



RCSD FEDERAL PROGRAMS  
**PRE-KINDERGARTEN**  
HANDBOOK



Rankin County  
School District  
TRADITION OF EXCELLENCE

BRANDON FLORENCE McLAURIN NORTHWEST PELAHATCHIE PISGAM PUCKETT RICHLAND

Dear Pre-Kindergarten Parents,

Welcome to the Rankin County School District! What an exciting time for you and your family!

It is a delight to be part of your child's educational journey. Their education and well-being

are of the utmost importance to the faculty, staff, and administration of the Rankin County School District.

At the Rankin County School District, our goal is to provide the BEST education for all of our

students. We know that building a solid academic foundation will pay dividends to our students and families for years to come. Our hope is for students to develop socially, emotionally, and cognitively and form a love for learning at an early age.

We want to encourage and help direct you during the beginning of your child's formal education. Through our combined efforts, we will create a wonderful year of exploration and growth for your child. You will have opportunities to communicate with the school via newsletters, notes, phone calls, conferences, progress reports, and report cards.

Our TEAM is here for you and your child! We encourage you to contact the teacher or principal at your local school if you have any questions. Thank you for trusting your child's education to the RCSD. Together, we will make this the BEST experience for your child! #rcsdg2b #TraditionOfExcellence



Scott Rimes, Ph.D.

Superintendent of Education

Rankin County School District



**Rankin County  
School District**

**TRADITION OF EXCELLENCE**

BRANDON FLORENCE McLAURIN NORTHWEST PELAHATCHIE PISGAH PUCKETT RICHLAND

## VISION

Continue a tradition of excellence by providing a world-class education that empowers all to grow through curiosity, discovery, and learning.

## MISSION

*\*B\*ring \*E\*veryone's \*S\*trengths \*T\*ogether!* We will all intentionally focus on empowering our students to reach their maximum potential by embracing opportunities and challenges while cultivating a tradition of distinction in education.

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## TABLE OF CONTENTS

VISION	iii
MISSION	iii
RankiN COUNTY SCHOOL DISTRICT BOARD OF EDUCATION	iii
<b>Welcome to the Pre-Kindergarten Program</b>	<b>1</b>
<b>About The Pre-K Program</b>	<b>3</b>
Goals and Mission of the Pre-K Program	3
Transportation Services	3
Food Services	3
<b>What You Can Expect</b>	<b>4</b>
Classroom Setting and Teaching Method	4
Curriculum	4
Second Step Early Learning	4
The School Calendar Year	5
Attendance	5
Excused Absences	5
Unexcused Absences	6
Snacks	6
Behavior	6
Toilet Training	7
Accidents Happen	7
Dress Code	7
Pre-School Education Services	8
<b>Family Engagement</b>	<b>8</b>
GOALS	9
CONTINUOUS SYSTEMS APPROACH	9
<b>Early Learning Standards for Classrooms Serving Four-Year-Old Children</b>	<b>10</b>
READING STANDARDS FOR LITERATURE	10
Key Ideas and Details	10
Integration of Knowledge and Ideas	10
Range of Reading and Level of Text Complexity	10
READING STANDARDS FOR INFORMATIONAL TEXT	11
Key Ideas and Details	11
Integration of Knowledge and Ideas	11
READING STANDARDS: FOUNDATIONAL SKILLS	11
Print Concepts	11
Phonological Awareness	12
Fluency	12
WRITING STANDARDS	12
Text Types and Purposes	12
Production and Distribution of Writing	13
Research to Build and Present Knowledge	13
SPEAKING AND LISTENING STANDARDS	13
Comprehension and Collaboration	13
LANGUAGE STANDARDS	14
Conventions of Standard English	14
Vocabulary Acquisition and Use	14
MATHEMATIC STANDARDS	15
Counting and Cardinality Domain	15
Operations and Algebraic Thinking Domain	15
Measurement And Data Domain	15

Geometry Domain	16
<b>APPROACHES TO LEARNING STANDARDS</b>	<b>16</b>
Play Domain	16
Curiosity and Initiative Domain	16
Persistence and Attentiveness Domain	17
Problem-Solving Skills Domain	17
<b>SOCIAL AND EMOTIONAL DEVELOPMENT STANDARDS</b>	<b>17</b>
Social Development Domain	17
Emotional Development Domain	18
<b>SCIENCE STANDARDS</b>	<b>19</b>
Scientific Method and Inquiry Domain	19
Physical Science Domain	20
Life Science Domain	20
Earth Science Domain	20
Technology Domain	20
<b>PHYSICAL DEVELOPMENT STANDARDS</b>	<b>21</b>
Gross Motor Skills Domain	21
Fine Motor Skills Domain	21
Self-Care, Health, and Safety Skills	22
<b>CREATIVE EXPRESSION STANDARDS</b>	<b>22</b>
Music Domain	22
Dance and Movement Domain	22
Theatre and Dramatic Play Domain	23
Visual Arts Domain	23
<b>SOCIAL STUDIES STANDARDS</b>	<b>23</b>
Family and Community Domain	23
Our World Domain	23
History and Events Domain	24
<b>PARENT AND FAMILY GUIDE TO A MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)</b>	<b>25</b>
What is a Multi-Tiered System of Supports (MTSS)?	25
MTSS Consists of Six Essential Components:	25
What is a Layered Continuum of Supports?	25
How Does a School/District Identify Students for MTSS Supports?	25
<b>Parent Tips</b>	<b>27</b>

## WELCOME TO THE PRE-KINDERGARTEN PROGRAM

Dear Pre-K Family Member:

Thank you for enrolling your child in the Rankin County School District's **Federal Programs Pre-Kindergarten Program**. Enrollment in this Pre-K program is voluntary. Under IDEA a school district must provide free services to eligible students with a disability ages 3-21.

