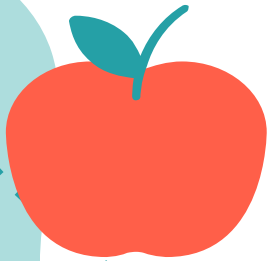


Ms. Michelle's
Developmental Preschool
Curriculum
Presentation
2024-2025





Welcome to Ms. Michelle's Classroom!

*"The goal of early
childhood education
should be to activate the
child's own desire to
learn."*

Presentation Topics



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Schedule

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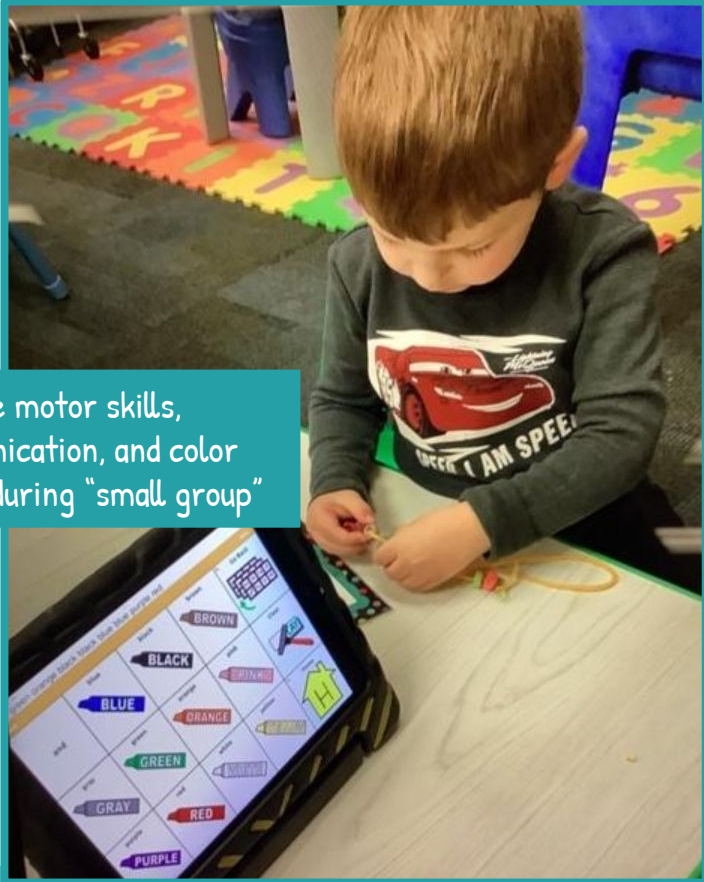
Behavior
Expectations

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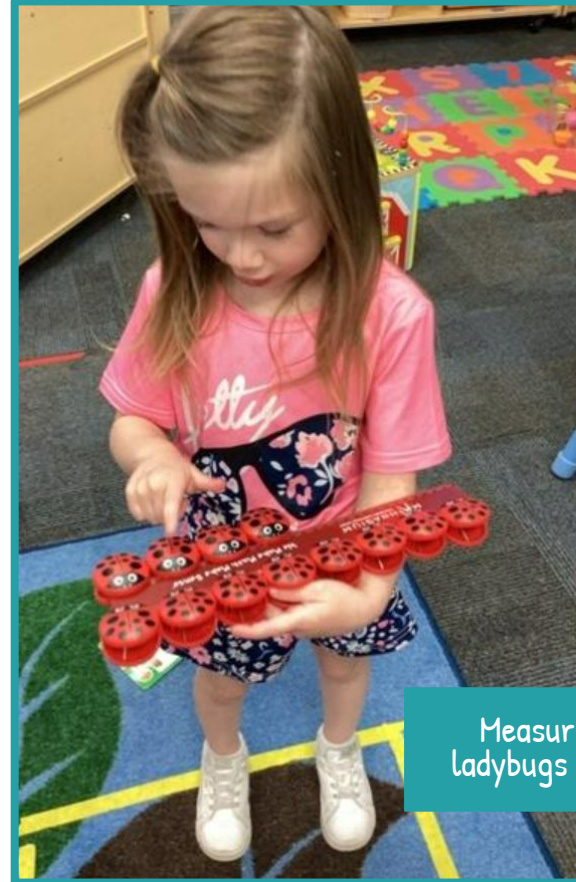
Important
school info



