

Little Lions Preschool Program Family Handbook

2024-2025



Linn-Mar Community School District

Inspire Learning. **Unlock Potential. Empower Achievement.**

Updated June 2024

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Suggested Snacks and Creative Curriculum Objectives

Linn-Mar Director of Early Childhood Education

Michaela Pirnat

michaela.pirnat@linnmar.k12.ia.us

319-730-3627

Please check the Linn-Mar website at <https://linnmar.k12.ia.us/schools/early-childhood/> for more information.

Educational Equity (Board Policy 105.1)

The Linn-Mar Community School District will not discriminate in its educational activities and is committed to the policy that no otherwise qualified person will be excluded from educational activities on the basis of race, creed, color, religion, gender, age, national origin, marital status, sexual orientation, gender identity, covered military veteran, disability, genetic information, familial status, physical attribute, political belief/party preference, or social-economic status.

The Linn-Mar Community School District requires all persons, agencies, vendors, contractors and other persons and organizations doing business with or performing services for the school district to subscribe to all applicable federal and state laws, executive orders, rules and regulations pertaining to contract compliance and equal opportunity.

The Linn-Mar Community School District is committed to the policy that no otherwise qualified person will be excluded from educational activities on the basis of race, creed, color, religion, gender, age, national origin, marital status, sexual orientation, gender identity, disability and genetic information. Further, the Board affirms the right of all students and staff to be treated with respect and to be protected from intimidation, discrimination, physical harm and harassment.

Little Lions Preschool Program Information

The Linn-Mar Little Lions Program values and understands the critical importance of play by observing, supporting and participating. Play is infused throughout the preschool day to form an integrated curriculum. It is an essential piece in all areas of development. This program is driven to provide a positive learning experience for students as they begin their educational journey with Linn-Mar. Social-emotional development and student centered instruction are the foundation of this program to ensure high engagement and the beginning of a love of learning for our students. This program is funded by the Statewide Voluntary Preschool Program through the state of Iowa. It allows us to provide a high quality preschool experience to students who are four years of age on or before September 15th of the school year.

MISSION

Our mission is to create and maintain an inclusive environment that engages children through active learning to achieve academic, emotional, and social success.

LOCATIONS

Little Lions Preschool classrooms are located in the following elementary buildings:

<p><u>Echo Hill Elementary</u> 400 Echo Hill Road, Marion Principal: CJ McDonald Office phone: 730-3560 Attendance: 730-3561</p> <p>Little Lions Teachers: Cheyenne Boyd Amy Nicholson</p>	<p><u>Bowman Woods Elementary</u> 151 Boyson Rd NE, Cedar Rapids Principal: Jay Lehman Office phone: 447-3240 Attendance: 447-3242</p> <p>Little Lions Teachers: Vanessa Forest Addie Bjornsen</p>
<p><u>Linn Grove Elementary</u> 2301 50th Street, Marion Principal: Lori Manley Office phone: 730-3500 Attendance: 730-3501</p> <p>Little Lions Teachers: Melissa Bray Carly Remington</p>	<p><u>Wilkins Elementary</u> 2127 27th Street, Marion Principal: Amanda Potter Office phone: 447-3380 Attendance: 447-3382</p> <p>Little Lions Teachers: Megan Kucera Christy Ness</p>
<p style="text-align: center;">Linn-Mar also partners with a community preschool, Hand In Hand, to offer more opportunities for free four year old preschool. Please contact them directly at 319-377-5686 with questions regarding their programming.</p>	

HOURS OF OPERATION

All Little Lions Classes meet Tuesday, Wednesday, Thursday, and Friday. Morning session is 8:30-11:15 and afternoon session is 12:15-3:00. There are no Little Lions classes on Mondays for Professional Learning and collaboration.

Little Lions is a fully inclusive preschool. Some of these students may require additional support and qualify for Special Education Services through an Individual Education Plan (IEP).

CURRICULUM AND INSTRUCTION

Pre-Academic

Children expand their knowledge by interacting with people and real objects. Math, science, social studies and pre-reading are blended into the curriculum. Thematic units create a foundation for counting, number recognition, shape identification, measuring and the ability to reason.

