Cleveland School District
Pre-Kindergarten Handbook



Four-Year Kindergarten Handbook

Cleveland School District

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Welcome to Cleveland School District Pre-Kindergarten

CSD Pre-Kindergarten will follow the policies and procedures set forth by the Cleveland School District Pre-Kindergarten Handbook. These policies and procedures may be found on the CSD website at https://www.cleveland.k12.ms.us.

This document serves to supplement those policies and procedures set forth by the Cleveland School District Board and provide more guidance on routine matters during preschool programming.

Goals, Equity Statement, and Requirements

Goals-

1. To provide high quality learning experiences in a safe, positive, and fun environment.
2. To ensure child readiness from Kindergarten through high school.
3. To nurture the child's development: socially, intellectually, physically, and emotionally.

Equity Statement-

No student enrolled in the Cleveland School District Pre-Kindergarten Program shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in the program on the basis of race, color, creed, sex, religion, ethnic background, national origin, sexual orientation, gender identity, or socio-economic background.

Requirements-

The following requirements are listed in order to provide a safe and successful environment for all children in our Pre-K program:

- Every student in the program must be completely potty trained .
- Every student in the program must be able to feed themselves.
- Every student in the program must be able to take care of personal hygiene needs.
- Every student in the program must be able to express needs and preferences clearly.
- Every student must be able to express frustration and anger appropriately for their age ***(e.g.without harming self, others, or property).***
- Every student must be able to follow simple directions.
- Every student must participate in the Four Year Old/Pre-Kindergarten Pre Screening test. Full acceptance into the program will not take place until after the pre-screening process.
- Every student must live within the Cleveland School District boundaries.

Every child must have valid documentation of the following:

***Birth Certificate**
***Certificate of Immunization (Form 121)**
***Two Proofs of Residency within Cleveland School District**

At any time, if any of the above criteria are not being successfully met, the student may be dismissed from the program.

Site Locations and Contact Information

Site	Director / Principal	Contact Information	Address	Email
Bell Academy	Mrs. Tiffanie Russell	662.843.4572	1016 Taylor Rd, Boyle, MS	trussell@cleveland.k12.ms.us
Hayes Cooper Center	Mrs. Renee LaMastus	662.748.2734	500 MLK Jr. Blvd, Merigold, MS	rlamastus@cleveland.k12.ms.us
H.M. Nailor	Ms. April Smith	662.843.4528	600 Cross St. Cleveland, MS	asmith@cleveland.k12.ms.us
Parks Elementary	Mrs. Holly Wells	662.843.3166	1301 Terrace Road Cleveland, MS	awells@cleveland.k12.ms.us

General Information:

Arrival:

Pre-K students attending our public schools are not allowed to ride the bus to or from school.

Students attending Pre-Kindergarten at one of the CSD sites are car riders and will follow procedures for each school. Each school will communicate their drop off and pick up procedure for pre-kindergarten students with parents.

Please let the teachers or school staff know if changes in transportation occur. If possible, the change should be in writing and received before 12:00 p.m. on the day of the change.

Office Hours of operation: 7:15 a.m.- 3:30 p.m.

Hours for Pre-Kindergarten: 7:30 – 2:45 pm.

Once the student is dropped off, teachers and assistant teachers will help students find their way to their classroom.

If your child arrives at the school site after 7:55 a.m., you must sign the child in.

Dismissal: Pre-K students are dismissed beginning at 2:30 p.m.
Pre-Kindergarten students are picked up at designated locations at each site.

Nap: Pre-K students will have daily rest time. Parents are asked to provide nap mats and towels.

Breakfast and lunch will be provided free of charge at all sites.
Menus (which can be changed due to supply availability) can be accessed on the Cleveland School District's Website or the individual school's website.

Snack: Pre-Kindergarten students have daily snacks. The classroom teacher will have a "snack time" calendar.

Checking Out:

If you need to check your child out of school for any reason, please call the school office. You are required to come into the office and sign the child out for the day.

Attendance:

Regular attendance is important to your child's preschool experience. Please call the school office if your child is going to be absent.

Supply Drop Off/Meet the Teacher: Follow the school guidelines.

Open House: Each site will plan its events. Parents and guardians will be notified.

Parent-Teacher Conferences:

Please call the school office to schedule a conference with your child's teacher. You may also put a note in his or her daily folder or email your child's teacher. Parents can also use the Classroom Remind Messaging System or any other communication system used by the school.

Contact Information:

Please make sure the office has a current physical address, mailing address, phone number (personal cell, job number, etc.) and email where you can be reached at all times. This is very important in case of an emergency. If /when contact information changes, please update immediately at the site.
Each child should also have a second person's contact information on file in the office in case the parent cannot be reached.

Daily Take-Home Folder:

Take home folders are sent home daily. Please, check, review and return this folder in the child's backpack each day. This is our main way of communicating with parents. This will contain all important notices from the school, office, and or teacher.

Phone Numbers:

Parent/Guardian, please make sure you can be reached at the number on file. This is very important in case of an emergency. If you change your number, please update with the office or teacher.

Other Ways of Communication:

*School's Newsletters
*School's Monthly Calendars
*School's Social Media Pages
*Phone Text, Email, Flyers, District Call-out

Personal and Medical Needs

Pre-K Daily Bags:

Any small backpack can be used for your child to carry his/her things to and from school each day. The bag should be able to hold a regular sized folder and fit in cubbies.
Please write your child's name on his/her bag.

Clothes for School:

Pre-K students will wear uniforms to the school he or she attends. Check with the school principal about the uniform policy.

Belts are not required for Pre-K. Please know that in Pre-K, children work hard and play hard, so their clothes may become dirty or stained. This is normal for Pre-K! See Appendix D

We ask that children wear tennis shoes or shoes that are closed-toed and closed-heeled….no flip-flops.

Free Dress Days: Children wearing uniforms will follow the "Free Dress Days" at their schools. All clothing must adhere to the school's dress code.

Extra Clothing/Change of Clothes to Keep at School:

Each child should bring a change of clothes to be kept at their school in case of an accident or spill. This set of clothing should be sent to school in a gallon sized ziplock type bag with the child's name on the bag. Please include a clean top, bottom, socks, and two pair of underwear.

Health, Medicine, Sickness, Allergies:

Please let the teacher know as soon as possible if your child has a severe allergy to anything (insect bites, food, etc.).
If the student has an Epipen (Epinephrine Auto-Injector), the teacher must be made aware of this before the first day of school. A physician must complete a Medical Form.

In all Public Schools, an Allergy plan must be completed and kept on file in the office.

Asthma: Please let the teacher know as soon as possible if your child has asthma, even if it is seasonal or does not require an inhaler. A physician must complete an Asthma Form.
An asthma plan must be completed and kept on file in the office.

Medical Forms may be found on the CSD Website or obtained from the school office.

All Students who have medicine to be given at school must have the form completed by their physician. The medicine must be in the prescription bottle with all pertinent labels.

SICKNESS:

If your child is sick or you suspect he or she might be sick, Please keep him or her at home! Small children can catch germs very easily, and illnesses can spread rapidly in a classroom.

If your child has any of the following, **do not send them to school:**

- **Fever-** over 99.0 and must be without fever for 24 complete hours
- **Diarrhea-** must be free from diarrhea for 24 complete hours
- **Vomiting-** must be free from vomiting for 24 complete hours
- **A constant cough**
- **Pink eye- red, swollen draining eyes**
- **Rash**
- **Chicken pox**
- **Measles**
- **Pneumonia**
- **Covid**
- **Flu**
- **Impetigo**
- **Head Lice**
- **Or any other symptoms that could possibly affect the health of others**

COVID Policies:

Masks are optional.

Guidelines will be updated as needed.

Health and Safety Records:

A students health and safety records will include:

- Current emergency contact information for each child. Parents must provide current contact information and notify the school of any changes in that information.
- The teacher and the parent will develop instructions and/or plans for any of the child's special health needs such as allergies or chronic illness (e.g., asthma, hearing or vision impairments, feeding needs, neuromuscular conditions, urinary or other ongoing health problems, seizures, diabetes). Parents are required, for the safety and well-being of the student, to make the teacher and school aware of any condition that might affect the health or safety of the child. Medical forms must be filled out by the child's physician.

CURRICULUM

In 2023, Cleveland School District began using the MS Beginnings Curriculum, as designated by the Mississippi Department of Education, Early Childhood Department for the four-year pre-kindergarten program. MS Beginnings: Pre-K curriculum is intended to support any preschool teacher in providing rich, play-based, intentional developmentally appropriate instructions. When implemented with fidelity, the MS Beginnings: Pre-K builds social-emotional, executive function, language, math, and vocabulary skills.

MS Beginnings: Pre-K meets the requirements of the Early learning Guidelines:

- Aligned to Early learning Standards
- Comprehensive to cover all domains
- Emphasis on early childhood literacy
- Evidence-based of child outcomes
- Thematic based

We teach in large group settings (circle time), small group settings, and on an individual basis as often as we can throughout the day. We also have early morning activities and center time.

