)**
 - E. **INDICATION OF SPECIAL STORAGE, IF NEEDED (refrigeration, etc.)**

*** PLEASE COMPLETE ALL AREAS ***

DOCTOR'S AUTHORIZATION (To be completed by doctor) ONLY ONE PRESCRIPTION DRUG PER FORM

Student's Name _____ School _____ Grade _____

The above student is under my medical supervision. I have ordered _____

DOSAGE EXACT TIME _____ (Name of Medication)

_____ at _____

_____ at _____

Reason for medication to be administered at school: _____

Possible reactions or side effects: _____

Date this prescription expires: _____

Doctor's Stamp Doctor's Signature Phone Date

Address City State Zip

PARENT/GUARDIAN PERMISSION

I hereby request that my child be given the above medication while in school and away from school for school activities. I understand the law provides that there shall be no liability for civil damages as a result of the administration of such medication where the person administering such medication acts as an ordinarily reasonable prudent person should have acted under the same or similar circumstances.

Signature of Parent/Guardian: _____

Parent/Guardian's Name (Printed) Address

Home Phone Number Emergency Phone Number Business Phone

School Nurse Signature Date

SCHOOL SHOULD RETAIN THIS FORM IN THE HEALTH CLINIC

Distributed by: Health Services 2004-347-VCS

Revised 11/26/03

Florida Early Learning and Developmental Standards for Four-Year-Olds

OVERVIEW OF PHYSICAL DEVELOPMENT STANDARDS

A. Health and Wellness

1. Shows characteristics of good health to facilitate learning
2. Shows visual abilities to facilitate learning and healthy growth and development
3. Demonstrates auditory ability to facilitate learning and healthy growth and development
4. Demonstrates characteristics of good oral health and performs oral hygiene routines
5. Shows familiarity with health care providers in relation to health and wellness
6. Demonstrates self-control, interpersonal, and social skills in relation to mental health
7. Shows basic physical needs are met
8. Actively takes part in basic health and safety routines
9. Participates in physical fitness activities
10. Makes healthy food choices

B. Self-Help

1. Actively participates in self-care
2. Helps carry out classroom routines

C. Gross Motor Development

1. Demonstrates increasing motor control and balance
2. Demonstrates the ability to combine movements for gross motor skills

D. Fine Motor Development

1. Demonstrates increasing control of small motor muscles to perform simple tasks
2. Uses eye-hand coordination to perform fine motor tasks
3. Shows beginning control of writing by using various drawing and art tools with increasing coordination

OVERVIEW OF APPROACHES TO LEARNING STANDARDS

A. Eagerness and Curiosity

1. Shows curiosity and is eager to learn new things and have new experiences

B. Persistence

1. Attends to tasks for a brief period and seeks help when needed

C. Creativity

1. Approaches daily activities with creativity

D. Planning and Reflection

1. Shows initial signs of planning and learning from their experiences

Florida Early Learning and Developmental Standards for Four-Year-Olds

OVERVIEW OF SOCIAL AND EMOTIONAL DEVELOPMENT STANDARDS

A. Self-Regulation

a. Affective

1. Demonstrates growing autonomy and independence, indicated by increasing self-care and willing participation in daily routines, when given a consistent and predictable environment
2. Begins to recognize, then internally manage and regulate, the expression of emotions both positive and negative, with teacher support and multiple experiences over time

b. Life/Adaptive

1. Follows simple rules, agreements, and familiar routines with teacher support
2. Begins to use materials with increasing care and safety
3. Adapts to transitions with increasing independence

B. Relationships

a. Self

1. Shows increasing confidence in their own abilities

b. Peers

1. Interacts with and develops positive relationship with peers
2. Develops special friendships
3. Shows care and concern for others

c. Adults

1. Develops positive relationships and interacts comfortably with familiar adults

C. Social Problem Solving

1. Shows developing ability to solve social problems with support from familiar adults
2. Develops an initial understanding of bullying, with support from familiar adults

Overview of Language, Communication, and Emergent Literacy Standards

A. Listening and Understanding

1. Increases knowledge through listening

Benchmark a: Child shows understanding by asking and answering relevant questions, adding comments relevant to the topic, and reacting appropriately to what is said.

