University of West Florida ERCCD
VPK Parent Handbook 2018-2019
Ms. Kaley
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Welcome From Ms. Kaley

I am extremely excited to welcome you and your child to the VPK II classroom. This year will be exciting and full of activities to help your child prosper and grow, all while having fun. A little bit about myself, my name is Kaley DeVito and I have been working with children in education for 8 years and been with the Center for Child Development for 3 ½ years. I have a Bachelor’s degree in Interdisciplinary Social Sciences in Teaching and Learning and a minor in Exceptional Education. I also have my VPK standards and credentials. I have lived in Pensacola for the past 6 years and I absolutely love it. When I am not at work I enjoy spending time with my family, and being outdoors.

I am thrilled to be starting this year off with your child and our classroom aims to be a loving, comfortable, and safe environment. I look forward to what this year will offer and working closely with you and your child. I encourage and welcome open communication in my classroom, so if you have any questions, concerns or just want to check on your child during the day please feel free to email me: kdevito@uwf.edu. I will do my best to get back to you within the hour however I do not always get a chance to check my email until lunch some days. If it is urgent please call the front desk and they will be more than happy to transfer you down to me 850-474-2195.

Ms. Kaley
VPK Need to Know

- **Parent communication** – weekly newsletters, lesson plans, and letter of the week will be on the bulletin board, above the cubbies, and sent out through Teaching Strategies Gold (TSG) weekly.

- **Daily communication board** – our daily communication board is located outside of our classroom to the right of the door.

- **Extra Clothes** – each child must have a complete set of extra clothes, labeled in a Ziploc bag in their cubby. Accidents happen and we engage in several messy activities that may require your child to change.

- **Lunches** – if your child stays for lunch please place his/her lunchbox above the cubbies. I do have a fridge, however it is small so please only place items that need to be refrigerated in the fridge rather than your child’s entire lunchbox. Per the Department of Children and Families anything that is placed in the fridge must be labeled with the child’s name. There is masking tape and a sharpie located in the basket above the fridge. We do not allow the children to drink carbonated beverages at school or eat frozen dinners or microwavable easy mac for lunch. You may send leftovers to be warmed up lunch.

- **Naptime** – all children rest on mats during naptime. We realize that not every child may sleep however they are expected to rest quietly from 1:00 – 2:00 each day. Our cubbies have limited space; please send a small travel size pillow and blanket for your child to nap with. Your child may also bring a small stuffed animal for nap.

- **Medications** – medicine slips are required for anything other than water or ice. Medicine slips are located on the cabinet door above the teacher counter and must be filed out completely. Medications must be stored in the locked cabinet or in a locked box, please see a staff member. Medications are not allowed in your child’s lunchbox or cubby.

- **Toys from home** – This is a Center policy: please do not allow your child to bring toys to school. We will have share days on Fridays. Your child may bring in a toy in that correlates with the letter of the week to share.
VPK will begin on August 28, 2018 and go through May 5, 2019. Instructional hours are from 8:30 am to 12:00 pm, Monday – Friday at 3.5 hours per day for a total of 540 hours. At the end of each month please sign the attendance book, which can be found on the front counter above the cubbies.

### Dates for Holidays and Closures for 2018 – 2019

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 27, 2018</td>
<td>First Day of Fall Classes</td>
</tr>
<tr>
<td>September 3, 2018</td>
<td>Labor Day</td>
</tr>
<tr>
<td></td>
<td>Center closed</td>
</tr>
<tr>
<td>November 12, 2018</td>
<td>Veteran’s Day</td>
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<tr>
<td></td>
<td>Center closed</td>
</tr>
<tr>
<td>November 22-23, 2018</td>
<td>Thanksgiving Break</td>
</tr>
<tr>
<td></td>
<td>Center closed</td>
</tr>
<tr>
<td>December 17, 2018 –</td>
<td>Winter Break</td>
</tr>
<tr>
<td>January 1, 2019</td>
<td>Center closed</td>
</tr>
<tr>
<td>January 7, 2019</td>
<td>First Day of Spring Classes</td>
</tr>
<tr>
<td>January 21, 2019</td>
<td>Martin Luther King Day</td>
</tr>
<tr>
<td></td>
<td>Center closed</td>
</tr>
<tr>
<td>March 11-15, 2018</td>
<td>Spring Break</td>
</tr>
<tr>
<td></td>
<td>Extended week</td>
</tr>
<tr>
<td>May 3, 2018</td>
<td>Last Day of Spring Classes</td>
</tr>
</tbody>
</table>
Daily Class Schedule