Large Group Time (Also called carpet and Circle Time):

In large group settings, the teacher directs instruction to the whole class. We teach through songs, big books, charts with motions and actions, posters, videos on the Eno Boards, and even through learning games. We encourage children to listen during this time and mostly, participate.

Center Time:

Five (5) different learning centers are organized, arranged, and labeled so they are accessible to all children for a minimum of 120 minutes per day.

Learning Centers are identified as distinct areas in a classroom that offer various materials and opportunities for hands-on learning at individually appropriate levels.

Each early learning classroom includes the primary centers. These primary centers contain a

1. book/library center,
2. math/manipulative center, and
3. creative art center.

Additional integrated learning centers are added to address child interest and support current learning topics so that five (5) integrated learning centers are available.

Two of the centers are teacher-led (Literacy and Math). The activities are child-centered and hands on, with the teacher guiding, supervising and directing the children. The other centers are independent centers, where children work on skills independently from the teacher.

Requirements for Instructional Day

The instructional day includes all aspects of the child's day (e.g. learning center activities, large and small group activities, individual instruction, and guided physical activity). At a minimum, the instructional day includes

- 360 instructional minutes (6 hours),
- 40 minutes of physical activity,
- 120 minutes of learning centers, and
- 30 minutes of quiet/rest time

Requirements for Physical Activity

Children engage in physical activity for a minimum of 40 minutes, and a maximum of 60 minutes during the day. The minutes assigned to physical activity do not have to occur continuously or consecutively. Weather permitting, physical activity takes place outside. Outdoor play experiences will occur unless a weather advisory is in effect, or the play space is unsafe due to damp or wet conditions. If outdoor play is not possible per one or more of these conditions, teachers provide 40 to 60 minutes of indoor physical activity.

** Pre-kindergarten students do not simultaneously share an area with children in first grade or older during designated outside periods.

Requirement for Quiet Time

Children in full-day programs engage in a minimum of 30 minutes and a maximum of 60 minutes of quiet time daily.

Requirement for Nutritional Provision

All full-day programs provide a minimum of one meal per day.

Sample Full Day Pre-Kindergarten Schedule

Time	Activity	Minutes	Instructional Time
7:20 – 7:50	Arrival – Free Choice Centers	30 Minutes	Yes
7:50 – 8:20	Breakfast/Story Time	30 Minutes	Yes
8:20 – 8:35	Morning Meeting: Calendar/Routine	15 Minutes	Yes
8:35 – 8:45	Morning Exercise (Move to Learn)	10 Minutes	Yes
8:45 – 9:15	Extension Class/Teacher Planning (Music, Library, Physical Education, Computer, Art)	30 Minutes	Yes
9:15 – 9:35	Whole Group Circle Time	20 Minutes	Yes
9:35 – 10:55	Small Group/Free Choice Centers	80 Minutes	Yes
10:55 – 11:30	Lunch	35 Minutes	Yes
11:30 – 11:50	Whole Group Circle Time	20 Minutes	Yes
11:50 – 12:50	Small Group/Free Choice Centers	60 Minutes	Yes
12:50 – 1:30	Physical Activity	40 Minutes	Yes
1:30 – 2:15	Quiet Time	45 Minutes	Yes
2:15 – 2:30	Speaking, Listening, Mini Lesson/Snack	15 Minutes	Yes
2:30 – 2:45	Closure/Review of the Day	15 Minutes	Yes
2:45	Dismissal		No
3:00 – 3:30	Teacher Planning	30 Minutes	No

Required Minutes		Sample Schedule Required Minutes
Instructional	360 Minimum	445 Minutes
Center Time	120 Minimum	170 Minutes
Quiet Time	30 Minimum (60 Maximum)	45 Minutes
Physical Activity	40 Minutes (60 Maximum)	50 Minutes

Early Childhood Learning Standards

The Mississippi Early Learning Standards for Classrooms Serving Four-Year-Old Children is organized according to the following areas:

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

The English Language Arts and Mathematics Standards were developed to align with research based best practices. The Approaches to Learning, Social and Emotional Development, Science, Physical Development, Social Studies and Creative Expression Standards were developed based on National Standards for Early Childhood Education.

Assessments and Screenings Requirements:

Four Year Old/Pre-Kindergarten Pre Screening test.

KRA- Kindergarten Readiness Assessment – Administered two times a school year. Once in the fall and once in the spring.

Brigance Developmental Screener - Administered two times a school year. Once in the fall and once in the spring.

Hearing & Vision Screening

*See Appendix A and B for MS Department of Education Early Learning Standards

Appendix A.

MS Department of Education
High-Quality Early Childhood Program Definition

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

HIGH-QUALITY EARLY CHILDHOOD PROGRAM DEFINITION

The National Association for the Education of Young Children describes a high-quality program as "providing a safe, nurturing environment that promotes the physical, social, emotional, and cognitive development of young children while responding to the needs of families." This definition provides the foundation of the criteria below.

FAMILY AND COMMUNITY ENGAGEMENT

A high-quality early childhood program fosters a sense of community within its doors and connects families to resources and opportunities in the surrounding community. This sense of community is created through open communication with understanding and respect for the diverse backgrounds, cultures, and languages of families. Programs engage the community by utilizing local resources to support child development.

OBSERVATION AND ASSESSMENT

A high-quality early childhood program uses an ongoing cycle of observation and assessment as an analysis of a child's growth and development. Results are used to plan and modify instruction and are shared with families. Partners and resources are sought to address identified needs and provide additional opportunities.

ENVIRONMENT AND CURRICULUM

A high-quality early childhood program provides an environment designed for children. This learning environment is characterized by supportive relationships and conversations that foster language development. The environment is strengthened by curriculum and materials that engage children in developmentally appropriate activities that address all domains of development (social/emotional, language, cognition and general knowledge, physical well-being and motor development).

HEALTH, SAFETY AND NUTRITION

A high-quality early childhood program protects the physical, social, and emotional safety of a child. It promotes the care of the whole child through healthy relationships and habits, including nutrition, hygiene, and physical activity. It provides information about and access to regular health screenings, interventions, and referrals as needed.

FACULTY AND STAFF

A high-quality early childhood program employs educators that have the knowledge and training to make informed decisions. These educators have experience in the field and are engaged in continuous learning. Staff engage in ethical conduct and maintain a positive disposition and a sense of empathy.

ADMINISTRATION AND LEADERSHIP

A high-quality early childhood program is led by administrators with an understanding and appreciation for the unique needs of their program, including regulatory requirements, communication strategies, and management plans. They implement program policies to foster a child's growth and development, and advocate for children and their families. They engage in strong business practices that attract and sustain resources, and create an accessible, affordable program.

EVALUATION

A high-quality early childhood program receives an annual evaluation to ensure the effectiveness of services on improving children's learning and well-being. Evaluation consists of two parts: rate of readiness and monitoring. The rate of readiness is a score assigned to each site through completion of specific evaluation tools that assess how children grow academically and developmentally throughout a school year and how the classroom environment and teaching practices support children's learning. Monitoring is a process where evidence is provided to ensure compliance with grant requirements, *Mississippi Early Learning Guidelines for Classrooms Serving Three- and Four-Year-Olds*, and/or best practices in early childhood.

Appendix B.

MS Early Learning Standards
Observational and Performance-Based Checklist

MISSISSIPPI DEPARTMENT OF EDUCATION

The Mississippi Early Learning Standards for Classrooms Serving Four-Year-Old Children: Observational and Performance-Based Checklist

Child Name _____ Teacher Name _____

School Name _____ School Year _____

College and Career Readiness Standards

ENGLISH LANGUAGE ARTS (ELA)

Code 1 = Needs Development | Code 2 = Making Progress | Code 3 = Developing as Expected | Code 4 = Advanced Development