2. Follows multi-step directions.

Benchmark a: Child achieves mastery of two-step directions and usually follows three step directions, with teacher support and multiple experiences over time.

B. Speaking

1. Speech is understood by both a familiar and an unfamiliar peer or adult

Benchmark a: Child's speech is understood by both a familiar and an unfamiliar adult.

C. Vocabulary

1. Shows an understanding of words and their meanings

Benchmark a: Child has age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings within each area (e.g., world knowledge: names of body parts, feelings, colors, shapes, jobs, tools, plants, animals and their habitats, and foods; words that describe: adjectives, verbs, and adverbs).

Florida Early Learning and Developmental Standards for Four-Year-Olds

IV. LANGUAGE, COMMUNICATION, AND EMERGENT LITERACY (continued)

C. Vocabulary (continued)

Benchmark b: Child has mastery of functional and organizational language of the classroom (e.g., same and different, in front of and behind, next to, opposite, below).

Benchmark c: Child understands or knows the meaning of many thousands of words including disciplinary words, (e.g., science, social studies, math, and literacy) many more than he or she routinely uses (receptive language).

2. Shows increased vocabulary to describe many objects, actions, and events

Benchmark a: Child uses a large speaking vocabulary, adding new words weekly.

Benchmark b: Child uses category labels (e.g., fruit, vegetable, animal, transportation, tools).

Benchmark c: Child uses a variety of word meaning relationships (e.g., part-whole, object-function, object-location).

D. Sentences and Structure

1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences

Benchmark a: Child typically uses complete sentences of four or more words, usually with subject, verb, and object order.

Benchmark b: Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.

D. Sentences and Structure

2. Connects phrases and sentences to build ideas

Benchmark a: Child uses sentences with more than one phrase.

Benchmark b: Child combines more than one idea using complex sentences.

Benchmark c: Child combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning.

E. Conversation

1. Uses language to express needs and feelings, share experiences, predict outcomes, and resolve problems

Benchmark a: Child demonstrates varied uses of language (e.g., requesting, commenting, using manner words, problem-solving).

2. Initiates, ask questions, and responds to adults and peers in a variety of settings

Benchmark a: Child follows another's conversational lead, appropriately initiates or terminates conversations, or appropriately introduces new content.

Benchmark b: Child provides appropriate information for the setting (e.g., introduces himself or herself, requests assistance, answers questions by providing name and address to a police officer or other appropriate adult).

3. Uses appropriate language and style for context

Benchmark a: Child demonstrates knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions, and uses appropriate intonation).

Benchmark b: Child demonstrates knowledge of nonverbal conversational rules (e.g., appropriate eye contact, appropriate facial expressions, maintaining a comfortable distance in conversation).

Benchmark c: Child matches language to social and academic contexts (e.g., uses volume appropriate to context, addresses adults more formally than he or she addresses other children, and uses the more formal academic language of the classroom).

Florida Early Learning and Developmental Standards for Four-Year-Olds

IV. LANGUAGE, COMMUNICATION, AND EMERGENT LITERACY (continued)

F. Emergent Reading

1. Shows motivation for reading

Benchmark a: Child enjoys reading and reading-related activities (e.g., selects reading and reading-related activities when given a choice, pretends to read to others).

Benchmark b: Child interacts appropriately with books and other materials in a print-rich environment.

Benchmark c: Child asks to be read to or asks the meaning of written text.

2. Shows age-appropriate phonological awareness

Benchmark a: Child can distinguish individual words within spoken phrases or sentences.

Benchmark b: Child combines words to make a compound word (e.g., “foot” + “ball” = “football”).

Benchmark c: Child deletes a word from a compound word (e.g., “starfish” – “star” = “fish”).

Benchmark d: Child combines syllables into words (e.g., “sis” + “ter” = “sister”).

Benchmark e: Child can delete a syllable from a word (e.g., “trumpet” – “trum” = “pet” or “candy” – “dy” = “can”).