Students at Work



Fine motor skills,
communication, and color
practice during "small group"



Measuring and counting
ladybugs during "floor toys"

Students at Work



Name Practice during Writing



Music and movement during Circle Time



Working hard during Small Group

Daily Schedule

AM Class Schedule

- 9:15- Drop off and Outdoor free play
- 9:45- Group bathroom break
- 10:00- Writing/Fine Motor
- 10:10- Snack Time then Floor Toys
- 10:35- Circle time
- 11:00- Small groups
- 11:20- Indoor free play
- 11:30- Closing circle/ dismissal

Time	Activity	Time	Activity
9:15 - 9:45	playground	1:00 - 1:30	NO DO LE
9:45 - 10:00	bathroom	1:30 - 1:40	
10:00 - 10:10	writing	1:40 - 1:50	Sp
10:10 - 10:25	snack	1:50 - 2:00	
10:25 - 10:35	floor toys	2:00 - 2:10	
10:35 - 11:00	group time	2:10 - 2:35	
11:00 - 11:20	small group	2:35 - 2:55	
11:20 - 11:30	free play	2:55 - 3:05	
11:30 - 11:40	pick-up	3:05 - 3:15	
11:45 - 11:50		3:15 - 3:20	

PM Class Schedule

- 1:00- Drop off and Outdoor free play
- 1:30- Group bathroom break
- 1:40- Writing/Fine Motor
- 1:50- Snack Time then Floor Toys
- 2:10- Circle time
- 2:35- Small groups
- 2:55- Indoor free play
- 3:05- Closing circle/ dismissal

Classroom Routines



One of the most important elements of early childhood learning is following directions and routines. In our classroom we have several routines that we follow including our arrival routine, eating snack, bathroom, small group, center/free play routine, walking in a line, and more. These routines are explained verbally and with visuals displayed around the classroom, along with lots of practice!

A consistent routine can help children feel in control and comfortable, which can help them explore, learn and grow.

What happens during circle time?



Children hear new words and concepts through activities like singing and reading, which can help expand their vocabulary and understanding of language.

What happens during small group?



Students split into 3 small groups, each with a teacher or therapist guiding the activity.



What happens during snack?

Snack is served family style. Students are working on:

- sharing/turn taking
- communicating and requesting wants/needs
- self control
- build relationships with other students and staff
- self help skills (cleaning up spills, throwing their trash away, washing hands)
- healthy habits
- fine motor development (scooping, tweezing, pouring)



Behavior Expectations

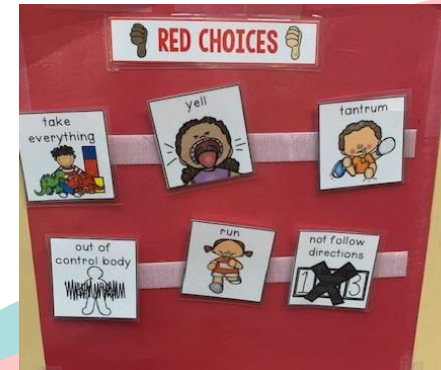


Our classroom runs on a list of simple classroom rules that students practice daily.



Each day students can earn a gecko gold for being caught demonstrating the rules in the class (and for going above and beyond).

Gecko Gold store/treasure box occurs monthly. Students need 10 gecko golds to pick one prize.



Curriculum Overview



Big Day for PreK is a proven research based comprehensive early childhood education program that builds upon children's curiosity and interest, and encourages them to explore, play, and learn about the world around them.

SCHOLASTIC



Big Day prepares preschool children for kindergarten through intentional and engaging learning opportunities that build the necessary foundations in essential learning domains.



The curriculum is designed to ensure children acquire knowledge, skills, and understanding each day through hands-on experience, purposeful play, and teacher-led instruction.