READING STANDARDS FOR LITERATURE (RL)		OBSERVATIONS		
		Fall	Winter	Spring
ELA.RL.PK4.1	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."*).			
ELA.RL.PK4.2	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).			
ELA.RL.PK4.3	With prompting and support, identify some characters, settings, and/or major events in a story.			
ELA.RL.PK4.4	Exhibit curiosity and interest in learning words in print.			
ELA.RL.PK4.4a	Develop new vocabulary from stories.			
ELA.RL.PK4.4b	Identify real world print (e.g., word wall, class dictation, labels in classroom, and signs in the community).			
ELA.RL.PK4.5	With prompting and support, interact with common types of texts (e.g., fantasy; factual; animals; books that represent diversity in race, culture, age, gender, and ability).			
ELA.RL.PK4.5a	Identify the front cover, back cover, and title page of a book.			
ELA.RL.PK4.6	With prompting and support, identify the role of the "author" and "illustrator".			
ELA.RL.PK4.7	With prompting and support, make connections among self, illustrations, and the story (e.g., picture walk, small group questions and answers, props in drama).			
ELA.RL.PK4.8	Not applicable for literature.			
ELA.RL.PK4.9	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).			
ELA.RL.PK4.10	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 (RI)		OBSERVATIONS		
		Fall	Winter	Spring
ELA.RI.PK4.1	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).			
ELA.RI.PK4.2	With prompting and support, identify the main topic/idea and retell some details using diverse media (e.g., drama, creative writing, art, conversation).			
ELA.RI.PK4.3	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, and conversation).			
ELA.RI.PK4.4	Exhibit curiosity and interest about words in a variety of informational texts.			
ELA.RI.PK4.5	With prompting and support, identify the front cover, back cover, and title page of a book.			
ELA.RI.PK4.6	With prompting and support, identify the role of the "author" and "illustrator" in informational text.			
ELA.RI.PK4.7	With prompting and support, make connections between self and text and/or information and text.			
ELA.RI.PK4.8	With prompting and support, explore the purpose of the informational text as it relates to self.			
ELA.RI.PK4.9	With prompting and support, identify similarities and differences in illustrations between two texts on the same topic.			
ELA.RI.PK4.10	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 FOR FOUNDATIONAL SKILLS (RF)		OBSERVATIONS		
		Fall	Winter	Spring
ELA.RF.PK4.1	With prompting and support, demonstrate understanding of conventions of print.			
ELA.RF.PK4.1a	Understand that print moves from left to right, top to bottom, and page by page.			
ELA.RF.PK4.1b	Recognize an association between spoken and written words.			
ELA.RF.PK4.1c	Understand that words are separated by spaces in print.			
ELA.RF.PK4.1d	Recognize and name some upper- and lower-case letters of the alphabet, especially those in own name.			
ELA.RF.PK4.1e	Recognize words as a unit of print and understand that letters are grouped to form words.			
ELA.RF.PK4.1f	Differentiate letters from numbers.			
ELA.RF.PK4.1g	Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named.			
ELA.RF.PK4.2	With prompting and support, demonstrate an emerging (developing) understanding of spoken words, syllables, and sounds.			
ELA.RF.PK4.2a	Explore and recognize rhyming words.			
ELA.RF.PK4.2b	Demonstrate an understanding of syllables in words (units of sounds) by clapping, stomping, and finger tapping.			
ELA.RF.PK4.2c	Begins in kindergarten or when the individual child is ready. **RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.**			

ELA.RF.PK4.2d	With prompting and support, isolate and pronounce the initial sounds and ending sounds in words.			
ELA.RF.PK4.2e	Engage in language play.			
ELA.RF.PK4.2f	Demonstrate awareness of the relationship between sounds and letters.			
ELA.RF.PK4.3	With prompting and support, demonstrate emergent phonics and word analysis skills.			
ELA.RF.PK4.3a	Demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants.			
ELA.RF.PK4.3b	Begins in kindergarten or when the individual child is ready. **RF.K.3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.**			
ELA.RF.PK4.3c	Recognize own name, environmental print, and some common high-frequency sight words.			
ELA.RF.PK4.3d	Begins in kindergarten or when the individual child is ready. **RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.**			
ELA.RF.PK4.4	Display emergent reading behavior with purpose and understanding (e.g., pretend reading, picture reading).			

WRITING STANDARDS (W)		OBSERVATIONS		
		Fall	Winter	Spring
ELA.W.PK4.1	With prompting and support, recognize that writing is a way of communicating for a variety of purposes.			
ELA.W.PK4.1a	Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictation) to express an opinion.			
ELA.W.PK4.1b	Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictation) and describe own writing.			
ELA.W.PK4.1c	Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictation) to tell about events or stories.			
ELA.W.PK4.2	Begins in kindergarten or when the individual child is ready. **W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.**			
ELA.W.PK4.3	Begins in kindergarten or when the individual child is ready. **W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.**			
ELA.W.PK4.4	Begins in grade 3.			
ELA.W.PK4.5	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.			
ELA.W.PK4.6	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.			
ELA.W.PK4.7	With prompting and support, participate in and demonstrate understanding of written representation in collaborative research (e.g., explore a number of books by a favorite author on the same topic) and express opinions about them.			
ELA.W.PK4.8	With prompting and support, recall information from experiences to answer questions.			
ELA.W.PK4.9	Begins in grade 4.			

ELA.W.PK4.10	Begins in grade 3.			

SPEAKING & LISTENING STANDARDS (SL)		OBSERVATIONS		
		Fall	Winter	Spring
ELA.SL.PK4.1	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.			
ELA.SL.PK4.1a	Engage in voluntary conversations (e.g., turn-taking, listening attentively, being aware of others' feelings).			
ELA.SL.PK4.1b	Engage in extended conversations.			
ELA.SL.PK4.2	With prompting and support, confirm understanding of information presented orally, from read-alouds, or through other media by asking and answering questions about details.			
ELA.SL.PK4.3	With prompting and support, ask and answer questions in order to seek help, obtain information, or clarify something that is not understood.			
ELA.SL.PK4.4	With prompting and support, describe familiar people, places, things, and events.			
ELA.SL.PK4.5	With prompting and support, add drawings or other visual displays to descriptions.			
ELA.SL.PK4.6	With prompting and support, demonstrate an emergent (developing) ability to express thoughts, feelings, and ideas clearly.			

LANGUAGE STANDARDS (L)		OBSERVATIONS		
		Fall	Winter	Spring
ELA.L.PK4.1	With prompting and support, demonstrate awareness of the conventions of standard English grammar and usage when speaking.			
ELA.L.PK4.1a	Use frequently occurring nouns and verbs.			
ELA.L.PK4.1b	Form regular plural nouns by adding /s/ or /es/ (e.g., dog, dogs; dish, dishes).			
ELA.L.PK4.1c	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).			
ELA.L.PK4.1d	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, of, by, with).			
ELA.L.PK4.1e	Produce and expand complete sentences in shared language activities.			
ELA.L.PK4.2	With prompting and support, demonstrate awareness of the conventions of standard English.			
ELA.L.PK4.2a	Write first name, capitalizing the first letter.			
ELA.L.PK4.2b	Develop and awareness of symbols for end punctuation.			
ELA.L.PK4.2c	Attempt to write a letter or letters to represent a word.			
ELA.L.PK4.2d	Experiment with written representations of words, using emergent (developing) knowledge of sound-letter relationships.			
ELA.L.PK4.3	Begins in grade 2.			
ELA.L.PK4.4	With prompting and support, explore unknown and multiple-meaning words based on pre- kindergarten reading and content.			
ELA.L.PK4.4a	Apply new meaning for familiar words accurately (e.g., recognizing that a car is also a vehicle).			
ELA.L.PK4.5	With guidance and support, explore word relationships and word meanings.			
ELA.L.PK4.5a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.			

ELA.L.PK4.5b	Experiment with frequently occurring verbs and adjectives by relating them to their opposites (antonyms) (e.g., run, walk; fast, slow; soft, hard).			
ELA.L.PK4.5c	Identify real-life connections between words and their use (e.g., find examples of things that are smooth, rough).			
ELA.L.PK4.5d	Recognize and demonstrate knowledge of verbs (e.g., acting out sweeping, describing how to brush teeth).			
ELA.L.PK4.6	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.			

College and Career Readiness Standards

MATHEMATICS (M)

Code 1 = Needs Development | Code 2 = Making Progress | Code 3 = Developing as Expected | Code 4 = Advanced Development

COUNTING & CARDINALITY (CC)		OBSERVATIONS		
		Fall	Winter	Spring
M.CC.PK4.1	With prompting and support, recite numbers 1 to 30 in the correct order.			
M.CC.PK4.2	With prompting and support, recognize, name, and attempt writing numerals 0 – 20.			
M.CC.PK4.3	With guidance and support, attempt to compare quantities of numbers using concrete manipulatives to determine more than, less than, same and different.			
M.CC.PK4.4	With guidance and support, understand the relationship between numerals and quantities.			
M.CC.PK4.4a	Recognize that a numeral is a symbol that represents a number of objects, using developmentally appropriate pre-kindergarten materials.			
M.CC.PK4.4b	Match quantities and numerals 0 – 10.			
M.CC.PK4.5	Count many kinds of concrete objects and actions up to 10, using one-to-one correspondence; and, with guidance and support, count up to 10 things in a scattered design.			
M.CC.PK4.5a	Use the number name to represent the number of objects in a set, using developmentally appropriate pre-kindergarten materials.			
M.CC.PK4.6	Use comparative language (e.g., *more than, less than, equal to, same and different*) to compare objects, using developmentally appropriate pre-kindergarten materials.			

OPERATIONS & ALGEBRAIC THINKING (OA)		OBSERVATIONS		
		Fall	Winter	Spring
M.OA.PK4.1	With guidance and support, experiment with adding and subtracting by using developmentally appropriate pre-kindergarten materials.			
M.OA.PK4.2	With guidance and support, model real-world addition and subtraction problems up to 5 using developmentally appropriate pre-kindergarten materials.			
M.OA.PK4.3	With guidance and support, decompose numbers less than or equal to 10 in more than one way using developmentally appropriate pre-kindergarten materials.			
M.OA.PK4.4	With guidance and support, demonstrate an understanding of patterns using developmentally appropriate pre-kindergarten materials (e.g., duplicate and extend simple patterns using concrete objects).			