The purpose of this handbook is to help you understand Pre-K, to explain the goals and objectives of the program, and to offer suggestions that will help your child be successful in the Pre-K program and throughout his or her educational career.

We also want you to know we value your input. Please contact the Pre-K teacher or our office with any questions or comments. We appreciate your support of the **RCSD Federal Programs Pre-Kindergarten Program**.



Rankin County  
School District

TRADITION OF EXCELLENCE

### RCSD FEDERAL PROGRAMS

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## ABOUT THE PRE-K PROGRAM

### GOALS AND MISSION OF THE PRE-K PROGRAM

The Pre-Kindergarten program provides appropriate activities and learning experiences that help prepare young children for school. For a child to be school ready, it means they are socially, emotionally, physically, and cognitively prepared for success in Kindergarten.

The RCSD Federal Programs Pre-Kindergarten Program helps children become independent, self-confident, enthusiastic learners. Participation in the program encourages children to develop good habits and daily routines.

To ensure a smooth transition to Kindergarten, families will be provided information and assistance in preparing for and gathering the documentation necessary for their child's enrollment in Kindergarten. You are encouraged to become involved in what your child is learning and experiencing in Pre-Kindergarten, because your participation contributes to your child's success in school.

The vision of the Rankin County School District is to continue a tradition of excellence by providing a world-class education that empowers all to grow through curiosity, discovery, and learning.

The mission of the Rankin County School District is to Bring Everyone's Strengths Together! We will intentionally focus on empowering our students to reach their maximum potential by embracing opportunities and challenges while cultivating a tradition of distinction in education.

### TRANSPORTATION SERVICES

Students enrolled in the Pre-Kindergarten program have the option to be car riders or ride the bus. Any student who rides the school bus must be fitted for a child securement lap belt (harness) prior to riding the bus. It is required that Pre-K students remain seated and buckled in the seatbelt during the entire time of the bus ride. If not, this could result in bus suspension and dismissal from the Pre-K program. Because the seat is specific to each bus and each child, bus changes are not permitted during the school year.

### FOOD SERVICES

Breakfast and lunch are available for Pre-Kindergarten students through the cafeteria. There may be fees associated with these services. Parents are encouraged to fill out the application to see if their child qualifies for free or reduced lunch. The link to the application is <https://www.nlappscloud.com/District.aspx?host=rbsd.nlappscloud.com&apply=1&api=&sdid=1480>

Please contact the cafeteria manager at your child's school for more information.

## WHAT YOU CAN EXPECT

### CLASSROOM SETTING AND TEACHING METHOD

Pre-K classrooms have learning areas or “centers” set-up in the classroom, and each is supplied with books, materials, and learning activities. Typical learning centers in a Pre-K classroom might include math, blocks, reading, art, science, dramatic play, writing, and music.

The learning centers are designed to promote various development skills in the follow areas:

- English Language Arts
- Mathematics
- Social Studies
- Science
- Approaches to Learning
- Social and Emotional Development
- Physical Development
- Creative Expression

The Pre-K classroom has ample space to accommodate individual, small, and large-group instruction. The Mississippi Early Learning Standards for Classrooms Serving Four-Year-Old Children provide the basis for instruction in the Pre-K classroom.

Teachers interact with children and move about the classroom to facilitate learning experiences. You can find a copy of a daily schedule posted in the classroom.

The Pre-K schedule allows for daily story times, outside time, rest time, instruction in the learning centers, and in large and small groups.

### CURRICULUM

The Federal Programs Pre-K classrooms use Literacy Beginnings (A Pre-Kindergarten Handbook), Joyful Writing in Pre-K, Heggerty’s Phonemic Awareness, and Engage NY/Eureka Math. The teacher implements a well-planned comprehensive literacy program that reflects a gradual release of control, whereby responsibility is gradually shifted from the teacher to the students. The Mississippi Early Learning Standards are included in this handbook for your reference .

### SECOND STEP EARLY LEARNING

When students enter Kindergarten with the self-regulation and social-emotional skills taught with evidence-based Second Step Early Learning, they’re set up for success in and outside the classroom. Second Step Early Learning includes a variety of activities that are used by school counselors and classroom teachers that will help Pre-K children learn social-emotional skills. Early learners will learn

how to harness their energy and potential by being taught to:

- Listen
- Pay attention
- Manage their behavior
- Get along with others

### THE SCHOOL CALENDAR YEAR

Funding for the RCSD Federal Programs Pre-Kindergarten Program classroom is based on a calendar year starting in August. The core instructional program is at least 330 minutes per day and may begin as early as 7:00 a.m. Please check with your local school to determine the start time and end time for your child’s school.

Families enrolling children in the program must agree to send the child the full 7 hours, five days per week, for the entire school year.

### ATTENDANCE

Regular school attendance is a component of a child’s academic success. Children who do not attend on a regular basis, are routinely late, or routinely leave the program early may be disenrolled. In addition, children who are late, leave early, or are absent for ten consecutive days without a medical or other reasonable explanation must be disenrolled from the program.

- 2 unexcused absences = a parent phone call and a reminder of the importance of daily full-day attendance
- 3 unexcused absences = a face-to-face conference with the guidance counselor and school administrator
- 20 days total (excused & unexcused), excluding extreme medical circumstances = will result in referral(s) to other services as an extension of a public school setting.

### EXCUSED ABSENCES

The following will constitute a valid excuse for temporary non-attendance, provided satisfactory evidence of the excuse is provided to the principal of the school:

- Personal illness; or
- Serious illness in the family; or
- Death in the family; or
- Special permission of the principal (obtained in advance in person by the parent or legal guardian).

Excused absences are granted once the written notes from parents/guardian or medical/dental excuses are received by the school. These written notes must be received on the day of return to school if the absence is to be excused. After 3

excused absences per nine weeks based on parental notes, a doctor's excuse will be required for excusing an absence.