Big Day for PreK provides collection of classic and contemporary children's literature and nonfiction text, intensive language and early literacy development and technology.



The promotion of social-emotional development is integrated into the curriculum helping children build social competence skills, improved self-control, and develop relationships with their teachers and peers.

Curriculum Scope & Sequence (1)

Start Date	Theme	Big Idea	Social Emotional	Letter/ Sound	Literacy	Math
8/2	Ready for School	My School	Cooperation		Listening to Sounds	What is a Pattern?
8/7	Ready for School	Making Friends	Cooperation		Identify Words in Sentences	Position Words
8/14	Ready for School	Learning Together	Cooperation	Aa	Word Awareness	Comparing Lengths
8/21	Ready for School	Getting Along	Cooperation	Bb	Review: Listening to Sounds	Compare Quantities
8/28	My Family	Who's in my Family?	Kindness	Cc	Compound Words (Blend)	Naming Shapes
9/5	My Family	We Take Care of Each Other	Kindness	Dd	Compound Words (Segment)	Measures Lengths
9/11	My Family	Family Fun	Kindness	Ee	Compound Words (Segment)	Counts Objects, Recognize Numerals
9/18	My Family	All Kinds of Families	Kindness	Aa-Ee	Review: Compound Words (Blend/Segment)	Sorts and Describes Objects
9/26	Our Community	Places We Go	Responsibility	Ff	Combines Syllables Into Words	Maps and Position Words
10/2	Our Community	People We Meet	Responsibility	Gg	Segments Syllables from Words	Compares Distances
10/10	Our Community	Things That Move	Responsibility	Hh	Deletes Syllables from Words	Creates/Extends Patterns
10/16	Our Community	Going Green!	Responsibility	Ii	Review: Syllables (Combine/Segment/Delete)	Concept of Counting, Counts to 5
10/23	Optional Fall Activities					
10/30	Optional Fall Activities					

Curriculum Scope & Sequence (2)

11/6	Awesome Animals	All Kinds of Animal	Attention	Jj	Blends Onset and Rime	Orders Objects by Size
11/13	Awesome Animals	Animal Homes	Attention	Kk	Segment Onset and Rime	Counts to 10
11/27	Awesome Animals	Creepy, Crawly Insects	Attention	Ll	Identifies Rhyming Words	Problem Solving
12/4	Optional Winter Activities					
12/11	Optional Winter Activities					
1/3	Awesome Animals	Animals Grow and Change	Attention	Aa-Ii	Review: Onset and Rime (Blend/Segment/Delete)	Use Time Words
1/8	Imagine it, Make it	Using My Imagination	Initiative	Mm	Identifies when Two Words Rhyme	Concept of Counting, Identifies Quantities Without Counting
1/16	Imagine it, Make it	Tools We Use	Initiative	Nn	Produces a Rhyming Word	Patterns (Recognize, Create, Extend)
1/22	Imagine it, Make it	Things We Build	Initiative	Oo	Produces Rhyming Words	Builds Structures
1/29	Imagine it, Make it	Art All Around Us	Initiative	Pp	Review: Onset and Rime and Identifying/Producing Rhyming Words	Compares Areas of Shapes, Recognizes Capacity and Area
2/5	Growing Up Healthy	My Senses	Self-Awareness	Qq	Identify and Match Initial Sounds	Shapes: Names, Identifies Attributes, Creates, Compares
2/12	Growing Up Healthy	Taking Care of Myself	Self-Awareness	Rr	Identify and Match Initial Sounds	Compares Capacity
2/20	Growing Up Healthy	Eating Well	Self-Awareness	Ss	Identify and Match Initial Sounds	Understands Graphs
2/26	Growing Up Healthy	Staying Safe	Self-Awareness	Aa-Ss	Review: Identifies When Two Words Rhyme and Identifies and Matches Initial Sound	Strategies to Share and Divide


Curriculum Scope & Sequence (3)

