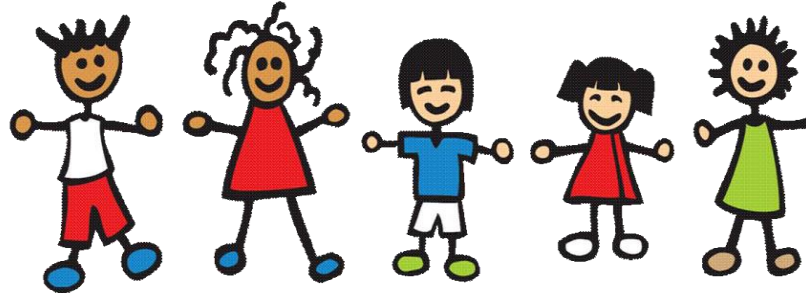




## Preschool Supplies

- 2 Containers of Clorox wipes
  - 2 pkg diaper wipes
  - 2 roll of paper towels
  - 1 box of facial tissue
  - 1 bottle of Elmer's Glue
  - 1 bottle of hand sanitizer
  - 2 glue sticks
  - 1 pallet of watercolor paint (washable)
  - 1 Medium School Backpack
  - 1 Face mask
  - 1 small blanket and small pillow
- Change of clothing to be kept at school including: pants, change of underwear, shoes, socks, and shirt please put your child's name on all clothing items and place in a zip lock bag with your child's name on it.



*Welcome to Canty's  
Universal Pre-K  
Preschool Program*

Parent Handbook

# **Arthur E. Canty Elementary**

**School 773-534-1238**

---

**Phone Number**

**Mrs. Jennifer Rath**

---

**[jprath@cps.edu](mailto:jprath@cps.edu)**

**Principal**

**Dr. Shannon Puckett**

---

**[smcglynn@cps.edu](mailto:smcglynn@cps.edu)**

**Assistant Principal**

## **Office of Early Childhood Education: Mission**

The mission of the Office of Early Childhood Education (OECE) works to ensure that all children, from birth through age, have equal access to high quality preschool options, developmental support, and education. It is committed to creating an engaging language-rich learning environment that supports and respects the unique potential of each individual through best professional practices, parent engagement and community involvement.

## **School Hours-Arrival and Dismissal**

Canty's Preschool Program is a full day program which begins at 7:45am-2:45pm. Students will then proceed to their assigned cubby/locker and get ready for the day. Students will not leave until we see their parents / guardian at the door/playground. If you plan on having someone else pick up your child, please send me a note regarding who will be picking up your child. **Your child will not be released unless we have your permission.**

## **Late Pickup Information**

**Students must be picked up no later than the last pickup time designated by the local school.**

If an emergency should arise and you cannot pick up your child on time, please contact the school immediately. It is your responsibility to notify one of the persons on the Authorization Release form to pick up your child.

More importantly, your child may feel insecure or experience anxiety if he/she is not picked up on time like the other students in the classroom.

Your child will be in the main office or designated site for pick up by 2:50pm.

## **School Meals and Quiet Time**

Students will be getting breakfast, lunch, and a snack. If you would like for your child to bring food from home, please do. All meals are served from the lunchroom. Students will pick what they would like to eat and learn how to clean up from meals. Students will then have a quiet time for 30+ minutes. Cots are available for students to rest.

## **Attendance and Absences**

**Your child's attendance is critical in their academic development.**

If your child is absent, please call and inform the main office at 773-534-1238 by 8am.

## **CANTY DRESS CODE POLICY & PROCEDURES**

See Canty's Elementary School Handbook – Only request is shoes must be gym shoes with Velcro hinge. No Flip/Flops. Students are expected to dress appropriately for school. Clothes should not be baggy and cannot show any undergarments. Logo wear can be purchased/ordered (see Canty's website) Canty's logo wear apparel can be worn any day. For More information, visit Canty's website- <http://www.cantyschool.org/>

### **Parent Communication**

A biweekly newsletter will be sent home that will include the skills we will be working on and any other information you will need to know about in the upcoming week. Please check your child's folder each day for projects, notes, and school information. You can use the same folder to send back any notes, money envelopes, or school forms.