According to Mississippi Law, a student shall be counted present for average daily attendance record keeping purposes if he/she is present for 63 percent of the day (or 208 minutes, approximately 3.5 hours) any portion of the regular school day in grades K-12. Tardies and early dismissals will be considered when determining perfect attendance and exemption status.

## UNEXCUSED ABSENCES

The principal can make exceptions when extreme circumstances arise.

An unlawful or unexcused absence is an absence during the school day that is not due to a valid excuse.

Any student who has accumulated 20 days total (excused & unexcused), excluding extreme medical circumstances will be reported to the Pre-K Program Coordinator and may be referred to other services as an extension of a public school setting.

## SNACKS

- Please send healthy snacks for your child daily.
- Please refrain from sending candy and carbonated drinks.

## BEHAVIOR

The Pre-K program is based on the belief that children learn self-discipline and behavior that will result in cooperation, sharing, following directions, listening, and showing respect for themselves and others.

It is the adult's responsibility to help children learn this behavior. The Pre-K staff will respond to challenging behaviors as follows:

- Be proactive: Teach social and problem-solving skills, implement a caring classroom community, and emphasize and teach desired skills.
- Provide the child with constructive alternatives to disruptive behavior.
- Document challenging behaviors and strategies implemented.
- Discuss repetitive behavior problems with the child's parents.
- Request that parents come to school and pick up a child when his/her actions are dangerous to self or others.

It is the parent's responsibility to respond to the child's behavior problems in the following ways:

- Teach the child self-discipline and respect for adults.
- Be available for conferences.
- Cooperate with school personnel and the Pre-K staff for the benefit of the child.

Children may be referred to other pre-school educational services if they are hurting themselves or others and/or are chronically disruptive to the extent that they are not benefiting from the Pre-K program. The Federal Programs Pre-K program seeks a solid partnership with families as a basis for their child's success within our program. We accommodate a wide range of individual differences therefore it is only on rare occasions that a child's behavior warrants the need for a parent to find a more suitable environment beyond a public school setting.

## TOILET TRAINING

Our Pre-Kindergarten program is designed for students who are comfortable taking care of their own toileting needs. Children in Pre-K classes are expected to be able to completely potty independently. It would be helpful to dress children in clothing that is easy to manage so that toileting is not difficult for the child. Pull-up diapers are not acceptable under-clothing. The following is a list of our school's readiness criteria:

- Consistently recognize when he/she needs to go to the bathroom.
- Have the ability to wait to use the toilet.
- Pull down pants and sit on the toilet without assistance.
- Use toilet paper correctly and understand how to clean themselves adequately.
- Pull pants back up with no assistance.
- Flush the toilet.
- Wash and dry hands after using the toilet.

## ACCIDENTS HAPPEN

Any child who has an accident will be removed from the classroom discreetly and escorted to the bathroom by a teacher or assistant.

In case of an occasional accident at school, a child needs to be able to clean him/herself up with minimal assistance. If not, parents (or a designated adult) will be asked to come to the school in a timely manner to assist the child. Please make sure your child has a clean set of clothes at school at all times.

Students who cannot routinely adhere to the toileting policy may result in referral(s) to other services as an extension of a public school setting.

## DRESS CODE

- Please make sure your child wears the appropriate undergarments daily.
- Pull-Ups are not allowed.
- Clothing that exposes a Pre-K child's back, spaghetti straps shirts or dresses should not be worn to school.
- Shorts and skirts should be an appropriate length.
- Wear closed toe shoes daily.
- Rubber sole shoes are preferred.



## PRE-SCHOOL EDUCATION SERVICES

Under IDEA a school district must provide free services to eligible students with a disability ages 3-21.

RCSD pre-school staff serve

- Children who are residents of the Rankin County School District that are evaluated and determined to be eligible according to the MS Department of Education.

Referrals may need to be made for Early Learning Collaborative students if there is observed difficulty with mastering developmental milestones such as:

- Communicating efficiently
- Successfully navigating preschool environments
- Appropriately interacting with others
- Learning age-appropriate concepts (colors, numbers, letters, procedures)
- Gaining independence in daily self-care (feeding, grooming, toileting)

If you suspect a child to be Language/Speech impaired or Delayed Developmentally please call: **Leanne Mitchell, RN/Case Manager at 601-825-5590**

## FAMILY ENGAGEMENT

Mississippi's vision for family engagement is a multi-generational strategy. Families are the key to a child's early development and learning. As such, a goal of family engagement must be to support family well-being. Mississippi's family engagement initiatives and the family engagement practices of educators should promote the safety, health, and financial security of families so they can successfully guide and develop their children. In their separate domains, educators and families both understand the importance of social-emotional skills — that the ability to manage emotions, to empathize, and to collaborate is key to fulfillment and success, in school and in life. But schools, families, and communities are not always in sync on how to develop those competencies.

- The Mississippi Department of Education values the role that administrators, teachers, families, and communities play in promoting positive outcomes for lifelong learning. Family engagement is a critical component of high-quality education across the continuum of learning. When done well, family engagement practices can support the healthy social, emotional, cognitive, and physical development throughout the continuum of learning, regardless of ethnic or socioeconomic background.<sup>1</sup> Similarly, families—particularly those with limited access to resources—benefit from family engagement practices when educators link them to the support they need, help build their peer networks, increase their understanding of child development, and provide classes and training to enhance family caregiver practices and improve job skills.

- In 2017, the Council of Chief State School Officers (CCSSO) provided a family engagement technical assistance opportunity to coordinate the development of a framework. The framework contains a set of goals and family engagement practices; it also identifies the state's family engagement initiatives to push the work out to education communities.
- Mississippi's Family Engagement Framework, while informed by research and federal resources, utilizes the overall structure of the Parent, Family and Community Engagement Framework published by the Office of Head Start. It is important to note the strategies are not additional program requirements, but rather guidelines for high-quality practices. Mississippi's Family Engagement Coalition has identified innovative strategies to support families as well as opportunities for family members to develop their skills, learn about child development, and become more socially and financially self-sufficient.