Benchmark f: Child combines onset and rime to form a familiar one-syllable word with and without pictorial support (e.g., when shown several pictures, and adult says /c/ + “at,” child can select the picture of the cat).

3. Shows alphabetic knowledge

Benchmark a: Child recognizes almost all letters when named (e.g., when shown a group of letters, can accurately identify the letter that is named).

Benchmark b: Child names most letters (e.g., when shown an uppercase or lowercase letter, can accurately say its name).

OVERVIEW OF MATHEMATICAL THINKING STANDARDS

A. Mathematical Thinking

a. Number Sense

1. Demonstrates understanding of one-to-one correspondence

Benchmark a: Child demonstrates one-to-one correspondence when counting.

Benchmark b: Child demonstrates one-to-one correspondence to determine if two sets are equal.

2. Shows understanding of how to count and construct sets

Benchmark a: Child counts sets in the range of 10 to 15 objects.

Benchmark b: Child constructs sets in the range of 10 to 15 objects.

3. Shows understanding by participating in the comparison of quantities

Benchmark a: Child compares two sets to determine if they are equal.

Benchmark b: Child compares two sets to determine if one set has more.

Benchmark c: Child compares two sets to determine if one set has fewer.

Benchmark d: Child determines one set of objects is a lot more than another set of objects.

4. Assigns and relates numerical representations among numerals (written), sets of objects, and number names (spoken) from zero to 10

5. Counts and knows the sequence of number names (spoken)

Benchmark a: Child counts and recognizes number names (spoken) in the range of 10 to 15.

Benchmark b: Child counts up through 31 by understanding the pattern of adding by one, with teacher support and multiple experiences over time.

Florida Early Learning and Developmental Standards for Four-Year-Olds

A. Mathematical Thinking (continued)

a. Number Sense (continued)

6. Shows understanding of and uses appropriate terms to describe ordinal positions

Benchmark a: Child demonstrates the concept of ordinal position with concrete objects (e.g., children or objects).

Benchmark b: Child names ordinal positions (e.g., first, second, third, fourth, fifth).

b. Number and Operations

1. Shows understanding of how to combine sets and remove from a concrete set of objects (receptive knowledge)

Benchmark a: Child indicates there are more when combining (adding) sets of objects.

Benchmark b: Child indicates there are less (fewer) when removing (subtracting) objects from a set.

2. Shows understanding of addition and subtraction using a concrete set of objects (expressive knowledge) or story problems found in everyday classroom activities

Benchmark a: Child combines sets of objects to equal a set no larger than 10.

Benchmark b: Child removes objects from a set no larger than 10.

Benchmark c: Child uses concrete objects (e.g., fingers, blocks) to solve complex problems.

3. Begins to develop an understanding of separating a set into a maximum of four parts, with teacher support and multiple experiences over time

c. Patterns and Seriation

1. Understands characteristics of patterns and non-patterns and begins to reproduce them with at least two elements (e.g., red/blue, red/blue versus a non-pattern like a rainbow)

Benchmark a: Child recognizes patterns and non-patterns.

Benchmark b: Child duplicates identical patterns with at least two elements.

Benchmark c: Child recognizes pattern units (e.g., red/blue is the pattern unit of a red/blue/red/blue/red/blue pattern; dog/cat/cow is the pattern unit of a dog/cat/cow/dog/cat/cow pattern)

Benchmark d: Child begins to independently produce patterns with at least two elements (e.g., red/blue, red/blue), with teacher support and multiple experiences over time.

2. Sorts, orders, compares, and describes objects according characteristics or attribute(s) (seriation)

Benchmark a: Child places objects in increasing order of size where the increasing unit is constant (e.g., unit blocks).

Benchmark b: Child verbalizes why objects were placed in order (e.g., describes process of how and why), with teacher support and multiple experiences over time.

d. Geometry

1. Understands various two-dimensional shapes, including circle, triangle, square, rectangle, oval, and other less common shapes (e.g., trapezoid, rhombus)

Benchmark a: Child categorizes (sorts) examples of two-dimensional shapes.