MEASUREMENT & DATA (MD)		OBSERVATIONS		
		Fall	Winter	Spring
M.MD.PK4.1	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*).			
M.MD.PK4.2	With guidance and support, compare two objects using attributes of length, weight, and size (e.g., bigger, longer, taller, heavier, same weight, same amount).			
M.MD.PK4.2a	Use nonstandard units of measurement.			
M.MD.PK4.2b	Explore standard tools of measurement.			
M.MD.PK4.3	With guidance and support, sort, categorize, or classify objects (e.g., color, size, length, height, weight, area, temperature).			

GEOMETRY (G)		OBSERVATIONS		
		Fall	Winter	Spring
M.G.PK4.1	With guidance and support, correctly name shapes.			
M.G.PK4.2	With guidance and support, correctly name shapes in the environment, regardless of their orientation or overall size, recognizing differences among shapes.			
M.G.PK4.3	With guidance and support, explore the differences between two-dimensional and three- dimensional shapes.			
M.G.PK4.4	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).			
M.G.PK4.5	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).			

College and Career Readiness Standards

SCIENCE (S)

Code 1 = Needs Development | Code 2 = Making Progress | Code 3 = Developing as Expected | Code 4 = Advanced Development

PHYSICAL SCIENCE (PS)		OBSERVATIONS		
		Fall	Winter	Spring
S.PS.PK4.1	The child will manipulate and explore items in the environment with a wide variety of investigative tools.			
S.PS.PK4.2	With prompting and support, describe and compare the properties of different materials and classify these materials by their observable characteristics and by their physical properties (weight, volume, temperature, texture, solid or liquid, and sink or float).			
S.PS.PK4.3	With prompting and support, explore how solid objects can be constructed from a smaller set.			
S.PS.PK4.3a	With teacher guidance, use basic shapes and spatial reasoning to model large objects in the environment using a set of small objects (e.g., blocks)			
S.PS.PK4.3b	With teacher guidance, explore why things may not work the same if some of the parts are missing.			
S.PS.PK4.4	With guidance and support, conduct an experiment to explore what happens to objects in relation to other forces (e.g., throwing rocks, bouncing ball).			

LIFE SCIENCE (LS)		OBSERVATIONS		
		Fall	Winter	Spring
S.LS.PK4.1	With prompting and support, name and identify the five senses and the corresponding body parts for each.			
S.LS.PK4.2	With prompting and support, explore how living things change in form as they go through the general stages of a life cycle.			
S.LS.PK4.2a	Use informational text or other media to make observations and predictions about plants as they change during the life cycle and use models to communicate ideas.			
S.LS.PK4.2b	Conduct experiments using observations and predictions to describe and model the life cycle of a familiar mammal.			
S.LS.PK4.2c	With teacher guidance, conduct a structured investigation to observe and measure the changes in various individuals of a single plant species from seed germination to adult plant. Record observations using drawings.			
S.LS.PK4.3	With prompting and support, explore what animals and plants need to live and grow.			
S.LS.PK4.3a	With teacher guidance, conduct a structured investigation to determine what plants need to live and grow.			
S.LS.PK4.4	With guidance and support, explore characteristics of living and non-living things.			
S.LS.PK4.4a	With teacher guidance, conduct an investigation of living organisms and non-living objects in various real-world environments to identify the characteristics of living and non-living things.			
S.LS.PK4.4b	With teacher guidance, create a visual representation of the information gained and results of the experiment.			
S.LS.PK4.4c	With teacher guidance, use appropriate technology tools to explore the observable characteristics of plants, animals and people.			

EARTH AND SPACE SCIENCE (ES)		OBSERVATIONS		
		Fall	Winter	Spring
S.ES.PK4.1	With prompting and support, describe daily weather changes and seasonal patterns using related vocabulary (e.g., fall, summer, spring, winter, hot, cold, warm, sunny, cloudy).			
S.ES.PK4.1a	With teacher guidance, collect and display daily data about weather and seasonal activity.			
S.ES.PK4.2	With prompting and support, identify characteristics of the clouds, sun, moon, and stars.			
S.ES.PK4.2a	With teacher guidance, create a simple model of common elements of day and night.			
S.ES.PK4.2b	With teacher guidance, construct a device which would protect from sun and/or rain.			
S.ES.PK4.3	With prompting and support, collect, sort, identify, and describe natural objects in the world (e.g., rocks, soil, leaves).			
S.ES.PK4.3a	Participate in a teacher-led activity to identify and reuse materials.			
S.ES.PK4.3b	With teacher guidance, create a product from reused or natural materials that will meet a human need (e.g., pencil holder or musical instrument).			

TECHNOLOGY (T)		OBSERVATIONS		
		Fall	Winter	Spring
S.T.PK4.1	Use appropriate technology tools (e.g., magnifying glass, telescope, microscope, computer, simple machines) to explore objects and/or to discover new information.			
S.T.PK4.2	Use technology tools to gather and/or communicate information.			
S.T.PK4.3	With prompting and support, invent and construct simple objects or structures using technology tools.			

College and Career Readiness Standards

SOCIAL STUDIES (SS)

Code 1=Needs Development | Code 2=Making Progress | Code 3=Developing as Expected | Code 4=Advance Development

FAMILY & COMMUNITY (FC)		OBSERVATIONS		
		Fall	Winter	Spring
SS.FC.PK4.1	Identify self as a member of a family, the learning community, and local community.			
SS.FC.PK4.2	With prompting and support, identify similarities and differences in people.			
SS.FC.PK4.3	With prompting and support, describe some family traditions.			
SS.FC.PK4.4	Identify some similarities and differences in family structure, culture, ability, language, age, and gender.			
SS.FC.PK4.5	With prompting and support, demonstrate responsible behavior related to daily routines.			
SS.FC.PK4.6	With prompting and support, explain some rules in the home and in the classroom.			
SS.FC.PK4.6a	Identify some rules for different settings.			
SS.FC.PK4.6b	Identify appropriate choices to promote positive interactions.			
SS.FC.PK4.7	With prompting and support, identify some community members (e.g., parents, teachers, principals/directors, community helpers).			
SS.FC.PK4.8	With prompting and support, identify some positive character traits of self and others (e.g., fair, friendly, respectful, responsible).			
SS.FC.PK4.9	With prompting and support, describe a simple sequence of familiar events.			

OUR WORLD (OW)		OBSERVATIONS		
		Fall	Winter	Spring
SS.OW.PK4.1	Treat classroom materials and the belongings of others with care.			
SS.OW.PK4.2	With prompting and support, identify location and some physical features of familiar places in the environment.			
SS.OW.PK4.3	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).			
SS.OW.PK4.4	Use a variety of technology tools (e.g., telephone, cash register, computer), either real or pretend, that affect daily life interactions and activities.			
SS.OW.PK4.5	Demonstrate an understanding of the role that people play in caring for the environment (e.g., recycling, keeping the environment clean, conserving water).			

HISTORY & EVENTS (HE)		OBSERVATIONS		
		Fall	Winter	Spring
SS.HE.PK4.1	With prompting and support, describe a simple series of familiar events.			
SS.HE.PK4.2	Recognize events that happened in the past.			

College and Career Readiness Standards

PHYSICAL DEVELOPMENT (PD)

Code 1=Needs Development | Code 2=Making Progress | Code 3=Developing as Expected | Code 4=Advance Development

GROSS MOTOR SKILLS (GM)		OBSERVATIONS		
		Fall	Winter	Spring
PD.GM.PK4.1	Identify and demonstrate the use of body parts connected with gross motor movement (e.g., knee, foot, arm).			
PD.GM.PK4.2	Demonstrate coordination of large muscles to perform simple motor tasks (e.g., climbing, jumping, stretching, throwing a ball).			
PD.GM.PK4.3	With prompting and support, demonstrate body coordination (e.g., balance, strength, moving in space, walking up and down stairs alternating feet).			
PD.GM.PK4.4	Use various types of equipment (e.g., playground equipment, tricycles, slides).			
PD.GM.PK4.5	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 (FM)		OBSERVATIONS		
		Fall	Winter	Spring
PD.FM.PK4.1	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).			
PD.FM.PK4.2	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).			
PD.FM.PK4.3	Demonstrate emerging (developing) coordination of fine muscles to perform simple motor tasks (e.g., tear, cut, fold and crease paper).			
PD.FM.PK4.4	With prompting and support, use fine motor skills for self-expression (e.g., coloring, painting, building, dressing-up in dramatic play).			
PD.FM.PK4.5	With prompting and support, participate in group activities involving fine motor experiences (e.g., playing together with blocks, finger plays, and dramatic play).			
PD.FM.PK4.6	With prompting and support, participate in self-care (e.g., dressing, brushing teeth, washing hands, feeding self).			