The Mississippi Department of Education Family Engagement Framework establishes a set of goals around high quality learning environments. The Mississippi Family Engagement Framework demonstrates the natural progression of transitioning from early learning settings to formalized school settings by creating a structure for educators that influences family-friendly schools to support student academic achievement, development, and success. As state educators work to support families with young children, they should target these specific family engagement goals.

## GOALS

1. Welcome and Empower ALL Families
2. Increase Student Success
3. Build Leadership and Capacity
4. Develop Community Investment and Partnerships

## CONTINUOUS SYSTEMS APPROACH

A continuous systems approach will work together to achieve the ultimate child outcomes for successful lifelong learners. Each section provides guidance of how family engagement outcomes for programs lead to family outcomes, which lead to successful child outcomes. As a result, those observed family interactions can produce positive outcomes in child behavior, social/emotional development, and school success.

For more information, please visit <https://www.mdek12.org/EC>

<sup>1</sup>Christenson, S.L. (2000). Families and schools: Rights, responsibilities, resources, and relationships. In R.C. Pianta & M.J. Cox (Eds.), *The transition to kindergarten* (pp.143-177). Baltimore, MD: Paul H. Brookes Publishing Co. and McWayne, C., Hampton, V., Fantuzzo, J., Cohen, H.L., & Sekino, Y. (2004). A multivariate examination of parent involvement and the social and academic competencies of urban kindergarten children. *Psychology in the Schools*, 41(3), 363-377.

## EARLY LEARNING STANDARDS FOR CLASSROOMS SERVING FOUR-YEAR-OLD CHILDREN

The Mississippi Early Learning Standards for Classrooms Serving Four-Year-Old Children provide the foundation for instruction in classrooms as teachers use these goals to plan activities for your child. On the following page you will find the complete listing for Reading, Language, Writing, and Math Standards.

### READING STANDARDS FOR LITERATURE

#### KEY IDEAS AND DETAILS

- With prompting and support, ask and/or answer questions with details related to a variety of print materials (e.g., ask, “What is the duck doing?” or respond to, “Tell me about the duck.”).
- With prompting and support, retell familiar stories (from books, oral presentations, songs, plays) using diverse media (e.g., conversation, drama, props throughout the classroom, creative movement, art, and creative writing).
- With prompting and support, identify some characters, settings, and/or major events in a story.
- Craft and Structure
- Exhibit curiosity and interest in learning words in print.
- Develop new vocabulary from stories.
- Identify environmental print (e.g., word wall, class dictation).
- With prompting and support, interact with common types of texts (e.g., fantasy; factual; animals; books about people demonstrating racial, cultural, age, gender, ability and diversity).
- With prompting and support, identify the role of the author and illustrator.

#### INTEGRATION OF KNOWLEDGE AND IDEAS

- With prompting and support, make connections among self, illustrations, and the story (e.g., picture walk, small group questions and answers, props in drama).
- (Not appropriate for literature as indicated in the CCSS for ELA)
- With prompting and support, compare and contrast adventures and experiences of characters in familiar stories (e.g., how are two stories similar and/or different).

#### RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

- Actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g., art activities, dramatic play, creative writing, movement).

## READING STANDARDS FOR INFORMATIONAL TEXT

#### KEY IDEAS AND DETAILS

- With prompting and support, ask and/or answer questions with details related to a variety of informational print materials (e.g., charts, graphs, maps, lists, and other reference materials).
- With prompting and support, identify the main topic/idea and retell some details using diverse media (e.g., drama, creative writing, art, conversation).
- With prompting and support, demonstrate the connections among individuals, events, ideas, or pieces of information in a text (e.g., art, dramatic play, creative writing, conversation).
- Craft and Structure
- Exhibit curiosity and interest about words in a variety of informational texts.
- With prompting and support, identify the front cover, back cover, and title page of a book.
- With prompting and support, identify the role of the author and illustrator in informational text.

#### INTEGRATION OF KNOWLEDGE AND IDEAS

- With prompting and support, make connections between self and text and/or information and text.
- With prompting and support, explore the purpose of the informational text as it relates to self.
- With prompting and support, identify similarities and differences in illustrations between two texts on the same topic.
- Range of Reading and Level of Text Complexity
- With prompting and support, actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g., experiments, observations, topic studies, conversations, illustrated journals).

### READING STANDARDS: FOUNDATIONAL SKILLS

#### PRINT CONCEPTS

- With prompting and support, demonstrate understanding of conventions of print.
- Recognize an association between spoken and written words.
- Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named.
- Recognize and name some upper- and lower-case letters of the alphabet, especially those in own name.
- Differentiate letters from numbers.
- Recognize words as a unit of print and understand that letters are grouped to form words.

- Understand that print moves from left to right, top to bottom, and page-by-page.
- Understand that words are separated by spaces in print.

### PHONOLOGICAL AWARENESS

- With prompting and support, demonstrate an emerging (developing) understanding of spoken words, syllables, and sounds.
- Engage in language play (e.g., sound patterns, rhyming patterns, songs).
- Explore and recognize rhyming words (e.g., using songs, finger plays, nursery rhymes, imitation, poetry, and conversation).
- Demonstrate awareness of the relationship between sounds and letters.
- Demonstrate an understanding of syllables in words (units of sound) by clapping, stomping, and finger tapping.
- With prompting and support, isolate and pronounce the initial sounds in words.
- Demonstrate an awareness of ending sounds in words.
- With prompting and support, demonstrate emergent phonics and word analysis skills.
- Demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants.
- Recognize own name, environmental print, and some common high-frequency sight words.