3/4	Nature All Around Us	How Do Plants Grow?	Curiosity	Tt	Identifies and Matches Ending Sounds	Addition
3/18	Nature All Around Us	What's In the Sky?	Curiosity	Uu	Identifies and Matches Ending Sounds	Problem Solving, Shape Constancy
3/25	Optional Spring Activities					
4/1	Optional Spring Activities					
4/8	Nature All Around Us	Our Weather	Curiosity	Vv	Identifies and Matches Ending Sounds	Observes and Describes Temperature
4/15	Nature All Around Us	The Seasons	Curiosity	Ww	Review: Identifies and Matches Initial and Final Sounds	Creates and Recognizes Patterns
4/22	Moving On	Going New Places	Persistence	Xx	Blends Two Phonemes to Make Syllables or Words	Uses Position Words
4/29	Moving On	Trying New Things	Persistence	Yy	Blends Three Phonemes to Make Syllables or Words	Recognizes Patterns, Creates Patterns
5/6	Moving On	I Can Do It!	Persistence	Zz	Blends Three Phonemes to Make Words	Counts to 30, Subtraction
5/13	Moving On	We're Big Now!	Persistence	Aa-Zz	Review: Identifies Initial and Final Sounds, Blends Phonemes to Make Words	Compares Weights

Themes through the year



Ready for school
My family
Our community
Nocturnal animals
On the farm
Fall/Turkeys
Winter wonderland
Gingerbread



Dinosaurs
Fairy tales
My 5 senses
Emotions
Growing up healthy
Plants
Life around the pond
Weather
Ocean



Arizona's Early Learning Standards

The standards that guide our learning and curriculum

The Arizona Early Learning Standards (ELS) have been developed to provide a framework for the planning of quality learning experiences for all children 3 to 5 years of age. The standards cover a broad range of skill development and provide a useful instructional foundation for children from diverse backgrounds and with diverse abilities. The standards are intended for use by all those who work with young children in any early care and education setting in urban, rural and tribal communities.

To view the current Arizona Early Learning Standards for preschool age children, please visit:

<https://www.azed.gov/sites/default/files/2018/04/ELS%202018%20DRAFT%20FOR%20COMMENT.pdf?id=5acd475b3217e1183c539fa5>