Language/Literacy

The five basic areas of literacy: listening, speaking, writing, reading and thinking, are interdependently woven into the preschool day. Story time and group language enrichment activities are part of the daily curriculum, along with opportunities for structured dialogue.

Motor Skills

Many components of children's play help develop both fine and large motor skills. Staff facilitate students as they participate in activities that require agility, balance, coordination and strength. As they master their large motor skills, their fine motor skills become more controlled. Art activities, journaling, play dough, cutting and other manipulatives are all used to help advance the child's dexterity.

Social/Emotional

The programs include a nurturing environment where positive self-esteem and an appreciation of individual differences and cooperation are key. Teachers, parents and children all work together to create and maintain a learning community. Our team utilizes the Second Step Social Emotional Curriculum, PBIS, and Conscious Discipline throughout the day and school year to systematically teach and reinforce these skills.

Music and Movement

Music and movement is incorporated each day to promote self-expression. Singing and dancing are coordinated to help the children refine their large motor skills.

Art

Art is an essential component of the curriculum. A large variety of art materials are available every day. The program emphasizes the art process over the final product as the children use their imagination to explore the world of artistic expression. Children are encouraged to experiment with many different types of art techniques.

Creative Dramatics

Children use creative dramatics to role-play, imitate and dramatize experiences from their everyday life. Puppets, dress-up clothing and interest centers are favorite areas for children to practice their developing social and communication skills.

Curriculum

Little Lions utilizes Creative Curriculum, which is based on early childhood theories and research. It creates purposeful and productive play experiences that help children grow in all areas. The goal of the program is for children to become independent, self-confident, curious learners who work well with others. In addition, the identification of essential benchmarks from The Iowa Early Learning Standards has enhanced our ability to utilize student data to drive instruction in relation to state desired outcomes. Our program uses the Preschool Heggerty for foundational literacy concept development.

Assessment

The assessment that compliments Creative Curriculum is Teaching Strategies GOLD. It is based on developmentally appropriate objectives that are predictive of school success and aligned with state standards. Staff will ask for input from families to help assess developmental progress of their child as well. The assessment information is then used to guide lesson planning and report progress to parents. Common Formative Assessments are also used to collect data around essential benchmarks from The Iowa Early Learning Standards. This information will be shared out with families and align with kindergarten essential standards.

Staff

The Linn-Mar Early Childhood Program provides staff licensed by the State of Iowa. There is a minimum of one educational assistant in each classroom.

Important Dates for Little Lions Preschool

2024-2025

These dates can change. Your child's teacher will send you updates throughout the school year

August 16-28, 2024- Teachers return/professional learning/home visits

August 29- August 30, 2024 First Day of Preschool- half the class will attend on August 29 the other half will attend on August 30.

September 2, 2024- No School- Labor Day

September 3, 2023- First Day of Preschool with whole class in attendance

October 22, 2024- NO Little Lions due to district 2 hour early dismissal and conferences

October 24, 2024- NO Little Lions due to district 2 hour early dismissal and conferences

October 25, 2024- NO Little Lions for District Professional Learning Day

November 5, 2024- NO Little Lions for District Professional Learning Day

November 27-29, 2024- NO SCHOOL- Thanksgiving Break

December 20, 2024- NO Little Lions due to district 2 hour early dismissal

December 23-January 3, 2025- NO SCHOOL- Winter Break

January 7, 2025- Return to Little Lions from Winter Break

February 25, 2025- NO Little Lions due to district 2 hour early dismissal and conferences

February 27, 2025- NO Little Lions due to district 2 hour early dismissal and conferences

February 28, 2025- NO Little Lions for District Professional Learning Day

March 17-21, 2025- NO Little Lions- Spring Break

April 1, 2025- NO SCHOOL for District Professional Learning Day

April 18, 2025- NO SCHOOL for District Professional Learning Day

May 30, 2025- Last day of Preschool

Policies

ATTENDANCE/SCHEDULING

Parents should call the building your child attends to let them know of an absence, late arrival or early pick up.