### **Report of Child's Progress/Conference and Progress Reports**

Parent conferences are scheduled at least twice during the school year. Recommended months for conferences are November and April in conjunction with school report card pick-up days. Appointments should be made with your child's teacher to discuss their progress. Progress reports/Report Cards will go home three times a year; November, February, and June.

**School Calendar (See Attached). The following days are nonattendance days for your child.**

Labor Day

Memorial Day

Indigenous People

Veterans Day

Thanksgiving Holiday

Winter Vacation (2 weeks)

Dr. M.L. King's Birthday

Abraham Lincoln's Birthday

Spring Vacation (1 week)

## **Birthday Celebration**

Birthday treats are always welcome. It is a Policy of the Chicago Public Schools that only a nutritional treat can be given to students. Another option is pencils, erasers, crayons ... or any items of these types. A list of first names of students in the classroom will be sent home. Please let me know if your child is allergic to anything. Summer Birthdays will be celebrated in June.

## **Show and Tell**

Your child will have an opportunity to bring in an item for "Show and Tell" weekly. The item should be something that is important to them or that begins with the letter of the week. Your child will be developing their oral language skills.

## **Change of Clothing**

An extra set of clean clothes must be kept at school for each child in case of toileting accidents. Please send pants, shirt, underwear, shoes and label your child's clothing. Place the clothing articles in a plastic bag with your child's name on it.

## **Quiet time**

The time is set aside for students to rest for at least 30 minutes. Students don't have to sleep, but they will need to lay down on their cots. Your child may bring a small pillow, blanket, and a special stuffed toy. On Fridays, your child will bring home their blanket and pillow to be cleaned.

## **Discipline**

Positive reinforcement will be used to encourage the appropriate behavior in the classroom. Parents will be notified if inappropriate behavior continues to be an issue.

## **Daily Schedule**

Large Group time - Classroom Meeting (Welcome, Sharing and discussion, Finger play, Read Aloud Book).

Small Group Time (Small group activities tied to topic of study).

Interest Areas (Blocks, Art Studio, Dramatic Play, Manipulatives, Writing Area, Sensory Area, Library, and Discovery Area).

Read Aloud- Independent Reading

Outdoor/Gross Motor Play

Lunch/Quiet time

Outdoor

Transition to end of Day

## **Outdoor Activities**

The daily schedule includes going outdoors for large motor activities except during inclement weather. Your child should come to school properly dressed to participate in outdoor activities.

## **Field Trips(if permitted)**

Field trips are part of the educational program and should support the particular themes that students are learning in the classroom. Parents are encouraged to chaperone and accompany students on field trips.

There will be an additional charge to cover transportation and admission costs. A letter will be going home at least three weeks prior to the field trip. All parent volunteers and chaperones must be approved by CPS. The Link for parent volunteers is on Canty's website.

## **Program Description and Curriculum**

Canty's Pre-K program consists of three types of classroom: three general education classrooms, one Blended classroom, and two instructional cluster classrooms. Placement in these classrooms may depend on your child's Individualized Education Plan (IEP) if they have one. Blended classrooms enroll both typically developing students and students with IEPs for disabilities or delays. For this reason, the classroom has two full-time teachers. You can reach out to your child's teacher for more specific information about their classroom type.

Our program's Curriculum is Creative Curriculum, which is a play based curriculum. It is a High quality preschool program that encompasses a variety of language rich experiences that support a student's learning and development.

The program provides experiences that are hands-on, allows for exploration, and encourages creative thought and active problem solving.

The environment consists of a learning community that is built upon trust and respect in which each member is valued.

Teaching Strategies Gold is the assessments and has 28 dimensions that are observed and assessed.

Creative Curriculum and Teaching Strategies are aligned with the Illinois Early Learning and Development Standards.