SELF-CARE, HEALTH, AND SAFETY SKILLS (SHS)		OBSERVATIONS		
		Fall	Winter	Spring
PD.SHS.PK4.1	With prompting and support, identify safety rules (e.g., classroom, home, community).			
PD.SHS.PK4.2	With prompting and support, practice safety procedures by responding appropriately to harmful or unsafe situations.			
PD.SHS.PK4.3	With prompting and support, demonstrate appropriate behavior to respect self and others in physical activity by following simple directions and safety procedures.			
PD.SHS.PK4.4	With prompting and support, practice common health routines (e.g., resting, eating healthy meals, exercising, and using appropriate personal hygiene).			
PD.SHS.PK4.5	With prompting and support, participate in a variety of physical activities.			
PD.SHS.PK4.6	With prompting and support, identify nutritious foods.			

College and Career Readiness Standards

THE ARTS (A)

Code 1=Needs Development | Code 2=Making Progress | Code 3=Advanced Development | Code 4=Advanced Development

DANCE (DA)		OBSERVATIONS		
		Fall	Winter	Spring
DA.CR1.1.PK	Generate and conceptualize artistic ideas and work.			
DA.CR1a.1.PK	Respond in movement to a variety of sensory stimuli (for example, music/sound, visual, tactile).			
DA.CR1b.1.PK	Find a different way to do several basic locomotor and non-locomotor movements.			
DA.CR2.1.PK	Organize and develop artistic ideas and work.			
DA.CR2a.1.PK	Improvise dance that starts and stops on cue.			
DA.CR2b.1.PK	Engage in dance experiences, moving alone or with a partner.			
DA.CR3.1.PK	Refine and complete artistic work.			
DA.CR3a.1.PK	Respond to suggestions for changing movement through guided improvisational experiences.			
DA.CR3b.1.PK	Identify parts of the body and document a body shape or position by drawing a picture.			
DA.CR4.1.PK	Select, analyze, and interpret artistic work for presentation.			
DA.CR4a.1.PK	Identify and demonstrate directors for moving the body in general space (for example, forward, backwards, sideways, up, down, and turning) and finding and returning to a place in space.			
DA.CR4b.1.PK	Identify speed of dance as fast or slow. Move to varied rhythmic sounds at different tempi.			
DA.CR4c.1.PK	Move with opposing characteristics (for example, loose/tight, light/heavy, jerky/smooth).			
DA.PR5.1.PK	Develop and refine artistic technique and work for presentation.			
DA.PR5a.1.PK	Demonstrate basic full body locomotor, non-locomotor movement, and body patterning with spatial relationships.			
DA.PR5b.1.PK	Move in general space and start and stop on cue while maintaining personal space.			
DA.PR5c.1.PK	Identify and move body parts and repeat movements upon request.			
DA.PR6.1.PK	Convey meaning through the presentation of artistic work.			
DA.PR6a.1.PK	Dance for others in a designated area or space.			
DA.PR6b.1.PK	Use a simple prop as part of a dance.			
DA.RE7.1.PK	Perceive and analyze artistic work.			
DA.RE7a.1.PK	Identify a movement in a dance by repeating it.			
DA.RE7b.1.PK	Demonstrate an observed or performed dance movement.			
DA.RE8.1.PK	Interpret intent and meaning in artistic work.			
DA.RE8a.1.PK	Observe a movement and share impressions.			
DA.RE9.1.PK	Apply criteria to evaluate artistic work.			
DA.RE9a.1.PK	Find a movement in a dance that was fun to watch. Repeat it and explain why it is fun to watch and do.			

DA.CN10.1.PK	Synthesize and relate knowledge and personal experiences to make art.			
DA.CN10a.1.PK	Recognize an emotion expressed in dance movement that is watched or performed.			
DA.CN10b.1.PK	Observe a dance work. Identify and imitate a movement from the dance, and ask a question about the dance.			
DA.CN11.1.PK	Relate artistic ideas and works with societal, cultural and historical content to deepen understanding.			
DA.CN11a.1.PK	Show a dance movement experienced at home or elsewhere.			

MEDIA ARTS (MA)		OBSERVATIONS		
		Fall	Winter	Spring
MA.CR1.1.PK	Generate and conceptualize artistic ideas and work.			
MA.CR1a.1.PK	Share ideas for media artworks through guided exploration of tools, methods, and imagining.			
MA.CR2.1.PK	Organize and develop artistic ideas and work.			
MA.CR2a.1.PK	With guidance, form ideas into plans or models for media arts productions.			
MA.CR3.1.PK	Refine and complete artistic work.			
MA.CR3a.1.PK	Make and capture media arts content, freely and in guided practice, in media arts productions.			
MA.CR3b.1.PK	Attempt and share expressive effects, freely and in guided practice, in creating media artworks.			
MA.PR4.1.PK	Select, analyze, and interpret artistic work for presentation.			
MA.PR4a.1.PK	With guidance, combine different forms and content, such as image and sound, to form media artworks.			
MA.PR5.1.PK	Develop and refine artistic techniques and work for presentation.			
MA.PR5a.1.PK	Use identified skills, such as manipulating tools, making choices, and sharing in creating media artworks.			
MA.PR5b.1.PK	Use identified creative skills, such as imagining freely and in guided practice, within media arts productions.			
MA.PR5c.1.PK	Use media arts creation tools freely and in guided practice.			
MA.PR6.1.PK	Convey meaning through the presentation of artistic work.			
MA.PR6a.1.PK	With guidance, share roles and discuss the situation for presenting media artworks.			
MA.PR6b.1.PK	With guidance, share reactions to the presentation of media artworks.			
MA.RE7.1.PK	Perceive and analyze artistic work.			
MA.RE7a.1.PK	With guidance, explore and discuss components and messages in a variety of media artworks.			
MA.RE7b.1.PK	With guidance, explore media artworks and discuss experiences.			
MA.RE8.1.PK	Interpret intent and meaning in artistic work.			
MA.RE8a.1.PK	With guidance, share reactions to media artworks.			
MA.RE9.1.PK	Apply criteria to evaluate artistic work.			
MA.RE9a.1.PK	With guidance, examine and share appealing qualities in media artworks.			
MA.CN10.1.PK	Synthesize and relate knowledge and personal experiences to make art.			
MA.CN10a.1.PK	Use personal experiences in making media artworks.			

MA.CN10b.1.PK	With guidance, share experiences of media artworks.			
MA.CN.11.1.PK	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.			
MA.CN11a.1.PK	With guidance, relate media artworks and everyday life.			
MA.CN11b.1.PK	With guidance, interact safely and appropriately with media arts tools and environments.			

MUSIC (M)		OBSERVATIONS		
		Fall	Winter	Spring
MU.CR1.1.PK	Generate and conceptualize artistic ideas and work.			
MU.CR1a.1.PK	With substantial guidance, explore and experience a variety of music.			
MU.CR2.1.PK	Organize and develop artistic ideas and work.			
MU.CR2a.1.PK	With substantial guidance, explore favorite musical ideas (such as movements, vocalizations, or instrumental accompaniments).			
MU.CR2b.1.PK	With substantial guidance, select and keep track of the order for performing original musical ideas, using iconic notation and/or recording technology.			
MU.CR3.1.PK	Refine and complete artistic work.			
MU.CR3a.1.PK	With substantial guidance, consider personal, peer, and teacher feedback when demonstrating and refining personal musical ideas.			
MU.CR3.2.PK	Refine and complete artistic work.			
MU.CR3a.2.PK	With substantial guidance, share revised personal musical ideas with peers.			
MU.PR4.1.PK	Select, analyze, and interpret artistic work for presentation.			
MU.PR4a.1.PK	With substantial guidance, demonstrate and state preference for varied musical selections.			
MU.PR4.2.PK	Select, analyze, and interpret artistic work for presentation.			
MU.PR4a.2.PK	With substantial guidance, explore and demonstrate awareness of musical contrasts.			
MU.PR4.3.PK	Select, analyze, and interpret artistic work for presentation.			
MU.PR4a.3.PK	With substantial guidance, explore music's expressive qualities (such as voice quality, dynamics, and tempo).			
MU.PR5.1.PK	Develop and refine artistic techniques and work for presentation.			
MU.PR5a.1.PK	With substantial guidance, practice and demonstrate what they like about their own performances.			
MU.PR5b.1.PK	With substantial guidance, apply personal, peer, and teacher feedback to refine performances.			
MU.PR6.1.PK	Convey meaning through the presentation of artistic work.			
MU.PR6a.1.PK	With substantial guidance, perform music with expression.			
MU.RE7.1.PK	Perceive and analyze artistic work.			
MU.RE7a.1.PK	With substantial guidance, state personal interests and demonstrate why they prefer some music selections over others.			
MU.RE7.2.PK	Perceive and analyze artistic work.			
MU.RE7a.2.PK	With substantial guidance, explore musical contrasts in music.			
MU.RE8.1.PK	Interpret intent and meaning in artistic work.			

MU.RE8a.1.PK	With substantial guidance, explore music's expressive qualities (such as dynamics and tempo).			
MU.RE9.1.PK	Apply criteria to evaluate artistic work.			
MU.RE9a.1.PK	With substantial guidance, talk about personal and expressive preferences in music.			
MU.CN10.0.PK	Synthesize and relate knowledge and personal experiences to make art.			
MU.CN10a.0.PK	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.			
MU.CN11.0.PK	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.			
MU.CN11a.0.PK	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.			