- **The Linn-Mar Community School District Attendance Policy:**

When students have missed 10% or more of instructional days per quarter, the building principal or designee will investigate the cause for the student's attendance. A letter will be sent to notify families of the attendance issue. If, after receiving this letter, attendance does not improve, the principal [or designee] will discuss the next step with the associate superintendent [or designee]. If after administrative action the student is still truant, the principal [or designee] will refer the matter over to the county attorney. Special medical problems, health considerations or absences due to ethnic holidays will be considered on an individual basis; however, physician documentation may be required.

- **Attendance Policy for students participating in the Statewide Voluntary Preschool Grant (4-year-old students):**

The Iowa Department of Education has amended the Iowa compulsory attendance law regarding attendance for students enrolled in preschool effective July 1, 2013. The law allows school districts to remove from its enrollment a child who is not regularly attending the district's program. The Early Childhood Preschool Program follows the Linn-Mar Community School District's attendance policy.

Cancellations

If Linn-Mar has a late start due to weather, the morning session of Little Lions will not meet. If there is an early dismissal, the afternoon session will not meet. Please watch the local TV stations or check the Linn-Mar web site at <http://www.linnmar.k12.ia.us> for weather related announcements. You can also find information on Facebook and Twitter.

Drop off/Pick up Procedures

Drop off and Pick up procedures vary from building to building. Each teacher will share procedures with families prior to school starting in the fall. Arrival time is no more than 5 minutes before the start of the student day. Parking policies vary from building to building and will be shared by the teachers in each building.

Fees

Students attending the Jr. Kindergarten program will pay the school registration fees during the school registration times. Statements for tax purposes are available upon request in the business office. Contact the business office at 447-3018. The Iowa State Legislature has provided a Statewide Voluntary Preschool Grant. This allows children living in Linn County that are four by September 15th to attend preschool without paying monthly tuition or supply fees. For this reason, no fees are collected for participation in Little Lions.

HEALTH AND SAFETY REQUIREMENTS

Records

Proof of your child's date of birth, proof of residency, a recent physical and an up-to-date immunization record is requested to attend our early childhood programs. In addition, a child must have the following items on file to attend school: Student Registration Form, Home Language Survey, and MEP Form. These can be given to the school prior to the first day of class.

Hearing Screenings

Grant Wood Area Education Agency (GWAEA) screens all preschool students enrolled in public school programs. Parents/guardians not wishing their child's hearing tested should notify the health office in writing at the beginning of the year. Parents/guardians with concerns about their child's hearing may contact their school nurse or Grant Wood Area Education Agency to schedule a hearing test at any time, (319)399-6746.

Vision Screenings

Linn-Mar will partner with the Lions Club of Iowa to give our students to participate in the Iowa Kidsight Vision Screening Program. More information about this program and consent forms can be found at www.medicine.uiowa.edu/KidSight/.

Medication

School personnel cannot administer medication during the school day, including prescription and over-the-counter medication; unless a medication permission form is completed. These forms are available at the school.

Prescription medication must be supplied to the school in the labeled prescription container along with a permission form signed by the parent/legal guardian. All medication must be delivered to/from the school by the parent/legal guardian.

Hand Washing

All staff, students, volunteers, and visitors (including parents) must wash their hands upon entering the preschool classroom.

Food Allergies

If your child has food allergies or sensitivities, please have your health care practitioner provide us with an individualized care plan. We will use this plan to meet with you, our building nurse and your family to establish a safety/action plan for while your child is at school.

With parent/guardian consent, your child's allergy will be posted in the classroom and other food preparation areas that are used by our program to establish awareness and ensure avoidance of these allergens.

Toileting

Being toilet trained is not a prerequisite for our preschool program. If your child is still in a pull-up or diaper, children are checked at least every two hours, changing diapers or undergarments occurs when wet or soiled in a separated designated changing area, and follow the posted changing procedures.