Arizona's Early Learning Standards

Overview of the Standards & Strands

Social-Emotional Development Standard

Strand 1: Self-Awareness and Emotional Skills

Strand 2: Relationships and Social Skills

Social-Emotional Integration and Alignment

Approaches to Learning Standard

Strand 1: Initiative and Curiosity

Strand 2: Attentiveness and Persistence

Strand 3: Confidence and Resilience

Strand 4: Creativity

Strand 5: Reasoning and Problem Solving

Approaches to Learning Integration and Alignment

Language and Literacy Standard

Strand 1: Language

Strand 2: Emergent Literacy

Strand 3: Emergent Writing

Language and Literacy Integration and Alignment

Mathematics Standard

Strand 1: Counting and Cardinality

Strand 2: Operations and Algebraic Thinking

Strand 3: Measurement and Data

Strand 4: Geometry

Mathematics Integration and Alignment

Science Standard

Strand 1: Scientific Inquiry and Application

Science Integration and Alignment

Social Studies Standard

Strand 1: Family

Strand 2: Community

Strand 3: History and Events

Social Studies Integration and Alignment

Physical Development, Health and Safety Standard

Strand 1: Physical Development

Strand 2: Health

Strand 3: Safety

Physical Development, Health and Safety Integration and Alignment

Fine Arts Standard

Strand 1: Visual Arts



Strand 2: Music

Strand 3: Creative Movement and Dance


















Strand 4: Dramatic Play

Fine Arts Integration and Alignment





















PRE-K GOALS: Approaches to Learning

<p>Demonstrates flexibility, imagination, & inventiveness.</p> 	<p>Shows interest in learning new things & trying new experiences.</p> 	<p>Expresses interest in people & asks questions to get information.</p> 	<p>Pays attention & can sustain attention when engaged in activity.</p> 
<p>Can return to activities after distractions & interruptions.</p> 	<p>Pursues challenges with a "can do" attitude.</p> 	<p>Copes with frustration or disappointment independently or with support.</p> 	<p>Establishes goals, generates plans, & follows through to completion.</p> 
<p>Expresses opinions or ideas.</p> 	<p>Views self as competent & skilled.</p> 	<p>Willing to take risks & consider a variety of alternatives.</p> 	<p>Resilient when approaching challenging tasks.</p> 
<p>Uses imagination to generate innovative ideas & play.</p> 	<p>Displays curiosity & acknowledges others' perspectives.</p> 	<p>Gathers and analyzes data & information to reach a conclusion.</p> 	<p>Recognizes relationships between cause & effect.</p> 
<p>Connects prior experiences with new learning.</p> 	<p>Able to find out what is wanted or needed to solve a problem.</p> 	<p>Defines the problem & brainstorms ways to solve it.</p> 	<p>Chooses a solution to try & checks in to see if the solution worked.</p> 




















PRE-K GOALS: Language & Literacy

<p>Recognizes printed name & printed names of family & friends.</p> 	<p>Writes own name correctly.</p> 	<p>Speaks clearly to communicate ideas & feelings.</p> 	<p>Follows 2 & 3 step directions.</p> 
<p>Uses rich vocabulary & determines unfamiliar words using context.</p> 	<p>Begins to identify & produce letter sounds.</p> <p>A B C D E</p>	<p>Can differentiate between sounds that are the same & different.</p> <p>/s/ vs. /t/</p>	<p>Hears & shows awareness of separate words within spoken sentences.</p> <p>The dog ran.</p>
<p>Identifies & produces rhyming words.</p> 	<p>Recognizes words with the same beginning sound (alliteration).</p> 	<p>Claps & counts syllables in spoken words.</p> 	<p>Combines onset + rime to form a one-syllable word.</p> <p>/c/ + /at/</p> 
<p>Recognizes letters (uppercase & lowercase).</p> 	<p>Makes letters out of a variety of materials.</p> 	<p>Forms letters starting with large motor & progressing to fine motor.</p> 	<p>Holds book correctly & understands basic information (title, author, illustrator).</p> 
<p>Identifies characters & major events in stories.</p> 	<p>Asks & answers questions about stories.</p> 	<p>Identifies details & makes predictions about stories.</p> 	<p>Uses scribbles & letters to convey meaning (from left to right).</p> 



















PRE-K GOALS: Math

<p>Rote counts to 10 & beyond.</p> 	<p>Identifies numerals 0 to 10 & beyond.</p> 	<p>Uses a variety of materials to form numerals.</p> 	<p>Compares 2 sets of objects using greater than, less than, & equal to.</p> 
<p>Identifies quantities of 3-5 objects by subitizing.</p> 	<p>Matches numerals to quantities using manipulatives.</p> 	<p>Demonstrates rational counting & cardinality up to 10.</p> 	<p>Demonstrates one-to-one correspondence.</p> 
<p>Understands that adding increases the number in a group (addition).</p> 	<p>Understands that taking away decreases the number in a group (subtraction).</p> 	<p>Recognizes, duplicates, & fixes patterns.</p> 	<p>Extends & creates own patterns.</p> 
<p>Differentiates between letters & numbers.</p> 	<p>Asks questions to gather data.</p> 	<p>Displays data & answers questions about it.</p> 	<p>Compares objects (heavier, lighter, taller, shorter).</p> 
<p>Sorts objects by similarities.</p> 	<p>Uses standard & nonstandard units of measurement.</p> 	<p>Knows & creates basic 2D & 3D shapes.</p> 	<p>Uses & responds to spatial language.</p> 


