## **Learning Centers**

The classroom is divided into learning centers created to help students grow in all areas of their development. Students cultivate new skills and strengthen existing ones as they participate in the various interest centers. The following is a brief sample description of learning centers that may be found in classroom

**Art:** A variety of materials and media are available for the students to explore, create and experiment. The focus here is on the “process” of creating, problem solving, developing language, exploring using all senses, work with peers and individually, and learning techniques for using a variety of materials.

**Block Center:** Blocks of various sizes, shapes and materials are available. Blocks help students develop spatial-relation skills, introduce geometric shapes and encourage critical thinking, imaginative play, problem solving, math concepts, and social skills.

**Dramatic Center:** Enables students to use their imagination, problem solve, explore, compare, role play, negotiate with peers, act out experiences, develop their oral language, and use their imagination.

**Manipulative Center:** Provides the potential for students to develop their fine motor and cognitive skills through the availability of puzzles, pegs and pegboards, connecting links, etc. Students will problem solve, explore, follow limits, develop spatial awareness, develop number and letter concepts, use social skills, following directions, and taking turns are also fostered through the use of board games.

**Reading/Listening Center:** Students always have the opportunity to look at and read books. Stories are also available on cassette tapes/CD's so they may listen to stories and follow along in their books. Students will have the opportunity to experience literacy, gain interest and familiarity in books and stories, gain knowledge of print and how to respect books, hold a book, turn pages in a book, independently retell a story using manipulative and create a love for reading.

**Writing Center:** Made up of writing materials and instruments such as markers, pencils, crayons, pens, stencils, stamps, envelopes, notepads, and different types of paper, etc. Students will have the opportunity to problem solve, explore, begin to investigate lines, letters, shapes, and sizes, begin to understand the connection of letters, form words, and drawing is a form of writing in preschool.

**Computer Station:** Students will have the opportunity to become familiar with using the mouse, keyboard, computer, and developmentally appropriate software.

**Science/Discovery:** Students create simple hypotheses and then test them by participating in experiments that might involve water, plants, seeds, their senses, etc. Students will have the opportunity to problem solve, explore



cause and effect, investigate weight, color, texture, take care of living things, and investigate things that are non-living. Sensory Area; Provides the student the opportunities to problem solve, explore, compare, work in a group, and develop fine motor skills.

**Water Table:** Provides hands-on experiences to help students understand the concept of water. Through practice, students discover how and what happens when water moves, takes on the shape of its container; and experiments with volume, measurement, etc.

**Sand Table:** Students have the opportunity to experiment with concepts such as mass, density, and weight, and experiment with different sizes of buckets, funnels, balances, shovels, etc.

### **Nutrition Education**

Nutrition education is incorporated in daily activities. Science and math skills are developed as students learn to prepare foods or snacks. For instance, staff and students may prepare banana bread or “ants on a log.”

### **Assessment**

Developmentally appropriate assessment that utilizes ongoing observation and systematic recording of students’ behavior to improve and individualize instruction and to communicate to parents students’ growth and development.

**Teaching Strategies** is the assessment that is used to record observations and developmental skills of each student. Their mastery of the developmental milestones and skills are observed and recorded by the teacher and the teacher assistant.

## A Bunch of Ways to Love A Child

**Appreciate their  
specialness**

**Listen to them**

**Be patient**

**Take them for  
Walks**

**Support them in whatever  
they do**

**Talk WITH them; not TO them**

**Share your dreams**

**Cuddle with them**

**Make them feel safe and  
secure**

**Turn off the TV and play**

**Play hide and seek together**

**Have your picture taken  
together**

**Go to the library**

**Laugh really hard sometimes**

**Make heart shaped pancakes**

**Remember that words can hurt**

**Leave them happy, funny notes or pictures**

*Don't let them* **become bullies**

**Choose a special song and sing to  
them**

*Let them know it's okay to make mistakes*

**Use cookie cutters to cut out shapes in  
sandwiches Be there for them when they  
have a problem Create a special time for  
them with you Respect their privacy**