Benchmark b: Child names two-dimensional shapes.

Benchmark c: Child constructs examples of two-dimensional shapes.

Benchmark d: Child identifies the number of sides of two-dimensional shapes.

2. Shows understanding that two-dimensional shapes are equivalent (remain the same) in different orientations

Benchmark a: Child slides shapes, with teacher support and multiple experiences over time.

Benchmark b: Child flips shapes, with teacher support and multiple experiences over time.

Benchmark c: Child rotates shapes, with teacher support and multiple experiences over time.

Florida Early Learning and Developmental Standards for Four-Year-Olds

A. Mathematical Thinking (continued)

d. Geometry (continued)

3. Understands various three-dimensional shapes, including sphere, cube, cone, and other less common shapes (e.g., cylinder, pyramid)

Benchmark a: Child categorizes (sorts) examples of three-dimensional shapes.

Benchmark b: Child names three-dimensional shapes.

4. Analyzes and constructs examples of simple symmetry and non-symmetry in two dimensions, using concrete objects.

e. Spatial Relations

1. Shows understanding of spatial relationships and uses position words (e.g., above, below, next to, beside, on top of, inside, outside)

Benchmark a: Child shows understanding of positional words (receptive knowledge).

Benchmark b: Child uses the positional terms verbally (expressive knowledge) (e.g., in front of, behind, between, over, through, under), with teacher support and multiple experiences over time.

2. Describes relative position from different perspectives (e.g., “I am on top of the climber and you are below me.”)

3. Understands and can tell the difference between orientation terms (e.g., horizontal, diagonal, vertical)

4. Uses directions to move through space and find places in space (e.g., obstacle courses, Simon Says, Mother May I?, hop scotch, giving simple directions)

f. Measurement

1. Engages in activities that explore measurement

2. Compares continuous quantities using length, weight, and height

Benchmark a: Child measures or compares the length of one or more objects using a non-standard reference (e.g., paper clips), with teacher support and multiple experiences over time.

Benchmark b: Child measures or compares the weight of one or more objects using non-standard reference (e.g., beans), with teacher support and multiple experiences over time.

Benchmark c: Child measures or compares the height of one or more objects using non-standard reference (e.g., pencils), with teacher support and multiple experiences over time.

Benchmark d: Child uses measurement vocabulary (e.g., length, weight, height) and comparative terminology (e.g., more, less, shorter, longer, heaviest, lightest), with teacher support and multiple experiences over time.

3. Represents and analyzes data

Benchmark a: Child assists with collecting and sorting materials to be graphed.

Benchmark b: Child works with teacher and small groups to represent mathematical relations in charts and graphs.

Benchmark c: Child analyzes, with teacher and small groups, the relationship between items/objects represented by charts and graphs.

4. Child predicts the results of a data collection, with teacher support and multiple experiences over time

OVERVIEW OF SCIENTIFIC INQUIRY STANDARDS

B. Scientific Inquiry

a. Investigation and Inquiry

1. Demonstrates the use of simple tools and equipment for observing and investigating

2. Examines objects and makes comparisons

Florida Early Learning and Developmental Standards for Four-Year-Olds

B. Scientific Inquiry (continued)

b. Physical Science

1. Explores the physical properties and creative use of objects or matter

c. Life Science

1. Explores growth and change of living things
2. Identifies the characteristics of living things
3. Identifies the five senses and explores functions of each

d. Earth and Space

1. Explores the outdoor environment and begins to recognize changes (e.g., weather conditions) in the environment, with teacher support and multiple experiences over time
2. Discovers and explores objects (e.g., rocks, twigs, leaves, seashells) that are naturally found in the environment

e. Environmental Awareness

1. Demonstrates ongoing environmental awareness and responsibility (e.g., reduce, reuse, recycle), with teacher support and multiple experiences over time