PRE-K GOALS: Science

<p>Shows curiosity about objects.</p> 	<p>Identifies attributes of objects.</p> 	<p>Asks & answers questions about the relationship between objects.</p> 	<p>Describes changes in objects.</p> 
<p>Shows curiosity about living things & other natural events in the environment.</p> 	<p>Identifies attributes of living things & other natural events in the environment.</p> 	<p>Asks & answers questions about the relationship between living things & other natural events in the environment.</p> 	<p>Describes changes in living things & natural events in the environment.</p>
<p>Uses a variety of tools & materials to investigate.</p> 	<p>Makes predictions & researches hypotheses.</p> 	<p>Adjusts approach if results are different than expected.</p> 	<p>Persists with an investigation.</p> 
<p>Uses a variety of materials to record & organize data.</p> 	<p>Identifies cause & effect relationships.</p> 	<p>Constructs theories to explain investigations.</p> 	<p>Displays & interprets data.</p> 
<p>Presents scientific ideas in a variety of ways.</p> 	<p>Conducts further investigation based on prior experience.</p> 	<p>Begins to describe similarities & differences.</p> 	<p>Practices having a STEM mindset & thinking like an scientist.</p> 



















PRE-K GOALS: *Social Emotional*

<p>Demonstrates self-confidence.</p> 	<p>Makes personal preferences known to others.</p> 	<p>Demonstrates knowledge of self-identify/autonomy.</p> 	<p>Understands similarities & difference between self & others.</p> 
<p>Demonstrates cultural curiosity & responsiveness.</p> 	<p>Associates emotions with words, facial expressions, & body language.</p> 	<p>Identifies, describes, & expresses own feelings.</p> 	<p>Identifies & describes feelings of others.</p> 
<p>Expresses feelings of satisfaction in independent activities.</p> 	<p>Expresses empathy for others.</p> 	<p>Understands & follows expectations in learning environment.</p> 	<p>Adjusts behaviors & adapts to transitions, daily routines, & unexpected events.</p>
<p>Chooses appropriate words & actions.</p> 	<p>Expresses interest, curiosity, & trust with familiar adults & seeks their support.</p>	<p>Separates from familiar adult with minimal distress.</p> 	<p>Responds when familiar adults & other kids initiate interactions.</p> 
<p>Initiates & sustains positive interactions with adults & kids & resolves conflicts.</p> 	<p>Respects the rights & properties of others.</p> 	<p>Defends own rights & properties.</p> 	<p>Shows respect for materials.</p> 




















PRE-K GOALS: *Fine Arts*

<p>Creates own original works using a variety of materials & tools.</p> 	<p>Represents creative choices, ideas, experiences, & feelings with details that connect to personal meaning.</p> 	<p>Engages in 2 & 3 dimensional artistic investigations.</p>	<p>Describes & communicates an understanding of their work.</p> 
<p>Experiments with a variety of vocalizations & sounds.</p> 	<p>Sings familiar rhymes, songs, & chants.</p> 	<p>Uses familiar rhymes, songs, or chants to create their own improvisations.</p> 	<p>Responds to different styles of music.</p> 
<p>Understands music in the context of daily experiences.</p> 	<p>Experiments with a variety of instruments.</p> 	<p>Dances & moves to rhymes, songs, & chants.</p> 	<p>Responds with movement to various sensory stimuli.</p> 
<p>Describes & communicates dance in the context of daily experiences.</p> 	<p>Assumes roles from daily activities in dramatic play.</p> 	<p>Uses a variety of props during dramatic play.</p> 	<p>Takes on more than one dramatic play role.</p> 
<p>Pretends an object exists without using a prop.</p> 	<p>Dramatizes familiar stories.</p> 	<p>Adds details & expresses ideas in dramatic play.</p> 	<p>Acts out past experiences in dramatic play.</p> 

PRE-K GOALS: *Physical & Safety*

<p>Moves with maturing balance skills.</p> 	<p>Moves with maturing locomotor skills (leaps, gallops, skips, etc.)</p> 	<p>Moves with maturing coordination (reach, grasp, etc.)</p> 	<p>Demonstrates body, spatial, & directional awareness.</p> 
<p>Uses fingers, hands, & wrists to manipulate a variety of tools.</p> 	<p>Uses eye-hand coordination.</p> 	<p>Manipulates smaller objects & tools with wrist & squeezing motion.</p> 	<p>Uses fine motor skills in daily living.</p> 
<p>Demonstrates hygiene practices & personal care tasks with increasing independence.</p>	<p>Demonstrates healthy nutrition practices.</p> 	<p>Demonstrates active physical play & rest.</p> 	<p>Demonstrates emerging knowledge of wellness.</p> 
<p>Demonstrates emerging knowledge of oral health.</p> 	<p>Identifies & follows basic safety rules.</p> 	<p>Identifies basic signs & symbols that indicate danger.</p> 	<p>Demonstrates transportation & street safety practices.</p> 
<p>Enforces personal boundaries.</p> 	<p>Knows personal information (name, parents' names, address, phone number) and emergency safety practices.</p>	<p>Demonstrates ways to tell a trusted adult if threatened or harmed.</p> 	<p>Identifies how adults help keep us safe.</p> 