THEATRE (TH)		**OBSERVATIONS**		
		Fall	Winter	Spring
TH.CR1.1.PK	Generate and conceptualize artistic ideas and work.			
TH.CR1a.1.PK	With prompting and support, transition between imagination and reality in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).			
TH.CR1b.1.PK	With prompting and support, use non-representational materials to create props, puppets, and costume pieces for dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).			
TH.CR2.1.PK	Organize and develop artistic ideas and work.			
TH.CR2a.1.PK	With prompting and support, contribute through gestures and words to dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).			
TH.CR2b.1.PK	With prompting and support, express original ideas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).			
TH.CR3.1.PK	Refine and complete artistic work.			
TH.CR3a.1.PK	With prompting and support, answer questions in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).			
TH.PR4.1.PK	Select, analyze, and interpret artistic work for presentation.			
TH.PR4a.1.PK	With prompting and support, identify characters in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).			
TH.PR5.1.PK	Develop and refine artistic techniques and work for presentation.			
TH.PR5a.1.PK	With prompting and support, understand that imagination is fundamental to dramatic play and guided drama experience (e.g., process drama, story drama, creative drama).			
TH.PR5b.1.PK	With prompting and support, explore and experiment with various technical elements in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).			
TH.PR6.1.PK	Convey meaning through the presentation of artistic work.			
TH.PR6a.1.PK	With prompting and support, engage in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).			
TH.RE7.1.PK	Perceive and analyze artistic work.			
TH.RE7a.1.PK	With prompting and support, recall an emotional response in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).			

TH.RE8.1.PK	Interpret intent and meaning in artistic work.			
TH.RE8a.1.PK	With prompting and support, explore preferences in dramatic play, guided drama experience (e.g., process drama, story drama, creative drama), or age-appropriate theatre performance.			
TH.RE8b.1.PK	With prompting and support, name and describe characters in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).			
TH.RE9.1.PK	Apply criteria to evaluate artistic work.			
TH.RE9a.1.PK	With prompting and support, actively engage in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).			
TH.CN10.1.PK	Synthesize and relate knowledge and personal experiences to make art.			
TH.CN10a.1.PK	With prompting and support, identify similarities between a story and personal experience in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).			
TH.CN11.1.PK	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.			
TH.CN11a.1.PK	With prompting and support, use skills and knowledge from other areas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).			
TH.CN11.2.PK	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.			
TH.CN11a.2.PK	With prompting and support, identify stories that are similar to one another in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).			
TH.CN11b.2.PK	With prompting and support, tell a short story in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).			

VISUAL ARTS (VA)		**OBSERVATIONS**		
		Fall	Winter	Spring
VA.CR1.1.PK	Generate and conceptualize artistic ideas and work.			
VA.CR1a.1.PK	Engage in self-directed play with materials.			
VA.CR1.2.PK	Generate and conceptualize artistic ideas and work.			
VA.CR1a.2.PK	Engage in self-directed, creative making.			
VA.CR2.1.PK	Organize and develop artistic ideas and work.			
VA.CR2a.1.PK	Use a variety of art-making tools.			
VA.CR2.2.PK	Organize and develop artistic ideas and work.			
VA.CR2a.2.PK	Share materials with others.			
VA.CR2.3.PK	Organize and develop artistic ideas and work.			
VA.CR2a.3.PK	Create and tell about art that communicates a story about a familiar place or object.			
VA.CR3.1.PK	Refine and complete artistic work.			
VA.CR3a.1.PK	Share and talk about personal artwork.			
VA.PR4.1.PK	Select, analyze and interpret artistic work for presentation.			
VA.PR4a.1.PK	Identify reasons for saving and displaying objects, artifacts, and artwork.			
VA.PR5.1.PK	Develop and refine artistic techniques and work for presentation.			
VA.PR5a.1.PK	Identify places where art may be displayed or saved.			

VA.PR6.1.PK	Convey meaning through the presentation of artistic work.			
VA.PR6a.1.PK	Identify where art is displayed both inside and outside of school.			
VA.RE7.1.PK	Perceive and analyze artistic work.			
VA.RE7a.1.PK	Recognize art in one's environment.			
VA.RE7.2.PK	Perceive and analyze artistic work.			
VA.RE7a.2.PK	Distinguish between images and real objects.			
VA.RE8.1.PK	Interpret intent and meaning in artistic work.			
VA.RE8a.1.PK	Interpret art by identifying and describing subject matter.			
VA.RE9.1.PK	Apply criteria to evaluate artistic work.			
VA.RE9a.1.PK	Select a preferred artwork.			
VA.CN10.1.PK	Synthesize and relate knowledge and personal experiences to make art.			
VA.CN10a.1.PK	Explore the world using descriptive and expressive words and art-making.			
VA.CN11.1.PK	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.			
VA.CN11a.1.PK	Recognize that people make art.			

College and Career Readiness Standards

SOCIAL & EMOTIONAL DEVELOPMENT

Code 1 = Needs Development | Code 2 = Making Progress | Code 3 = Developing as Expected | Code 4 = Advanced Development

SOCIAL DEVELOPMENT (SD)		OBSERVATIONS		
		Fall	Winter	Spring
SE.SD.PK4.1	Interact appropriately with familiar adults.			
SE.SD.PK4.1a	Communicate to seek out help with difficult task, to find comfort, and to obtain security.			
SE.SD.PK4.1b	Engage with a variety of familiar adults for a specific purpose.			
SE.SD.PK4.2	Interact appropriately with other children.			
SE.SD.PK4.2a	Engage in positive interactions and communications with classmates (e.g., greet peers, use names of classmates, share materials).			
SE.SD.PK4.2b	Develop relationships and share a friendship with one or two peers (e.g., offer assistance and materials to others).			
SE.SD.PK4.2c	Ask permission to use items or materials of others.			
SE.SD.PK4.2d	Acknowledge needs and rights of others (e.g., say, "It's your turn on the swing.").			
SE.SD.PK4.3	Express empathy and care for others.			
SE.SD.PK4.3a	Show affection and concern in appropriate ways (e.g., pat a child on the arm; give a soft hug to an upset peer).			
SE.SD.PK4.3b	Offer and accept encouraging and courteous words to demonstrate kindness.			
SE.SD. PK4.3c	With prompting and support, identify emotional cues of others and react in a positive manner (e.g., say, "You seem sad.").			
SE.SD.PK4.4	Participate successfully as a member of a group.			
SE.SD.PK4.4a	With prompting and support, share experiences and ideas with others (e.g., engage in conversation to express ideas).			
SE.SD.PK4.4b	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).			
SE.SD.PK4.4c	Accept assigned duties during play or classroom management routines (e.g., clean-up responsibilities).			
SE.SD.PK4.5	Join ongoing activities in acceptable ways.			
SE.SD.PK4.5a	Express to others a desire to play (e.g., say, "I want to play.").			
SE.SD.PK4.5b	Lead and follow.			
SE.SD.PK4.5c	Move into group with ease.			
SE.SD.PK4.6	Resolve conflict with others.			
SE.SD.PK4.6a	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.").			
SE.SD.PK4.6b	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 (ED)		OBSERVATIONS		
		Fall	Winter	Spring
SE.E.PK4.1	Demonstrate trust in self.			
SE.E.PK4.1a	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…").			
SE.E.PK4.1b	Identify own emotions (e.g., say, "I feel…") and express pride in accomplishments (e.g., "I did it!").			
SE.E.PK4.2	Develop personal preferences.			
SE.E.PK4.2a	Express independence, interest, and curiosity (e.g., say, "I can…", " I choose…" I want…").			
SE.E.PK4.2b	Select and complete tasks (e.g., finish a puzzle or drawing).			
SE.E.PK4.3	Show flexibility, inventiveness, and interest in solving problems.			
SE.E.PK4.3a	Make alternative choices (e.g., move to another area when a center is full).			
SE.E.PK4.3b	Persist and problem solve when working on a task (e.g., work on a puzzle; rebuild a tower of blocks that has fallen).			
SE.E.PK4.4	Know personal information.			
SE.E.PK4.4a	Describe self using several basic characteristics (e.g., gender, age, hair color, eye color).			
SE.E.PK4.4b	Refer to self by first and last name.			
SE.E.PK4.4c	Know parents'/guardians' names.			
SE.E.PK4.5	Show impulse control with body and actions.			
SE.E.PK4.5a	Control own body in space (e.g., move safely through room without harm to self or others).			
SE.E.PK4.5b	Follow procedures or routines (e.g., come to circle time when the teacher begins to sing).			
SE.E.PK4.5c	Transition appropriately within environments with ease (e.g., come indoors to wash hands for lunch or to listen to a story).			
SE.E.PK4.6	Manage emotions.			
SE.E.PK4.6a	With prompting and support, progress from being upset to being calm (e.g., breathe deeply to regain self-control).			
SE.E.PK4.6b	With prompting and support, recognize emotions (e.g., "I am really mad.").			
SE.E.PK4.6c	With prompting and support, express feelings through appropriate gestures, actions, and language (e.g., smile and say, "This story makes me happy.").			
SE.E.PK4.6d	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.").			
SE.E.PK4.7	Follow procedures and routines with teacher support.			
SE.E.PK4.7a	Follow one-step and/or two-step directions (e.g., move appropriately when transitions are announced).			
SE.E.PK4.7b	Use materials with care and safety (e.g., use scissors to cut paper).			
SE.E.PK4.7c	Take turns sharing information with others (e.g., interact during group time).			
SE.E.PK4.8	Demonstrate flexibility in adapting to different environments.			
SE.E.PK4.8a	Adjust behavior in different settings (e.g., at the library, playground, lunchroom).			
SE.E.PK4.8b	Follow rules (e.g., use outside voice, use inside voice) in different settings.			