OVERVIEW OF **SOCIAL STUDIES** STANDARDS

C. Social Studies

a. Individual Development and Identity

1. Begins to recognize and appreciate similarities and differences in people
2. Begins to understand family characteristics, roles, and functions
3. Shows awareness and describes some social roles and jobs that people do

b. People, Places, and Environments

1. Demonstrates awareness of geographic thinking

c. Technology and Our World

1. Shows awareness of technology and its impact on how people live

d. Civic Ideals and Practices

1. Demonstrates awareness of group rules (civics)
2. Begins to understand and take on leadership roles

OVERVIEW OF **CREATIVE EXPRESSION THROUGH THE ARTS** STANDARDS

D. Creative Expression Through The Arts

a. Visual Arts

1. Explores visual arts
2. Creates visual arts to communicate an idea
3. Discusses and responds to the feelings caused by an artwork

b. Music

1. Explores music
2. Creates music to communicate an idea
3. Discusses and responds to the feelings caused by music

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D. Creative Expression Through The Arts (continued)

c. Creative Movement and Dance

1. Explores creative movement and dance
2. Creates creative movement and dance to communicate an idea
3. Discusses and responds to the feelings caused by creative movement and dance

d. Dramatic Play and Theatre

1. Explores dramatic play and theatre
2. Creates dramatic play and theatre to communicate an idea
3. Discusses and responds to the feelings caused by dramatic play and theatre

VOLUNTARY PREKINDERGARTEN PROGRAM POLICY

I. Voluntary Prekindergarten Education Program

Any Voluntary Prekindergarten Education Program offered by the school district shall be a developmentally appropriate program designed to prepare a student for early literacy, enhance age-appropriate progress of attaining the Florida Voluntary Prekindergarten Education Program Standards, and prepare students to be ready for kindergarten, based on the statewide kindergarten screening administered under Florida Statute 1002.69.

The summer program must comprise at least 300 instructional hours and may not start any sooner than May 1 of the school year. The program shall not be delivered to a child any sooner than the summer immediately before the school year for which the child is eligible for admission to kindergarten in a public school under Florida Statute 1003.21(1)(a)2.

The district may provide a school year program. If the program is provided the school year program must comprise at least 540 instructional hours.

The district shall determine which public schools shall provide the program and shall ensure that each public school providing the program shall register to provide the program with the Early Learning Coalition serving Volusia County. This registration will be in a format prescribed by the Agency for Workforce Innovation.

II. Voluntary Prekindergarten Education Program Eligibility

The Early Learning Coalition serving Volusia County determines eligibility for admission to the Voluntary Prekindergarten Education Program. Families of children wishing to enroll must provide the school district with an original, valid State of Florida Voluntary Prekindergarten Education Program Child Eligibility and Enrollment Certificate issued by the Early Learning Coalition serving Volusia County. The certificate of eligibility must be valid for the session in which the child is being registered.

A child who is eligible for kindergarten is not eligible for Voluntary Prekindergarten.

III. Voluntary Prekindergarten Education Program Enrollment

The school district may only enroll a child in the Voluntary Prekindergarten Program after the Early Learning Coalition serving Volusia County determines that a child is eligible for the program. The school district may limit the number of students admitted by any public school for enrollment in the Voluntary Prekindergarten Program; however, the school district must provide for the admission of every eligible child within the district whose parent enrolls the child in a summer Voluntary Prekindergarten Program delivered by a public school under section 1002.61, Florida Statutes.

The district may determine additional criteria for admission to the school year Voluntary Prekindergarten Program which comply with the antidiscrimination requirements of 42

U.S.C. s. 200d. The school district may not discriminate against a parent or child in violation of these antidiscrimination requirements.

To be enrolled a child must have attained the age of four (4) years on or before September 1 of the school year. A child must be either a resident of Volusia County, Florida or be the child or grandchild of a Volusia County School District employee. The child must not have been dismissed from any Voluntary Prekindergarten Program previously due to a lack of compliance with the attendance policy of a program provider. Admission to the program is dependent upon written agreement of the student's parents or guardians to adhere to the school district's Voluntary Prekindergarten Attendance requirements.