### FLUENCY

- Display emergent reading behavior with purpose and understanding (e.g., pretend reading, picture reading).

## WRITING STANDARDS

### TEXT TYPES AND PURPOSES

- With prompting and support, recognize that writing is a way of communicating for a variety of purposes.
- Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) to express an opinion.
- Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) and describe their writing.
- Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) to tell about events or stories.
- No developmentally appropriate standard.

### PRODUCTION AND DISTRIBUTION OF WRITING

- No developmentally appropriate standard.
- With prompting and support, focus on a topic and draw pictures or add details to an illustration that will clarify responses to questions or suggestions from adults and peers.

- With prompting and support, use a variety of tools (e.g., digital media, art materials) to share in the creation and publication of creative writing.

### RESEARCH TO BUILD AND PRESENT KNOWLEDGE

- With prompting and support, participate in and demonstrate understanding of written representation in collaborative research projects (e.g., explore a number of books by a favorite author on the same topic) and express opinions about them.
- With prompting and support, recall information from experiences to answer questions.
- No developmentally appropriate standard.
- Range of Writing
- No developmentally appropriate standard.

## SPEAKING AND LISTENING STANDARDS

### COMPREHENSION AND COLLABORATION

- With guidance and support, participate in small-group as well as large-group shared conversations about pre-kindergarten topics and texts with peers and adults.
- Engage in voluntary conversations (e.g., turn-taking, exchanging information, listening attentively, being aware of others' feelings).
- Engage in extended conversations.
- With prompting and support, confirm understanding of information presented orally, from read-alouds, or through other media by asking and answering questions about details.
- With prompting and support, ask and answer questions in order to seek help, obtain information, or clarify something that is not understood.
- Presentation of Knowledge and Ideas
- With prompting and support, describe familiar people, places, things, and events.
- With prompting and support, add drawings or other visual displays to descriptions.
- With prompting and support, demonstrate an emergent (developing) ability to express thoughts, feelings, and ideas clearly.

## LANGUAGE STANDARDS

### CONVENTIONS OF STANDARD ENGLISH

- With prompting and support, demonstrate awareness of the conventions of standard English grammar and usage when speaking.
- Use frequently occurring nouns and verbs.
- Form regular plural nouns by adding /s/ or /es/ (e.g., dog, dogs; dish, dishes).
- Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

- Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, of, by, with).
- Produce and expand complete sentences in shared language activities.
- With prompting and support, demonstrate awareness of the conventions of standard English.
- Write first name, capitalizing the first letter.
- Attempt to write a letter or letters to represent a word.
- Experiment with written representations of words, using emergent (developing) knowledge of sound-letter relationships.
- Knowledge of Language
- No developmentally appropriate standard

### VOCABULARY ACQUISITION AND USE

- With prompting and support, explore unknown and multiple-meaning words based on pre-kindergarten reading and content.
- Apply new meaning for familiar words accurately (e.g., recognizing that a car is also a vehicle).
- With guidance and support, explore word relationships and word meanings.
- Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- Experiment with frequently occurring verbs and adjectives by relating them to their opposites (antonyms) (e.g., run, walk; fast, slow; soft, hard).
- Identify real-life connections between words and their use (e.g., find examples of things that are smooth, rough).
- Recognize and demonstrate knowledge of verbs (e.g., acting out sweeping, describing how to brush teeth).
- With prompting and support, use words and phrases that have been acquired through responses to text or stories, experiences, conversations, and/or from hearing a story.

## MATHEMATIC STANDARDS

### COUNTING AND CARDINALITY DOMAIN

Know number names and the count sequence.

- With prompting and support, recite numbers 1 to 30 in the correct order.
- With prompting and support, recognize, name, and attempt writing numerals 0 – 10.

Count to tell the number of objects.

- With guidance and support, understand the relationship between numerals and quantities.
- Recognize that a numeral is a symbol that represents a number of objects, using developmentally appropriate pre-kindergarten materials.

- Match quantities and numerals 0–5.
- Count many kinds of concrete objects and actions up to 10, using one-to-one correspondence; and, with guidance and support, count up to 7 things in a scattered design.
- Use the number name to represent the number of objects in a set, using developmentally appropriate pre-kindergarten materials.

Compare numbers.

- Use comparative language (e.g., more than, less than, equal to, same, and different) to compare objects, using developmentally appropriate pre-kindergarten materials.

### OPERATIONS AND ALGEBRAIC THINKING DOMAIN

Understand addition as putting together and adding to and understand subtraction as taking apart and taking from.

- With guidance and support, experiment with adding and subtracting by using developmentally appropriate pre-kindergarten materials.
- With guidance and support, model real-world addition and subtraction problems up to 5 using developmentally appropriate pre-kindergarten materials.
- With guidance and support, demonstrate an understanding of patterns using developmentally appropriate pre-kindergarten materials.
- Duplicate and extend simple patterns using concrete objects.

### MEASUREMENT AND DATA DOMAIN

Describe and compare measurable attributes.

- With guidance and support, recognize measurable attributes of everyday objects such as length, weight, and size, using appropriate vocabulary (e.g., small, big, short, tall, empty, full, heavy, light).
- With guidance and support, compare two objects using attributes of length, weight, and size (e.g., bigger, longer, taller, heavier, same weight, same amount).
- Use nonstandard units of measurement.
- Explore standard tools of measurement.

Classify objects and count the number of objects in each category.

- With guidance and support, sort, categorize, or classify objects (e.g., color, size, length, height, weight, area, temperature).

### GEOMETRY DOMAIN

Explore, identify, and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

- With guidance and support, correctly name shapes.
- With guidance and support, recognize and correctly name shapes in the environment, regardless of their orientation or overall size.

