

**KUKYOOSSIN**  
**LEARNING CENTER**



## **Kukyoossin Learning Center**

### **Monthly Board Report – October**

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Student Attendance: 86%

Staff Attendance: Staffing has continued to be an area of concern. We are currently short-handed with two open positions posted and actively recruiting. In the meantime, we have been fortunate to secure several consistent substitute teachers who have demonstrated strong relationships with children and the ability to maintain routines. Their support has allowed us to remain in compliance with state ratios, ensure safe supervision, and stabilize daily operations during this period.

#### **Family & Community Engagement**

During October, the Kukyoossin Learning Center hosted a Fall Carnival for all classrooms. Children participated in a variety of developmentally appropriate activities, including sensory-based games, pumpkin painting, movement stations, and fall-themed obstacle courses. These activities supported fine motor development, turn-taking, and social-emotional skills in a fun, festive setting. Feedback from families was positive, and children were highly engaged throughout the event. We plan to continue offering similar experiences to reinforce school-family connections.

During the first week of October, children participated in district Homecoming events, including themed dress-up days. These activities fostered school spirit, creativity, and social connection across classrooms.

On Halloween, classrooms visited Buffalo Hide Academy, where children received a small goodie bag and enjoyed live Bluegrass music. This experience provided opportunities for community engagement, cultural exposure, rhythm awareness, and joyful sensory experiences.



### **Early Intervention & Support Services**

Our collaboration with the Special Education Department continues to strengthen early identification and intervention efforts. At this time, two children are receiving speech services, which are provided onsite within the children's natural learning environment. SPED staff model strategies for teachers, assist with progress monitoring, and help establish skill-building routines. This push-in approach supports generalization, strengthens classroom instructional capacity, and allows us to address developmental gaps before children transition to the district's 4-year-old program. Additionally, teachers are receiving guidance on recognizing early developmental delays and documenting concerns to support timely referrals.

One of our students has transitioned to the four-year-old program in East Glacier. We will also be welcoming a new infant into the building as soon as he turns six weeks old. Currently, we are serving 23 children, with this new enrollment bringing us to 24.

### **Curriculum & Instruction**

Teachers continue to implement activities aligned with the Montana Early Learning Standards, focusing on language development, early literacy exposure, fine motor strengthening, and social-emotional growth. Circle time routines incorporate letter, color, and shape recognition, movement patterns, tactile exposure, and structured turn-taking. Sensory tables, dramatic play centers, and hands-on materials remain core components in supporting exploration and foundational learning. Staff also continue to integrate seasonal and cultural experiences to broaden vocabulary and real-world connections.

### **Program Operations**

Despite staffing shortages, classrooms have remained consistent and well-supervised. Substitute support has been essential in maintaining coverage for breaks, meeting classroom ratios, and supporting lesson implementation. Recruitment efforts remain active, and we are seeking qualified candidates with early childhood experience to ensure continuity of care and high-quality learning environments.

### **Professional Support & Coaching**

Teachers have access to ongoing support through district partnerships and coaching from specialized staff. Collaborative conversations have focused on classroom management strategies, language-rich interactions, and modeling for young learners. This ongoing support helps strengthen instructional quality and ensures alignment with licensing and program expectations.

### **Upcoming Focus**

- Continued recruitment, onboarding, and staff training for open positions
- Integration of additional early intervention strategies and referral processes
- Preparation for winter family engagement activities
- Ongoing communication between SPED providers and classroom teachers
- Continued monitoring of attendance and family outreach