PRE-K GOALS: *Social Studies*

<p>Views self in relationship to others in a family.</p> 	<p>Identifies family members.</p> 	<p>Describes & discusses own cultural or familiar traditions.</p> 	<p>Identifies similarities & differences in own family & the families of others.</p> 
<p>Develops an awareness of personal & family history.</p> 	<p>Knows family members' roles & responsibilities at home.</p> 	<p>Demonstrates responsible behaviors.</p> 	<p>Recognizes that people rely on others for goods & services.</p> 
<p>Seeks opportunities for leadership.</p> 	<p>Describes the purpose of rules.</p> 	<p>Recognizes that people have wants & needs.</p> 	<p>Understands that choices about wants & needs must be made because of limited resources & materials.</p>
<p>Describes their role at home, at school, & in the community.</p> 	<p>Describes directionality & location within the community.</p> 	<p>Describes physical features of the community.</p> 	<p>Recognizes that people share the community with other people, plants, & animals.</p> 
<p>Knows how to care for the indoor & outdoor environment.</p> 	<p>Understands time in the context of daily experiences.</p> 	<p>Understands that events happened in the past.</p> 	<p>Communicates time & sequence vocabulary.</p> 

Assessment



Teaching Strategies GOLD Overview

Teaching Strategies GOLD® is an authentic observation-based assessment system for children from birth through kindergarten. The system may be implemented with any developmentally appropriate curriculum. It blends ongoing observational assessment for all areas of development and learning with performance tasks for selected predictors of school success in the areas of literacy and numeracy. *Teaching Strategies GOLD*® can be used to assess all children, including English-language learners, children with disabilities, and children who demonstrate competencies beyond typical developmental expectations.

We use the Teaching Strategies GOLD app to upload photos and info daily to assess students in their natural environment doing the activities that we are working on in class. We have 3 specific checkpoints at the Beginning, Middle, and End of the year to see progress.

Assessment

Using *Teaching Strategies GOLD*[®]

The primary purpose of *Teaching Strategies GOLD*[®] is to document children's learning over time, inform instruction, and facilitate communication with families and other stakeholders. It is important to remember that *Teaching Strategies GOLD*[®] is not intended as a screening or diagnostic measure, an achievement test, or a program-evaluation tool.

Objectives for Development and Learning

Teaching Strategies GOLD[®] enables educators to focus on and measure the knowledge, skills, and behaviors most predictive of school success. The tool has a total of 38 objectives. Two objectives are related specifically to English language acquisition, and the other 36 objectives are organized into nine areas of development and content-area learning. The areas are

- Social–Emotional
- Physical
- Language
- Cognitive
- Literacy
- Mathematics
- Science and Technology
- The Arts

Desert Sage Code of Conduct

Desert Sage has a newly revised "Code of Conduct," which is a set of guidelines for behaviors which exemplify our Gecko Goals:

BE SAFE

BE RESPECTFUL

BE RESPONSIBLE



DESERT SAGE CODE OF CONDUCT



Gecko Goals

Learning Areas

Hallway & Walkway

Playground

Cafeteria

Restroom

Arrival & Dismissal

Gecko Gathering

Voice Level 0-3

Voice Level 0-2

Voice Level 5

Voice Level 2

Voice Level 1

Voice Level 2-3

Voice Level 0-3

Be Safe

- Stay in work area
- Hands & feet to yourself
- Use materials correctly

- Face forward & walk on the right side
- Hands & feet to yourself
- Carry your materials with care
- Keep sand & rocks off walkway