Universal Precautions

All staff in our program are trained on an annual basis on Universal Precautions and Bloodborne Pathogens. Items used in our classrooms are made of products that are easily cleaned or disposable. This training and equipment ensures that staff are knowledgeable on how to clean and sanitize surfaces, spaces and items to keep all stakeholders staff and reduce the spread of infectious disease.

Cleaning and Sanitation

Classrooms are cleaned and sanitized using the NAEYC Cleaning, Sanitation and Disinfection Frequency Table ([clean table.pdf \(naeyc.org\)](#)).

Air Quality

Our program does not utilize sprays, deodorizers, diffusers, or other methods to alter air quality of the classroom. This is to reduce reactions due to airborne irritants such as asthma, allergies, or sensory aversion.

Car Seats

Iowa State Law states that the car seat law *“includes any child younger than six years old to be legally required to use a child restraint system. This could include a car seat or booster seat but cannot include a regular seatbelt. All children aged between six and 11 years old are required to use a child restraint system or a regular seatbelt.”*

Please let your child’s teacher know if you are in need of assistance to obtain the proper safety equipment to transport your child.

Mandatory Reporter

All parents are reminded that all Linn-Mar Teaching Staff are Mandatory Child Abuse Reporters. All classroom teachers are mandatory reporters of suspected child abuse and neglect, as required by local and state laws. Suspected cases of child abuse and neglect are reported to the Child Abuse/Dependent Adult Abuse Hotline at 1-800-362-2178 .

Sunscreen

Children will play outside whenever the weather allows. You are encouraged to put sunscreen on your child prior to their arrival at preschool. We do not apply sunscreen at school in accordance with Iowa Quality Preschool Program Standards.

Animals

Most of the early childhood classrooms have a class pet. Visiting animals are dealt with on an individual basis due to allergies and other health concerns.

Illness

If your child becomes ill or injured at school, every attempt will be made to contact you. If this is not possible, an emergency contact will be called.

“Is My Child Too Sick for School?”

Each day many parents are faced with a decision: should they keep their sick children home or send them off to school? The following guidelines, recommended by experts at the Mayo Clinic, should be considered when making this sometimes difficult decision. A student should remain home when he or she:

- Vomits or has diarrhea in the last 24 hours.
- Has an oral temperature higher than 100 degrees.
- Coughs almost constantly or complains of difficulty breathing.
- Exhibits abdominal pain for more than two hours.
- Has sores on the mouth or skin that are crusty, yellow or draining.
- Shows symptoms of contagious diseases such as chicken pox, mumps, whooping cough, strep throat.
- Has a constant runny nose with green or yellow discharge.
- Displays an unexplained skin rash or red eye (with or without crusting/drainage).

Keeping a sick child home prevents the spread of illness in the school. It also allows the child the opportunity to rest and recover. A sick child cannot learn effectively and is unable to participate in classes in a meaningful way. If you have questions, please contact the school nurse.

Communicable Diseases

Staff will inform parents when there has been any possible exposure to a communicable disease. Any child with a contagious disease should be reported to the preschool immediately.

PARENT INVOLVEMENT

Volunteers

Parent volunteers are welcome in the preschool classroom. All district volunteers are required to complete a volunteer information form. Preschool teachers will provide more information on volunteering opportunities.

For more information contact:
Community Relations Coordinator
Angela Burke
Phone:(319)447-3110

Special Events

Families will be invited to various events throughout the school year. Some of these include:

- Home Visits-for Little Lions Preschool.
- Meet and Greet – Before the school year begins families have a chance to visit the classroom.
- Family Night – Once during the school year families will be invited to participate in a themed evening event.
- Seasonal Parties – Families will be notified of several parties during the school year. These will take place during the school day.

- Preschool families are also welcome to attend any of the events sponsored by the elementary not specific to preschool.

Program Improvement

Our program conducts a family survey, at least once a year, to collect information on parent perception and feedback. The results of this survey are shared out with families digitally and at our annual Family Night. Parent/guardian feedback and input is used and considered when making program improvements and decisions.