- With guidance and support, explore the differences between two-dimensional and three-dimensional shapes.
- Analyze, compare, create, and compose shapes.
- With guidance and support, create and represent shapes using developmentally appropriate pre-kindergarten materials (e.g., popsicle sticks, play dough, blocks, pipe cleaners, pattern blocks).
- With guidance and support, explore using shapes to create representation of common objects (e.g., use a square and a triangle to make a house).

## APPROACHES TO LEARNING STANDARDS

### PLAY DOMAIN

Engage in play.

- Cooperate with peers during play by taking turns, sharing materials, and inviting others to play.
- Initiate and make decisions regarding play and learning activities (e.g., choose learning centers and materials).
- Exhibit creativity and imagination in a variety of forms (e.g., roles, props, and language).
- Demonstrate active engagement in play.

### CURIOSITY AND INITIATIVE DOMAIN

Demonstrate curiosity and initiative.

- Demonstrate interest in new experiences by interacting with peers, using familiar materials in creative ways, and investigating new environments.
- Ask questions to seek new information.
- Make independent choices.
- Approach tasks and activities with flexibility, imagination, and inventiveness.

### PERSISTENCE AND ATTENTIVENESS DOMAIN

Demonstrate persistence and attentiveness.

- Follow through to complete a task or activity.
- Demonstrate the ability to remain engaged in an activity or experience.
- Seek out and accept help or information from adults and peers when needed to accomplish a task or an activity (e.g., using a step stool to reach the sink).

### PROBLEM-SOLVING SKILLS DOMAIN

Demonstrate problem-solving skills.

- Identify a problem or ask a question.
- Use a variety of strategies to solve a problem, reach a goal, or answer a question (e.g., work with others, use a variety of materials, use trial and error).
- Apply prior learning and experiences to build new knowledge.

## SOCIAL AND EMOTIONAL DEVELOPMENT STANDARDS

### SOCIAL DEVELOPMENT DOMAIN

Build and maintain relationships with others.

- Interact appropriately with familiar adults.
- Communicate to seek out help with difficult task; to find comfort, and to obtain security.
- Engage with a variety of familiar adults for a specific purpose.
- Interact appropriately with other children.
- Engage in positive interactions and communications with classmates (e.g., greet peers, use names of classmates, share materials).
- Develop relationships and share a friendship with one or two peers (e.g., offer assistance and materials to others).
- Ask permission to use items or materials of others.
- Acknowledge needs and rights of others (e.g., say, “It’s your turn on the swing.”).
- Express empathy and care for others.
- Show affection and concern in appropriate ways (e.g., pat a child on the arm; give a soft hug to an upset peer).
- Offer and accept encouraging and courteous words to demonstrate kindness.
- With prompting and support, identify emotional cues of others and react in a positive manner (e.g., say, “You seem sad.”).

Work productively toward common goals and activities.

- Participate successfully as a member of a group.
- With prompting and support, share experiences and ideas with others (e.g., engage in conversation to express ideas).
- Sustain interactions with peers, allow others to join play activities, and play cooperatively with others in small and large groups (e.g., engage in cooperative play or conversations over time).
- Accept assigned duties during play or classroom management routines (e.g., clean-up responsibilities).
- Join ongoing activities in acceptable ways.
- Express to others a desire to play (e.g., say, “I want to play.”).
- Lead and follow.
- Move into group with ease.
- Resolve conflicts with others.
- With prompting and support, use discussions and negotiations to reach a compromise (e.g., say, “I had the drum first or you can have it when this song is over.”).
- With prompting and support, use courteous words and actions (e.g., say, “Please give me the book.” “I’m sorry I stepped on your mat.”).

### EMOTIONAL DEVELOPMENT DOMAIN

Demonstrate awareness of self and capabilities.

- Demonstrate trust in self.
- Make positive statements about self, use assertive voice to express self, and accept responsibility for own actions (e.g., say, “I can ...”, “I will ...”, “I did ...”).
- Identify own emotions (e.g., say, “I feel ...”) and express pride in accomplishments (e.g., “I did it!”).
- Develop personal preferences.
- Express independence, interest, and curiosity (e.g., say, “I can ...”, “I choose...”, “I want ...”).
- Select and complete tasks (e.g., finish a puzzle or drawing).
- Show flexibility, inventiveness, and interest in solving problems.
- Make alternative choices (e.g., move to another area when a center is full).
- Persist and problem solve when working on a task (e.g., work on a puzzle; rebuild a tower of blocks that has fallen).
- Know personal information.
- Describe self using several basic characteristics (e.g., gender, age, hair color, eye color).
- Refer to self by first and last name.
- Know parents’/guardians’ names.

Recognize and adapt expressions, behaviors, and actions.

- Show impulse control with body and actions.
- Control own body in space (e.g., move safely through room without harm to self or others).
- Follow procedures or routines (e.g., come to circle time when the teacher begins to sing).
- Transition appropriately within environments with ease (e.g., come indoors to wash hands for lunch or to listen to a story).
- Manage emotions.
- With prompting and support, progress from being upset to being calm (e.g., breathe deeply to regain self-control).
- With prompting and support, recognize emotions (e.g., “I am really mad.”).
- With prompting and support, express feelings through appropriate gestures, actions, and language (e.g., smile and say, “This story makes me happy.”).
- With prompting and support, express frustration and anger without harming self, others, or property (e.g., “I don’t like it when you take my truck.”).
- Follow procedures and routines with teacher support.
- Follow one-step and/or two-step directions (e.g., move appropriately when transitions are announced).
- Use materials with care and safety (e.g., use scissors to cut paper).
- Take turns sharing information with others (e.g., interact during group time).
- Demonstrate flexibility in adapting to different environments.
- Adjust behavior in different settings (e.g., at the library, playground, lunchroom).
- Follow rules (e.g., use outside voice, use inside voice) in different settings.

