

Why Pre-K?

Research has revealed that early intervention targeting identified needs helps reduce the demand for remediation in later grades. Title I funds are provided annually by the Federal Government to qualifying districts and schools to help ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education. There are multiple ways that Title I funds can support that goal.

KPBSD chose to allocate Title I funds to Targeted Assistance Pre-K programs in recognition that early intervention is the best way to promote success for children who are at risk of struggling in school. Ensuring children who are at risk of struggling in kindergarten have access to supportive and nurturing early learning environments that promote balanced development is essential to the health and wellbeing of our communities. Increasing the likelihood of later success by providing an enriched and positive environment with the goal of preparing four year olds for kindergarten is the focus of the KPBSD Pre-K program.

In the district's continued quest to ensure every child leaves school prepared to be successful in the dynamic world in which we live, offering high quality Pre-K programs was the next essential step.



Elementary Schools with

Title I Funded Pre-K Programs

Only schools in eligible communities can offer this opportunity. If you reside in the attendance area of a school listed below, a screening appointment can be scheduled by contacting your school.

<http://bit.ly/1qabT2M>

Chapman Elementary in Anchor Point	235-8671
Mt. View Elementary in Kenai	283-8600
Nikiski North Star Elementary in Nikiski	776-2600
Ninilchik School in Ninilchik	567-3301
Paul Banks Elementary in Homer	226-1801
Redoubt Elementary in Soldotna	260-4300
Seward Elementary in Seward	224-3356
Soldotna Elementary in Soldotna	260-5100
Sterling Elementary in Sterling	262-4944
Tustumena Elementary in Kasilof	260-1345
Voznesenka School in Fritz Creek	235-8549

For More Information:

Contact your local elementary school or the
KPBSD Department of Elementary Education 907-714-8859



Join us to experience the wonder of
learning with friends!



An Introduction to

KPBSD's

Title I Funded
Pre-K Programs

Title I Pre-K Program Information

- Programs are 2.5 hours in length with start times that vary by site and by class.
- Enrollment requires an application and identification of need through a developmental screening.
- Screening appointments must be scheduled by contacting your attendance area elementary school.
- Screenings begin in the spring for the following school year.
- Due to requirements for bus safety belts and harnesses for small children, bus transportation is not available.
- Enrollment eligibility is not related to family income, it is based on student need as identified in the screening process.
- Children must be 4 by Sept. 1 to be eligible for Pre-K, and may only attend Title I Pre-K for one year.



Special Education

Pre-K Program Information

- Special Education Pre-K is available for children who are at least 3 years old and who are identified as having substantial developmental delays that require an Individualized Education Plan (IEP).
- Programs are approximately 3 hours in length with start times that vary by site and by class.
- Transportation via special education busses that are equipped with size-appropriate safety belts is provided for students who are identified as requiring it through the IEP process.

Annual Pre-K Report

The Title I Pre-K programs in the KPBSD focus on preparing students for success in kindergarten. To achieve this, teachers begin by focusing on meeting the needs of each child wherever he or she is at. Developing a sense of community and safety is at the heart of early school experiences in the district's Pre-K programs. Throughout the school year, Pre-K students are assessed in the five major domains of development. Pre-K teachers target the activities to ensure the environment is rich with vocabulary and experiences that will help prepare each child to learn academic skills later in their school experience. Fine motor skills, gross motor skills, self help skills, social skills, transitioning, attending to tasks, and being persistent when faced with a challenge are just a few of the critical skills assessed and addressed through activities in the Pre-K program. Following is a snapshot of data from the 2014-15 Pre-K programs in the KPBSD:

- During the 2014-15 school year, approximately 160 children were enrolled in Pre-K programs at ten sites serving nine separate communities.



- In the fall, only 13% of students had sufficient fine motor skills to write his/her name. By the spring, 90% of students were able to write their names.
- Only 19% of students were able to cooperate with their peers in a small and large group setting at the start of the year. After their year of participation in our Pre-K program, more than 90% of students mastered this skill.
- 37% of students started the year with early numeracy skills, and only 45% had early literacy skills. By the end of the year, almost 90% of students were successful with concepts such as counting with one-to-one correspondence and more than 90% had early literacy skills, such as a basic understanding of books. Almost 100% of students ended the year successfully participating in songs, rhymes, and clapping games— which develop skills critical for math and reading.
- At the start of the year, less than 20% of students were able to use language to communicate effectively, while by the end of the year, more than 80% of students were able to demonstrate critical language skills.