8:30 - 9:00  Morning procedure
9:00 - 9:30  Morning snack
9:30 - 10:00 Morning circle time
10:00 - 11:00 Small group centers
11:00 - 11:50 Outside / Recess
11:50 - 12:00 Closing circle time
12:00 - 12:30 Lunch
12:30 - 12:45 Quiet reading
12:45 - 2:30  Rest time
2:30 - 3:00  Wake - up
3:00 - 3:30  Afternoon Snack
3:30 - 4:30  Outside / Recess
4:30 - 5:30  Limited Centers
# Stages of Writing Development Chart

<table>
<thead>
<tr>
<th>Stage</th>
<th>Example</th>
<th>Stage Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><img src="image" alt="House" /></td>
<td>(This is my house)</td>
</tr>
<tr>
<td>2.</td>
<td><img src="image" alt="Scribble" /></td>
<td>(This is my house)</td>
</tr>
<tr>
<td>3.</td>
<td><img src="image" alt="Random Letters" /></td>
<td>(This is my house)</td>
</tr>
<tr>
<td>4.</td>
<td><img src="image" alt="Random and Initial" /></td>
<td>(I have a dog)</td>
</tr>
<tr>
<td>5.</td>
<td><img src="image" alt="Initial Consonants" /></td>
<td>(I like my bike)</td>
</tr>
<tr>
<td>6.</td>
<td><img src="image" alt="Initial and Final Sounds" /></td>
<td>(I like my bike)</td>
</tr>
<tr>
<td>7.</td>
<td><img src="image" alt="Vowel Sounds" /></td>
<td>I like to play with my cat.</td>
</tr>
<tr>
<td>8.</td>
<td><img src="image" alt="All Syllables Represented" /></td>
<td>My favorite dinosaur is the stegosaurus.</td>
</tr>
<tr>
<td>9.</td>
<td><img src="image" alt="Multiple Related Sentences and Many Words with Correct Spelling" /></td>
<td>Today I am going to the store with my mother. I am going to buy a present for my brother's birthday. He is three years old.</td>
</tr>
</tbody>
</table>
SCHOOL READINESS STANDARDS FOR 5 YEAR OLDS

Physical:
- Good general health: Physical, auditory, visual, motorskills.
- Able to perform self care tasks with competence

Approach to learning:
- Exhibits an eagerness and curiosity for learning
- Sustains attention to a task
- Flexible and inventive when problem solving

Social & Emotional:
- Shows initiative, self-direction, self-confidence, self control
- Demonstrates beginning conflict resolution skills
- Handles transitions and adapts to changes in routines
- Interacts easily with peers and adults
- Exhibits empathy and caring for others

Language & Communication:
- Listens, participates, attends to stories, songs, etc.
- Follows a series of directions
- Speaks clearly and conveys ideas effectively
- Shows interest in books and reading
- Demonstrates some conventions of print.
- Recognizes letters, sounds and how they form words.
- Recognizes and writes own name
- Represents stories through pictures, dictation and play
- Uses inventive spelling and symbols to convey meaning

Cognitive Development & General Knowledge:
- Anticipates, remembers, and describes stories/events in sequence.
- Recognizes patterns and duplicates or extends them
- Sorts objects into subgroups, classifying and comparing according to a rule.
- Demonstrates an understanding of the concept of number and quantity.
- Begins to understand relationships between quantities – more/less, many/few, all/none.
- Recognizes and describes some attributes of shapes.
- Shows an understanding of direction, location and positional words.
- Orders, compares, describes objects by size, length, capacity, and weight.
- Shows an awareness of time concepts
- Seeks information through observation, exploration, and descriptive investigations.
- Demonstrates an awareness of the reasons for rules.
- Leadership skills begin to emerge
- Beginning awareness of people and where they live
- Uses a variety of art materials to express ideas and emotions

Motor Development:
- Uses balance and control to perform large motor tasks
- Uses strength and control to perform small motor tasks
- Uses eye-hand coordination for fine motor tasks
- Uses writing and drawing tools with some control