## SCIENCE STANDARDS

### SCIENTIFIC METHOD AND INQUIRY DOMAIN

Engage in simple investigations.

- Make observations, make predictions, and ask questions about natural occurrences or events.
- Describe, compare, sort and classify, and order objects.
- Use a variety of simple tools to make investigations (e.g., use a magnifying glass to look at a bug).
- Explore materials, objects, and events and notice cause and effect.
- Describe and communicate observations, results, and ideas.
- Work collaboratively with others.
- Use the five senses to explore and investigate the environment.
- Name and identify the body parts associated with the use of each of the five senses.
- Describe similarities and differences in the environment using the five senses.

### PHYSICAL SCIENCE DOMAIN

Develop awareness of observable properties of objects and materials.

- Manipulate and explore a wide variety of objects and materials.
- Describe and compare objects and materials by observable properties (e.g., color, size, shape, weight, texture, temperature).
- Identify position and movement of people and objects (e.g., over, under, in, out, sink, float).
- Explore what happens to objects in relation to other forces (e.g., throwing rocks, bouncing ball).

### LIFE SCIENCE DOMAIN

Acquire scientific knowledge related to life science.

- Name, describe, and distinguish plants, animals, and people by observable characteristics.
- Describe plant, animal, and human life cycles.
- Describe the needs of living things.
- Compare and contrast characteristics of living and nonliving things.

### EARTH SCIENCE DOMAIN

Apply scientific knowledge related to earth science and space.

- Describe daily weather changes and seasonal patterns using weather vocabulary (e.g., hot, cold, warm, sunny, cloudy).
- Identify characteristics of the clouds, sun, moon, and stars.
- Collect, sort, identify, and describe natural objects in the natural world (e.g., rocks, soil, leaves).

## TECHNOLOGY DOMAIN

Identify and explore a variety of technology tools.

- Use appropriate technology tools (e.g., magnifying glass, telescope, microscope, computer, simple machines) to explore objects and/or to discover new information.
- Use technology tools to gather and/or communicate information.
- With prompting and support, invent and construct simple objects or structures using technology tools.

## PHYSICAL DEVELOPMENT STANDARDS

### GROSS MOTOR SKILLS DOMAIN

Demonstrate understanding of gross motor concepts as they apply to the learning, development, and performance of physical activities.

- Identify and demonstrate the use of body parts connected with gross motor movement (e.g., knee, foot, arm).
- Demonstrate coordination of large muscles to perform simple motor tasks (e.g., climbing, jumping, stretching, throwing a ball).
- Demonstrate competency in gross motor skills and movement patterns needed to perform a variety of physical activities.
- With prompting and support, demonstrate body coordination (e.g., balance, strength, moving in space, walking up and down stairs alternating feet).
- Use various types of equipment (e.g., playground equipment, tricycles, slides).
- Engage in gross motor activities that are familiar as well as activities that are new and challenging (e.g., pulling, throwing, catching, kicking, bouncing or hitting balls, riding wheel toys, skipping).

### FINE MOTOR SKILLS DOMAIN

Demonstrate competency in fine motor skills needed to perform a variety of physical activities.

- With prompting and support, use fine muscle and eye-hand coordination for such purposes as using utensils, self-care, building, and exploring (e.g., place small objects in bottle).
- Demonstrate understanding of emerging (developing) fine motor skills as they apply to the learning and performance of physical activities.
- Demonstrate fine muscle coordination using manipulative materials that vary in size, shape, and skill requirement (e.g., press individual computer keys on a keyboard, use clay to form shapes or objects).
- Demonstrate emerging (developing) coordination of fine muscles to perform simple motor tasks (e.g., tear, cut, fold and crease paper).
- Participate in fine motor activity for self-expression and/or social interaction.
- With prompting and support, use fine motor skills for self-expression (e.g., coloring, painting, building, dressing-up in dramatic play).

- With prompting and support, participate in group activities involving fine motor experiences (e.g., playing together with blocks, finger plays, and dramatic play).

Demonstrate emerging (developing) competency in self-help skills needed to perform a variety of physical activities.

- With prompting and support, participate in self-care (e.g., dressing, brushing teeth, washing hands, feeding self).

### SELF-CARE, HEALTH, AND SAFETY SKILLS

Demonstrate an awareness and practice of safety rules.

- With prompting and support, identify safety rules (e.g., classroom, home, community).
- With prompting and support, practice safety procedures by responding appropriately to harmful or unsafe situations.
- With prompting and support, demonstrate appropriate behavior to respect self and others in physical activity by following simple directions and safety procedures.

Demonstrate an emerging (developing) use of standard health practices.

- With prompting and support, practice common health routines (e.g., resting, eating healthy meals, exercising, and using appropriate personal hygiene).
- With prompting and support, participate in a variety of physical activities.
- With prompting and support, identify nutritious foods.

## CREATIVE EXPRESSION STANDARDS

### MUSIC DOMAIN

Participate in music-related activities.

- Create sounds and rhythms using voice, body, instruments, or sound-producing objects.
- Sing a variety of short songs.
- Listen actively and respond to short musical works (e.g., singing, answering questions, following instructions).
- With prompting and support, identify fast and slow tempos and simple elements of music.
- With prompting and support, recognize a wide variety of sounds and songs from other cultures.

### DANCE AND MOVEMENT DOMAIN

Demonstrate understanding through the use of movement.

- Create simple movements (e.g., twirl, turn around, skip, shake).
- Respond rhythmically to different types of music (e.g., fast, slow).

## THEATRE AND DRAMATIC PLAY DOMAIN

Engage in dramatic play throughout the day in a variety of centers.

- Imitate roles (e.g., mother, baby, doctor) observed in own life experiences.
- Use available materials as either realistic or symbolic props.
- Make up new roles from experiences and/or familiar stories.
- Imitate characteristics of animals (e.g., the sounds animals make) and of people.