- Use equipment correctly
- Hands & feet to yourself

- Carry tray with both hands
- Wash hands with soap
- Eat only your food
- Hands & feet to yourself

- Give others their personal space
- Use facilities appropriately
- Wash hands with soap

- Use crosswalks
- Hands & feet to yourself
- Be calm & orderly
- Walk your bike on campus

- Stay in assigned area
- Hands & feet to yourself
- Stay with your class/group

Be Respectful

- Follow teacher directions
- Follow classroom procedures
- Take charge of your own learning
- Have pride in your work
- Persevere in tasks

- Yield to others
- Honor our school property
- Be polite & use manners
- Be aware of others

- Follow monitor directions
- Take turns
- Show compassion by including others
- Be polite & use manners

- Follow monitor directions
- Ask permission to leave your table
- Wait your turn in line
- Show compassion by including others
- Be polite & use manners

- Honor privacy
- Wait your turn

- Follow monitor & crossing guard directions
- Wait patiently for gates/doors to open
- Yield to others
- Honor our school property
- Be polite & use manners

- Follow teacher directions
- Celebrate appropriately
- Be polite & use manners
- Be aware of others

Be Responsible

- Whole body listening
- Speak kindly to others
- Value other's genius
- Show compassion for yourself & others
- Be a productive group member

- Go directly to your destination
- Be a positive role model
- Be mindful of learning areas

- Line up immediately at the bell or whistle
- Report incidents to a monitor
- Learn rules & follow them
- Care for equipment, put it away

- Clean up after yourself
- Eat your food promptly
- Speak kindly to others

- Be timely
- Flush, wash, dry, goodbye
- Clean up after yourself

- Put technology away
- Stay on sidewalks, away from cars
- Go directly to your destination

- Whole body listening
- Participate when appropriate
- Keep backpack & other items in designated area

and You'll ALWAYS Be Ready to Learn!

Bond/Override



The DVUSD Override
is **NOT** a new tax nor
is it a tax increase!

What is an override?

An override helps preserve
fine arts and athletic programs,
as well as maintain class sizes.
The funds will also be used to
attract and retain highly qualified
teachers and support staff.

Get more facts at
DVUSD.org/override



WHAT WILL THE M&O OVERRIDE FUND?

Athletics & Arts Programs

DVUSD offers competitive high school and middle school sports programs at multiple levels, and visual and performing arts such as theatre, chorus, and band for students of all talents and ages.

Free Full-Day Kindergarten

Since 2017, DVUSD has funded full-day kindergarten to our community at no out-of-pocket cost to families.

Student & Family Needs

DVUSD provides student support services such as school nurses, academic counseling, and early childhood preschool programs.

Increase Employee Pay & Maintain Class Size

Approximately 8% of employee pay comes from M&O override funding, allowing DVUSD to attract and retain teachers. This also allows DVUSD to keep the average student-to-teacher ratio at 17:1 per classroom.



Gecko Gathering

Desert Sage's monthly community gathering where families can join teachers, staff & students as we celebrate all things happening at Desert Sage throughout the year.

8:30 a.m. - 9:00 a.m.

Desert Sage Grassy Knoll/Breezeway

- Sept. 6th • Dec. 6th • Mar. 7th
- Oct. 4th • Jan. 10th • April 4th
- Nov. 1st • Feb. 7th • May 16th

Emergency Bucket - donations needed

Desert Sage

Emergency Bucket Supplies Drive



Desert Sage Elementary School is working to make 60 emergency response buckets for our staff and students. There will be at least one bucket in each room throughout the campus. Each bucket will contain emergency supplies for approximately 25 individuals.

-  First Aid Supplies
-  Sanitation Supplies
-  Safety Supplies
-  Weather Supplies

DONATE NOW →

Amazon Wish List:
Desert Sage Emergency Bucket Supplies
url.dhvsd.org/7bf041cb



Thank you for your support!

Desert Sage Elementary



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THANK YOU!

Please reach out with questions

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