College and Career Readiness Standards

APPROACHES TO LEARNING (AL)

Code 1 = Needs Development | Code 2 = Making Progress | Code 3 = Developing as Expected | Code 4 = Advanced Development

PLAY (P)		OBSERVATIONS		
		Fall	Winter	Spring
AL.P.PK4.1	Cooperate with peers during play by taking turns, sharing materials, and inviting others to play.			
AL.P.PK4.2	Initiate and make decisions regarding play and learning activities (e.g., choose learning centers and materials).			
AL.P.PK4.3	Exhibit creativity and imagination in a variety of forms (e.g., roles, props, and language).			
AL.P.PK4.4	Demonstrate active engagement in play.			

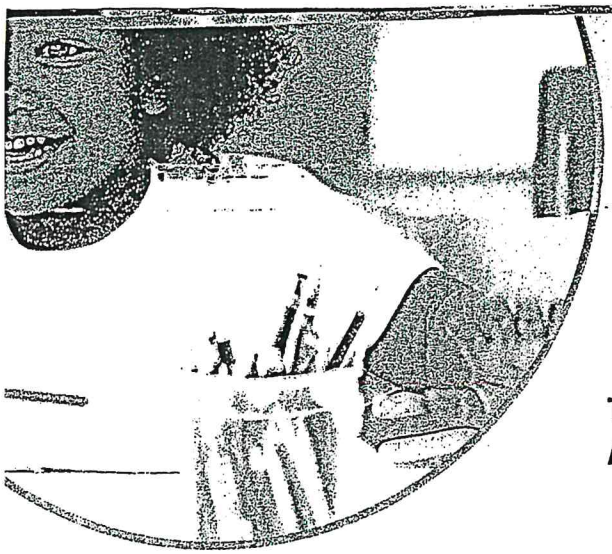
CURIOSITY & INITIATIVE (CI)		OBSERVATIONS		
		Fall	Winter	Spring
AL.CI.PK4.1	Demonstrate interest in new experiences by interacting with peers, using familiar materials in creative ways, and investigating new environments.			
AL.CI.PK4.2	Ask questions to seek new information.			
AL.CI.PK4.3	Make independent choices.			
AL.CI.PK4.4	Approach tasks and activities with flexibility, imagination, and inventiveness.			

PERSISTENCE & ATTENTIVENESS (PA)		OBSERVATIONS		
		Fall	Winter	Spring
AL.PA.PK4.1	Follow through to complete a task or activity.			
AL.PA.PK4.2	Demonstrate the ability to remain engaged in an activity or experience.			
AL.PA.PK4.3	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 (PS)		OBSERVATIONS		
		Fall	Winter	Spring
AL.PS.PK4.1	Identify a problem or ask a question.			
AL.PS.PK4.2	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).			
AL.PS.PK4.3	Apply prior learning and experiences to build new knowledge.			

Appendix C.

MS State Tax Credit Information for Donations to a Pre-Kindergarten Collaborative



Securing

THE STEPS YOU CAN TAKE TO DONATE TO A COLLABORATIVE AND RECEIVE A STATE TAX CREDIT

1. The tax credit is first come, first served based on the date of a qualifying donation. First, contact the Lead Partner for the collaborative to which you wish to donate. See page 7 for a list of all the currently approved early learning collaboratives, along with contact information for the person responsible for collecting donations. The Mississippi Department of Education (MDE) tracks qualifying donations towards the cap. When contacting the Lead Partner, verify that the tax credit cap has not been reached. If the program is nearing the cap, a donor can request that MDE "hold" the contribution spot for 30 days, pending the documentation of the donation, to ensure the donor's place in line for the credit.

2. After you make a donation, the Mississippi Department of Education will issue you a donation certificate documenting that you have contributed to the local matching funds of an approved collaborative. This documentation preserves your place in line to claim the tax credit.

3. Indicate your donation when you file your state taxes. Use form 80-401, which can be found on the Department of Revenue's website. The Department of Revenue will verify your donation with MDE.

Support Mississippi kids by investing in the early learning providers who work endlessly to provide high-quality education to those who need it the most. Your support will allow Mississippi's state-funded pre-K program to continue to grow and grant more Mississippi kids access to excellent early childhood education.

CONTACT A LEAD PARTNER TODAY TO GET STARTED ON INVESTING IN MISSISSIPPI'S EARLY LEARNERS!

Cleveland Early Learning Collaborative
Cleveland School District
Contact Person:
Patsy Clerk email: pclerk@cleveland.k12.ms.us
Phone # 662-843-3529; 662-719-0625

Appendix D.

Applications to Cleveland School District Pre-Kindergarten Programs

- Magnet Schools: (Bell Academy and/or Hayes Cooper Center)
- Nailor Elementary
- Parks Elementary

Cleveland School District Magnet School
FOUR YEAR OLD/PRE-KINDERGARTEN Application

Bell Academy; Hayes Cooper Center 2024/2025 School Year

Applicant must be four years old by September 1, 2024

Please Print. Use Ink

Name of Student _____
First Middle Last

Date of Birth ____/____/_____ Social Security Number - _____/_____/_____

Parent(s) Name(s) _____
First Middle Last

_____
First Middle Last

Cell Phone # _____ Work Phone # _____

Mailing Address _____
Street Name and Number *City*

Student's Home Address _____
Street Name and Number *City*

Student's RACE _____ Student's SEX _____

_____ *Does your child receive special services? If so, please list all special services he/she receives.* _____

_____ is the child's first language. All applicants must fill out the Home Language Survey.

Please give the name of the daycare or pre-school center now attending, if any:

_____

First Choice (Mark 1): _____ Bell Academy _____ Hayes Cooper Center

Do you have another child who is applying for enrollment? ____ Yes ____ No. If Yes:

Name _____ is now in grade _____ at _____.

IMPORTANT: *Cleveland School District Four Year Old/Pre-Kindergarten Program is an optional program. It is not a required program. The District reserves the right to revoke the option of this program, at any point in the school year, if the applicant does not meet all the requirements for the Program or for any other reason that the district may deem detrimental to the program.*

I certify that the above information is true and that the applicant meets all admissions requirements for Cleveland School District.

Signature of Parent/Guardian _____ Date _____

Date Received (school use only) _____

PRE-KINDERGARTEN PARENT AGREEMENT CONTRACT

NOTE: This contract, when signed by the parents or guardians of the within named student, constitutes an application, and must be presented to school [hereinafter "School"], before it can be considered for conditional acceptance, as provided hereinafter.

1. Name of child: _____

2. The undersigned parents or guardians understand the requirements set forth by the four-year kindergarten program in Cleveland School District and agree that the above listed child meets these requirements. The undersigned parents or guardians agree that if for any reason the child named above does not meet the requirements of the program then they will withdraw from the program. Upon acceptance of the application for the child named above, and signing of this contract, the school will consider the student as enrolled for the school year and will make necessary preparations on that basis. For this consideration and in consideration of the acceptance of this contract by the school, the undersigned agree that the child listed above does meet all the following requirements:

_____ 1. Every student in the program must be <u>completely</u> potty trained
_____ 2. Every student in the program must be able to feed themselves
_____ 3. Every student in the program must be able to take care of personal hygiene needs
_____ 4. Every student in the program must be able to express needs and preferences clearly
_____ 5. Every student must be able to express frustration and anger appropriately for their age *(e.g, without harming self, others, or property)*
_____ 6. Every student must be able to follow simple directions
_____ 7. Every student must participate in the Four Year Old/Pre-Kindergarten Pre Screening test. Full acceptance into the program will not take place until after the pre-screening process.
_____ 8. Every student must live within the Cleveland School District boundaries.

At anytime, if any of the above criteria are not being successfully met, the student may be dismissed from the program.

3. That we, on behalf of the above named student consent and agree to all rules, regulations and policies of the pre-kindergarten program and the school, now in effect or which may, at any time in the future, be promulgated by the school during the term of this agreement contract and will fully abide by same, and we do further acknowledge that we have received and had an opportunity to review a copy of such rules, regulations and policies, as set forth in the Pre-Kindergarten Handbook of Cleveland School District;

4. That this agreement contract and the application for the above named student shall be considered a single integrated agreement contract, and that both this agreement contract and the application are subject to all provisions of the rules, regulations and policies of the Cleveland School District, as set forth in the Pre-Kindergarten Handbook of the Cleveland School District.