IV. Voluntary Prekindergarten Attendance Requirements

The Voluntary Prekindergarten Program law requires each public school, upon enrollment of a child in the Voluntary Prekindergarten Program, to provide each child's parent with a copy of the school district's attendance policy as applicable. Each parent enrolling his or her child in the Voluntary Prekindergarten Program must agree to comply with the school district's attendance policy, as applicable. This agreement shall be in written format as provided by the school district upon enrollment and signed by the parent or guardian.

The superintendent shall develop and distribute procedures that meet the school district's obligation regarding attendance under this policy, state statutes and state rules and regulations, including the enforcement of school attendance requirements. The procedures must provide that schools track excused and unexcused absences and contact the home in the case of an unexcused absence from school, or absence for which the reason is unknown, to prevent the development of patterns of non-attendance.

The superintendent shall also establish necessary disciplinary procedures for the program designed to make parents aware of the expectations for participation in the program. Among the expectations for participation in the program is the expectation that each child enrolled will be present for at least 80% of the program. These procedures will also be provided to parents.

A. Excused Absence

1. Illness or other legitimate causes will be excused for up to 10% of the program when documented in writing by the parent to the building principal or designee. For absences equaling or exceeding 10% of the program time, the school shall also have the discretion to require that absences be accompanied by a doctor's verification of illness. The school has further discretion to accept written documentation from someone, unrelated to the child or the child's parents, who has personal knowledge of the reason for the child's absence (e.g. compliance with a court order). The legitimacy of a cause for being absent shall be determined by the building principal or designee. Any or all written excuses will be submitted to the Early Learning Coalition serving Volusia County as needed for verification of attendance.

2. Medical and dental appointments should be made after school hours or on non-school days. When this is not possible, students may be excused to fill these appointments. An excuse from the doctor or dentist is required.

B. Unexcused Absence

1. The fact that the student's parent or guardian knew of the absence does not, in and of itself, require that an absence is excused by school personnel.
2. Absence without written notification of school officials by the parent/guardian is considered an unexcused absence.
3. If a student is absent from the Voluntary Prekindergarten Program for more than 20% of the program or five (5) consecutive instructional days, the student is considered withdrawn from the program unless the parent submits written documentation describing the reasons for the absence. The documentation may describe any reason or reasons for the absence and is not limited to the extraordinary circumstances listed in IV.A.1. and 2. above. These reasons do not require the district to re-enroll a student who has automatically been withdrawn from the Voluntary Prekindergarten Program.

C. Documentation and Certification of Student Attendance in the Voluntary Prekindergarten Program

1. The parent or guardian of each student enrolled in the Voluntary Prekindergarten Program must verify, on a monthly basis, the student's daily attendance on the prior month's certified student attendance form. The parent must submit the verification with an original signature to the school district in a format prescribed by the Florida Agency for Workforce Innovation.
2. The parent or guardian of each student enrolled in the Voluntary Prekindergarten Program must also certify, again on a monthly basis, that it is their choice that the school district continues to be the Voluntary Prekindergarten Program chosen to deliver the program to their child and that the Early Learning Coalition serving Volusia County should direct program funds to Volusia County Schools for their child.

Legal Authority:

Sections 1001.41(2), 1001.49(3), Florida Statutes

Laws Implemented:

Sections 1002.53, 1002.61, 1002.71, 1002.72, 1002.79, Florida Statutes
Office of Early Learning Policy Number EL-PI-0030-05

History:

(Adopted -- June 28, 2006)

(Emergency Rule -- May 23, 2006 - August 21, 2006)

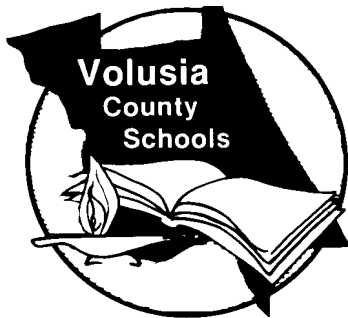
(Revised -- April 14, 2009; January 11, 2011)

(Effective Date -- January 11, 2011)

Vision Statement

Through the individual commitment of all, our students will graduate with the knowledge, skills, and values necessary to be successful contributors to our democratic society.

(Approved 4/14/92)



School Board of Volusia County

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Superintendent of Schools

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