Home Visits

Home visits are an important part of the early childhood program. These are scheduled prior to the first day of school or early in the school year. These visits allow the early childhood teacher to get to know each child and family. This is a great time to share what makes your family unique, how you prefer to communicate with the teacher, and to share information about your child's interests and learning styles. It is also a time to share your goals and any concerns you may have. This visit helps strengthen the partnership between home and school

Parent Teacher Conferences

Two conferences will be scheduled for each child, one in the fall and one in the spring. At that time the teacher will share observations, assessments, and other information that they have learned about your child. They will also be interested in hearing your observations and goals for your child.

Snacks/Birthday Treats

Families are asked, but not required, to provide their child with a snack on a daily basis. Suggested snack items are vegetables, fruits, crackers, cheese, etc. Please refer to the appendix for additional snack ideas. If you need assistance with snacks or would like to help with the provision of snacks, please inquire to your child's teacher. Water, cups, and napkins are provided. According to school guidelines, we cannot serve homemade snacks. Please leave items in the original package so the staff can check for allergens.

The staff at Linn-Mar Community Schools has committed to promoting the health and well-being of our students. Student birthdays may be celebrated at school. However, students will be encouraged to no longer bring food or beverages to share with classmates. Instead, birthdays can be celebrated with non-food options including (but not limited to) name recognition on the school announcements, a special acknowledgement from the school office and classroom recognitions (i.e. birthday crowns, sit with a special friend, being designated as the line leader for the day, etc.). Students may also choose to bring in nonfood items to share with classmates and school staff such as pencils, special note pads, pens, other writing tools, etc. Please contact your child's school with any questions about the way to celebrate birthdays.

LINN-MAR EARLY CHILDHOOD DISCIPLINE POLICY

The Linn-Mar Early Childhood program uses a positive and proactive approach to helping all children develop social and emotional skills. Praise and positive descriptive feedback are effective methods of behavior management of children. We are implementing a program-wide approach, the Pyramid Model. The Pyramid Model is a framework of evidence-based practices for promoting young children's healthy social and emotional development. This model assists our team with the following:

1. Ensuring that all teachers and staff use effective and culturally responsive teaching practices that promote social and emotional competence of all children.
2. Providing more individualized interventions to children who need additional instruction or behavior support.
3. Including family input to ensure that interventions are appropriate and relevant within their culture and values.

Our program-wide approach is guided by a leadership team that uses data for decision-making, provides training and support to teachers, and fosters partnerships with families.

In our program, we have established the following program-wide expectations for all children and adults:

We are Well
We are Kind
We are Strong

Our staff members teach all children about these expectations and link classroom rules to these core values. The expectations can also be taught at home and link to the rules that you might have for your child at home and in the community. We find that when we are all on the same page with our expectations, children are more able to understand and meet those expectations.

Our staff members use only positive methods of child guidance. The techniques we use include:

- Communicating to children using positive statements.
- Communicating with children on their level.
- Talking with children in a calm, quiet manner.
- Giving attention to children for positive behavior.
- Stating the expected behavior in positive terms.
- Praising and encouraging children.
- Applying rules consistently.
- Modeling appropriate behavior.
- Providing alternatives and redirecting children to acceptable activities.
- Giving children opportunities to make choices.
- Teaching and encouraging children to solve as many of their own problems as possible under the guidance of a staff member.
- Providing appropriate words to help solve conflicts.
- Using storybooks and discussions to work through common conflicts.
- Listening to children and respecting children's needs, desires and feelings.

Our staff members receive developmentally appropriate training in child guidance procedures, practical strategies to support the equity of response across all children and are monitored on their implementation of those practices.

If children have behavior challenges that are a concern, we will contact the family so that we can work together to develop and implement a plan for teaching the child social and emotional skills and reduce the behavior challenges. We also encourage families to ask questions about appropriate child guidance techniques and seek our assistance if they have concerns about the child's social, emotional, or behavioral development.

If children engage in behavior that is harmful to themselves or to others, staff will initiate the safety plan to meet the needs of the child and/or situation. If the behavior incident is dangerous or might be physically harmful, we will seek to conference with the family immediately with the goal of developing an effective approach to support the child. For some children, an evaluation, consultation with professionals outside the program, or additional services might be needed to ensure the child can be successfully supported in the program.