## VISUAL ARTS DOMAIN

Create and respond to visual art.

- Produce original art (e.g., color, paint, draw) using a wide variety of materials and tools.
- Create artwork that reflects an idea, theme, or story.
- Describe own artwork.

## SOCIAL STUDIES STANDARDS

### FAMILY AND COMMUNITY DOMAIN

Understand self in relation to the family and the community.

- Identify self as a member of a family, the learning community, and local community.
- With prompting and support, identify similarities and differences in people.
- With prompting and support, describe some family traditions.
- Identify some similarities and differences in family structure, culture, ability, language, age and gender.
- Understand the concept of individual rights and responsibilities.
- With prompting and support, demonstrate responsible behavior related to daily routines.
- With prompting and support, explain some rules in the home and in the classroom.
- Identify some rules for different settings.
- Identify appropriate choices to promote positive interactions.
- With prompting and support, identify some community members (e.g., parents, teachers, principals/directors, community helpers).
- With prompting and support, identify some positive character traits of self and others (e.g., fair, friendly, respectful, responsible).
- With prompting and support, describe a simple sequence of familiar events.

### OUR WORLD DOMAIN

Understand the importance of people, resources, and the environment.

- Treat classroom materials and the belongings of others with care.
- With prompting and support, identify location and some physical features of familiar places in the environment.

- With prompting and support, use money in pretend play to demonstrate understanding of the role money plays in the environment (e.g., play store or restaurant).
- Use a variety of technology tools (e.g., telephone, cash register, computer), either real or pretend, that affect daily life interactions and activities.
- Demonstrate an understanding of the role that people play in caring for the environment (e.g., recycling, keeping the environment clean, conserving water).

### HISTORY AND EVENTS DOMAIN

Understand events that happened in the past.

- With prompting and support, describe a simple series of familiar events.
- Recognize events that happened in the past.



## PARENT AND FAMILY GUIDE TO A MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

### WHAT IS A MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)?

A multi-tiered system of supports is a framework for effective team-based problem solving that is data-informed, evidence-based, and flexible enough to meet the academic and behavioral needs of all students. It is a prevention-based framework designed to improve learning outcomes through a layered continuum of supports (Three-Tiered Model).

#### *MTSS CONSISTS OF SIX ESSENTIAL COMPONENTS:*

- Shared Leadership
- Family, School, & Community Partnerships
- Data-Based Problem Solving and Decision Making
- Layered Continuum of Supports (Tier I, Tier II, Tier III)
- Evidence-Based Instruction, Intervention, & Assessment
- Universal Screening & Progress Monitoring

The essential components of a MTSS allow for a continuum of supports, working together endlessly, to improve student academic and behavioral outcomes by design, and redesign, of appropriate services through promotion of equitable practices.

### WHAT IS A LAYERED CONTINUUM OF SUPPORTS?

A Layered Continuum of Supports includes three tiers of instruction. Each layer of support increases with intensity from universal (ALL students) to targeted (some students) to the most intensive supports (few students).

- Tier I is the UNIVERSAL layer of support for ALL students and consists of high-quality classroom instruction provided by highly trained and qualified personnel. Tier I instruction occurs in whole group, small group, and individual settings. It is ongoing and cannot be replaced by an additional tier. It is layered by adding additional supports as needed.
- Tier II is the TARGETED layer of support for SOME students that consists of supplemental academic and behavioral supports provided in addition to core high-quality instruction.
- Tier III is the most INTENSIVE layer of support for FEW students and consists of the most intensive, targeted instruction and intervention specifically designed to meet the individual academic and behavioral needs of students.

### HOW DOES A SCHOOL/DISTRICT IDENTIFY STUDENTS FOR MTSS SUPPORTS?

A student is considered for intervention supports if data indicates lack of adequate student progress. Multiple data points are utilized to determine the need for academic and/or behavioral supports. A team of individuals applies a problem-solving process in-order-to create a plan for students who need supplemental or intensive supports.

Districts and schools utilize available resources to determine how to meet the needs of ALL students. Decision rules regarding who will be placed in intervention are locally determined as the fidelity and integrity of intervention implementation must be considered by the team. When Tier II and Tier III numbers are elevated teams must consider the core instruction and what needs to be provided in the Tier I setting.

## PARENT TIPS

Reading aloud to your child is the single most important activity for building the knowledge required for success in reading. Choosing many different types of books will expose your child to new concepts, vocabulary, and interests. Listed below are some recommended books that represent various types of literature.

A completed listing of recommended books for children can be found on the Pre-K website:

- Dr. Seuss's ABC., Dr. Seuss
- Anno's Counting Book, Mitsumasa Anno
- Red, Blue, Yellow Shoe, Tana Hoban
- Read Aloud Rhymes for the Very Young, Jack Prelutsky
- If You Give a Mouse a Cookie, Laura Numeroff

Visit your local library for other books to enjoy with your child.

### The Year Before Kindergarten

So, your child starts Kindergarten next year...

In the year before Kindergarten you should be laying a foundation for your child's transition to Kindergarten.

You can begin the process by connecting with other families. Find parents with children who will enter Kindergarten at the same school next year. This is a good time for you to get to know the other adults. You can support each other in an emergency situation, take turns waiting at the bus stop, or car-pool.

Also, obtaining the following information from the school will help with the process:

- A list of entry requirements (immunizations, documentation, etc.)
- An enrollment form
- School calendar and times of operation
- Information about after-school programs (if available)
- Transportation information (pick-up location, hours, telephone number of the county transportation office, rules)
- Dates for Kindergarten registration
- What meal options are provided, requirements for free and reduced lunches, and the cost of meals
- A description of the Kindergarten program.



Rankin County  
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TRADITION OF EXCELLENCE

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