5. Conditional acceptance: The above constitutes an application subject to consideration, review, approval and acceptance in the Pre-kindergarten Program at the designated school. *Cleveland School District Four Year Old/Pre-Kindergarten Program is an optional program. It is not a required program. The District reserves the right to revoke the option of this program, at any point in the school year, if the applicant does not meet all the requirements for the Program or for any other reason that the district may deem detrimental to the program.*

DATE: _____ SIGNED: _____
Parents or Guardians

HOME TELEPHONE: _____ CELL TELEPHONE _____

WORK TELEPHONE: _____

ADDRESS _____
_____

Subject to all the conditions, covenants, and agreements stated above, _____ (Pre-Kindergarten Program), hereby accepts the above contract and accepts the student named therein for enrollment for the _____ School Year.

Date: _____ By: _____ (Principal)

HOME LANGUAGE SURVEY
ELL (English Language Learner)
Parent Information Form

Because district personnel are often unaware that ELL students are in their schools, the MDE (Mississippi Department of Education) strongly recommends that home language information be obtained at the time the student first registers for school. This information should be obtained for all students, including Native American students who may need language development services.

Student Name (Please Print):		
Student's School:	**Grade:**	**Date:**
Please answer the following questions:		
1. What language do YOU MOST OFTEN use when speaking to your child?		
2. What language did YOU FIRST learn to speak?		
3. What language DOES YOUR CHILD MOST OFTEN use when speaking to brothers, sisters, and other children at home?		
4. What language DOES YOUR CHILD MOST OFTEN use when speaking to you and other adults in the home?		
5. What language DOES YOUR CHILD MOST OFTEN use when speaking to friends or neighbors OUTSIDE the home?		

Please return this form with the application.

Parent or Guardian's Signature _____ **Date** _____

.....

HOMEROOM TEACHER:
If you have observed a problem with this student's command of the English language, please indicate by checking the appropriate response: _____ Yes ____ No

Cleveland School District
FOUR YEAR OLD/PRE-KINDERGARTEN Application

Nailor Elementary 2024/2025 School Year

Applicant must be four years old by September 1, 2024

Please Print. Use Ink

Name of Student _____
First Middle Last

Date of Birth ____/____/_____ Social Security Number - _____/_____/_____

Parent(s) Name(s) _____
First Middle Last

_____
First Middle Last

Cell Phone # _____ Work Phone # _____

Mailing Address _____
Street Name and Number *City*

Student's Home Address _____
Street Name and Number *City*

Student's RACE _____ Student's SEX _____

_____ *Does your child receive special services? If so, please list all special services he/she receives.* _____

_____ is the child's first language.

All applicants must fill out the Home Language Survey.

Please give the name of the daycare or pre-school center now attending, if any:

_____

Do you have another child who is applying for enrollment? ____ Yes ____ No. If Yes:

Name _____ *is now in grade* _____ *at* _____.

IMPORTANT:
Cleveland School District Four Year Old/Pre-Kindergarten Program is an optional program. It is not a required program. The District reserves the right to revoke the option of this program, at any point in the school year, if the applicant does not meet all the requirements for the Program or for any other reason that the district may deem detrimental to the program.

I certify that the above information is true and that the applicant meets all admissions requirements for Cleveland School District.

Signature of Parent/Guardian _____ Date _____

Date Received (school use only) _____

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_____ 1. Every student in the program must be <u>completely</u> potty trained
_____ 2. Every student in the program must be able to feed themselves
_____ 3. Every student in the program must be able to take care of personal hygiene needs
_____ 4. Every student in the program must be able to express needs and preferences clearly
_____ 5. Every student must be able to express frustration and anger appropriately for their age *(e.g, without harming self, others, or property)*
_____ 6. Every student must be able to follow simple directions
_____ 7. Every student must participate in the Four Year Old/Pre-Kindergarten Pre Screening test. Full acceptance into the program will not take place until after the pre-screening process.
_____ 8. Every student must live within the Cleveland School District boundaries.

At anytime, if any of the above criteria are not being successfully met, the student may be dismissed from the program.

3. That we, on behalf of the above named student consent and agree to all rules, regulations and policies of the pre-kindergarten program and the school, now in effect or which may, at any time in the future, be promulgated by the school during the term of this agreement contract and will fully abide by same, and we do further acknowledge that we have received and had an opportunity to review a copy of such rules, regulations and policies, as set forth in the Pre-Kindergarten Handbook of Cleveland School District;

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DATE: _____ SIGNED: _____
Parents or Guardians

HOME TELEPHONE: _____ CELL TELEPHONE _____

WORK TELEPHONE: _____

ADDRESS _____
_____

Subject to all the conditions, covenants, and agreements stated above, _____ (Pre-Kindergarten Program), hereby accepts the above contract and accepts the student named therein for enrollment for the _____ School Year.

Date: _____ By: _____ (Principal)

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ELL (English Language Learner)
Parent Information Form

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Student Name (Please Print):		
Student's School:	**Grade:**	**Date:**
Please answer the following questions:		
1. What language do YOU MOST OFTEN use when speaking to your child?		
2. What language did YOU FIRST learn to speak?		
3. What language DOES YOUR CHILD MOST OFTEN use when speaking to brothers, sisters, and other children at home?		
4. What language DOES YOUR CHILD MOST OFTEN use when speaking to you and other adults in the home?		
5. What language DOES YOUR CHILD MOST OFTEN use when speaking to friends or neighbors OUTSIDE the home?		

Please return this form with the application.

Parent or Guardian's Signature _____ **Date** _____

.....

HOMEROOM TEACHER:
If you have observed a problem with this student's command of the English language, please indicate by checking the appropriate response: _____ Yes ____ No

Cleveland School District
FOUR YEAR OLD/PRE-KINDERGARTEN Application

Parks Elementary 2024/2025 School Year

Applicant must be four years old by September 1, 2024

Please Print. Use Ink

Name of Student _____
First Middle Last

Date of Birth ____/____/_____ Social Security Number - _____/_____/_____

Parent(s) Name(s) _____
First Middle Last

_____
First Middle Last

Cell Phone # _____ Work Phone # _____

Mailing Address _____
Street Name and Number *City*

Student's Home Address _____
Street Name and Number *City*

Student's RACE _____ Student's SEX _____

_____ *Does your child receive special services? If so, please list all special services he/she receives.* _____

_____ is the child's first language.

All applicants must fill out the Home Language Survey.

Please give the name of the daycare or pre-school center now attending, if any:

_____

Do you have another child who is applying for enrollment? ____ Yes ____ No. If Yes:

Name _____ *is now in grade* _____ *at* _____.

IMPORTANT:

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_____ 5. Every student must be able to express frustration and anger appropriately for their age *(e.g, without harming self, others, or property)*
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_____ 8. Every student must live within the Cleveland School District boundaries.

At anytime, if any of the above criteria are not being successfully met, the student may be dismissed from the program.

3. That we, on behalf of the above named student consent and agree to all rules, regulations and policies of the pre-kindergarten program and the school, now in effect or which may, at any time in the future, be promulgated by the school during the term of this agreement contract and will fully abide by same, and we do further acknowledge that we have received and had an opportunity to review a copy of such rules, regulations and policies, as set forth in the Pre-Kindergarten Handbook of Cleveland School District;

4. That this agreement contract and the application for the above named student shall be considered a single integrated agreement contract, and that both this agreement contract and the application are subject to all provisions of the rules, regulations and policies of the Cleveland School District, as set forth in the Pre-Kindergarten Handbook of the Cleveland School District.

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DATE: _____ SIGNED: _____
Parents or Guardians

HOME TELEPHONE: _____ CELL TELEPHONE _____

WORK TELEPHONE: _____

ADDRESS _____
_____

Subject to all the conditions, covenants, and agreements stated above, _____ (Pre-Kindergarten Program), hereby accepts the above contract and accepts the student named therein for enrollment for the _____ School Year.

Date: _____ By: _____ (Principal)

HOME LANGUAGE SURVEY
ELL (English Language Learner)
Parent Information Form

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Student Name (Please Print):		
Student's School:	**Grade:**	**Date:**
Please answer the following questions:		
1. What language do YOU MOST OFTEN use when speaking to your child?		
2. What language did YOU FIRST learn to speak?		
3. What language DOES YOUR CHILD MOST OFTEN use when speaking to brothers, sisters, and other children at home?		
4. What language DOES YOUR CHILD MOST OFTEN use when speaking to you and other adults in the home?		
5. What language DOES YOUR CHILD MOST OFTEN use when speaking to friends or neighbors OUTSIDE the home?		

Please return this form with the application.

Parent or Guardian's Signature _____ **Date** _____

.....

HOMEROOM TEACHER:
If you have observed a problem with this student's command of the English language, please indicate by checking the appropriate response: _____ Yes ____ No