LINN-MAR EARLY CHILDHOOD SAFETY PLAN

This Safety Plan is to be implemented when a child is a danger to themselves or others:

1. Staff should implement CPI (Nonviolent Physical Crisis Prevention Intervention) de-escalation techniques:
 - a. Allow space (avoid crowding the individual in crisis)
 - b. Speak in a neutral tone of voice and remain calm
 - c. Give clear instructions: short, simple, and positive (tell the student what to do as opposed to what not to do)
 - d. Offer choices
 - e. Set limits (When/Then, First/Then)
 - f. Use visuals to limit verbal interaction
2. If response strategies are not effective, prevent the child from hurting self or other by:
 - a. Removing the other children, clear the room
 - b. Verbally redirecting the child to a quiet space in the room
 - c. Demonstrating and encouraging the child's use of calming/coping strategies
 - d. Blocking child aggressions or property destruction (without touching child)
3. Solicit assistance from another adult, "I need help immediately."
4. Seclusion and restraint should only be used in the event of a safety risk to the individual in crisis or others. This measure should only be taken if an attempt at de-escalation has occurred and not worked. Meaning, there is a continued safety risk. If a continued safety risk is identified, only those certified in CPI should be responding to the individual in crisis.
5. After the child de-escalates, the coping model should be used to debrief both staff and the individual in crisis.

6. A Behavior Incident Report and any other required incident reports are completed.
7. Family is contacted by the teacher and/or administrator and informed of the incident.
8. If an individualized support plan has not been developed and is needed, the process will be initiated. If a support plan is in place, it will be reviewed.

CPI COPING MODEL

Adapted from Nonviolent Physical Crisis Prevention Intervention

CONTROL

Check that everyone is back in physical and emotional control. Staff will assist the individual in regaining control.

ORIENT

What was the message behind the individual's behavior? As a staff member, take the opportunity to begin to understand what the person's precipitating factors might be.

PATTERNS

Is there a common thread that could be a precipitating factor? Has this happened before? Same day? Time of day? We will look at the ABC's: Antecedents, Behavior, Consequences and Setting Events to analyze patterns.

INVESTIGATE

Analyze ABC data and brainstorm any alternatives that can be used in the future so the situation does not repeat itself.

NEGOTIATE

The opportunity to agree on the plan for future interventions. Help the student develop and agree to the new coping strategy. Suggestions for conversations or considerations:

- Next time do you think you could come see me first to help you cool down?
- Let's pretend we are in that situation; what would you say next time?
- Think about how we can teach the individual the new strategy.
- Do we need other resources or people involved in order to proceed with this plan?

GIVE

Give each other support, trust, honesty, respect and encouragement. You made it through a stressful situation where decisions needed to be made quickly. Think about how we can continue to provide feedback to the individual as well as ongoing encouragement. Continue to monitor and collect data on the support plan.

More information on the Pyramid Model can be found on:

<https://challengingbehavior.cbcs.usf.edu/Pyramid/overview/index.html>

More information on the CPI can be found on:

<https://www.crisisprevention.com/What-We-Do/Nonviolent-Crisis-Intervention>



APPENDIX

Healthy Snacks

**We do have children in our classes that have allergies so please be mindful when choosing a snack to bring to preschool. Your child's teacher will communicate which allergies are present in your child's classroom in order to keep all students safe.

**All snacks donated to the classroom need to be commercially prepared packaged foods in factory sealed containers.

Grain Foods

Animal Crackers

Bagels

Bread Sticks

Cereal/ Cereal Mixtures

Granola Bars

Cheese Crackers

English Muffins

French Bread

Graham Crackers

Oyster Crackers

Chex Mix

Baked Potato chips

Fig Bars

Rice Cakes

Crackers

Fruits and Vegetables

Apples

Applesauce

Canned Fruit Cups (in juice)

Dried Fruit

Fruit Juice/Frozen Fruit

Bars

Celery Sticks

Broccoli or Cauliflower

Orange, Peach, or Pineapple
slices

Plum

Seedless Grapes

Strawberries

Tangerines

Cucumber

Dairy Foods/ Protein Foods

Cheese (Cubes, slices,
string)

Frozen Yogurt

Ham or Turkey Deli

Salami

Beef sticks

String Cheese

Yogurt

Little Lions Creative Curriculum Objectives for Development & Learning

These are the dimensions and objectives that are monitored by the Little Lions teaching staff on a daily basis. Per state requirements, we submit assessment data on all children enrolled in the Statewide Voluntary Preschool program three times per year. These objectives are research based and contain widely held expectations in which we strive to help every child achieve by the end of the school year. Detailed reports of this data are available upon request to your child's teacher at conference time. We will begin to utilize a report card system that shares our student information around the Iowa Early Learning Standards and our Essential Benchmarks.

Social-Emotional

1. Regulates own emotions and behaviors
 - a. Manages feelings
 - b. Follows limits and expectations
 - c. Takes care of own needs appropriately
2. Establishes and sustains positive relationships
 - a. Forms relationships with adults
 - b. Responds to emotional cues
 - c. Interacts with peers
 - d. Makes friends
3. Participates cooperatively and constructively in group situations
 - a. Balances needs and rights of self and others
 - b. Solves social problems

Physical

4. Demonstrates traveling skills
5. Demonstrates balancing skills
6. Demonstrates gross-motor manipulative skills
7. Demonstrates fine-motor strength and coordination
 - a. Uses fingers and hands
 - b. Uses writing and drawing tools

Language

8. Listens to and understands increasingly complex language
 - a. Comprehends language
 - b. Follows directions
9. Uses language to express thoughts and needs
 - a. Uses and expanding expressive vocabulary
 - b. Speaks clearly
 - c. Uses conventional grammar

- d. Tells about another time or place

10. Uses appropriate conversational and other communication skills
 - a. Engages in conversations
 - b. Uses social rules of language

Cognitive

11. Demonstrates positive approaches to learning
 - a. Attends and engages
 - b. Persists
 - c. Solves problems
 - d. Shows curiosity and motivation
 - e. Shows flexibility and inventiveness in thinking
12. Remembers and connects experiences
 - a. Recognizes and recalls
 - b. Makes connections
13. Uses classification skills
14. Uses symbols and images to represent something not present
 - a. Thinks symbolically
 - b. Engages in sociodramatic play

Literacy

15. Demonstrates phonological awareness
 - a. Notices and discriminates rhyme
 - b. Notices and discriminates alliteration
 - c. Notices and discriminates smaller and smaller units of sound
16. Demonstrates knowledge of the alphabet
 - a. Identifies and names letters
 - b. Uses letter – sound knowledge
17. Demonstrates knowledge of print and its uses
 - a. Uses and appreciates books
 - b. Uses print concepts

18. Comprehends and responds to books and other texts
 - a. Interacts during read-alouds and book conversations
 - b. Uses emergent reading skills
 - c. Retells stories
19. Demonstrates emergent writing skills
 - a. Writes names
 - b. Writes to convey meaning

English Language Acquisitions

37. Demonstrates progress in listening to and understanding English
38. Demonstrates progress in speaking English

Mathematics

20. Uses number concepts and operations
 - a. Counts
 - b. Quantifies
 - c. Connects numerals with their quantities
21. Explores and describes spatial relationships and shapes
 - a. Understands spatial relationships
 - b. Understands shapes
22. Compares and measures
23. Demonstrates knowledge of patterns

Science and Technology

24. Uses scientific inquiry skills.
25. Demonstrates knowledge of the characteristics of living things
26. Demonstrates knowledge of the physical properties of objects and materials
27. Demonstrates knowledge of Earth's environment
28. Uses tools and other technology to perform tasks

Social Studies

29. Demonstrates knowledge about self
30. Shows basic understanding of people and how they live
31. Explores change related to familiar people or places
32. Demonstrates simple geographic knowledge

The Arts

33. Explores the visual arts
34. Explores musical concepts and expression
35. Explores dance and movement concepts
36. Explores drama through actions and language