

Wellington

The Wellington School

Early Childhood Handbook for Parents



Updated January 2022

WELCOME!

Dear Early Childhood Families,

Welcome to the 2021-2022 school year! This year will be filled with new experiences and friendships as you join an educational community that spans preschool through twelfth grade. I look forward to working with you and getting to know your family. The early childhood division encompasses Little Jags (LJ), prekindergarten (PK), and kindergarten (K). The lower school consists of first through fourth grade. There is also a middle school (grades 5-8) and an upper school (grades 9-12). Being part of a school that includes all grade levels offers a uniquely rich environment for our early childhood students, which is designed to provide a strong educational foundation as well as a setting where your child's welfare is our highest priority.

Please take the time to read this handbook thoroughly. In various ways we help the children understand the expectations for a school experience that is engaging, fun and safe. Your awareness of the expectations and the parameters of the school, as explained in this handbook, will ensure that we have a common understanding of this important aspect of the early childhood environment. It is my hope that the task of providing a nurturing, stimulating school experience will be shared between school and family. To that end, we need to keep communication open, honest and frequent. Other "formal" forums for information will include weekly emails from the homeroom teacher, parent conferences and my monthly e-mail. Wellington's website, www.wellington.org, is also a valuable communication tool.

I look forward to the adventure a new school year brings and forming meaningful relationships with you and your children. If you need to be in touch with me for any reason, please do not hesitate to call me at school at 614.324.8885 or email me at brown@wellington.org.

Warmly,

Shelley Brown
Head of Early Childhood
The Wellington School

The mission of The Wellington School is:

We help students find their purpose and realize their potential for tomorrow's world.

INTRODUCTION

The purpose of this handbook is to provide a clear and central source of information about common aspects of life in Wellington's early childhood division. We expect that families will take the time to review this book, as it provides answers to many general questions. Please keep a copy handy so you can refer to it whenever the need arises. This handbook compliments The Wellington School Student Policy Handbook located in the parent portal on Veracross.

GENERAL INFORMATION

Absences/Attendance

Daily Attendance

Students are expected to be prompt and present daily and remain on campus under adult supervision until dismissal. Although we encourage families to schedule appointments outside of the school day whenever possible, there are unavoidable doctor and dental appointments that may occur during the school day. For safety purposes, we ask the following:

- Please send a message to the homeroom teacher and copy Cynthia Hahn (hahn1@wellington.org).
- Sign out in the early childhood/lower school office before leaving campus with the child.
- Any student arriving after 8:15 a.m. or leaving school before 3:25 p.m. must be signed in/out in the early childhood/lower school office. Adults must walk to the lower school office for the sign-in/sign-out process. No student should be dropped off after 8:15 a.m. without being signed-in by an adult for late arrival, nor should a student leave the classroom unless he/she has been formally signed out by an adult.

Excused Absences

Absences are not excused before or after major holidays or breaks and are discouraged for any reason other than those outlined on the required Planned Absence Form available on the early childhood/lower school page of Veracross. Planned Absence Forms should be turned into the early childhood/lower school office as soon as the family identifies an unavoidable need for a school absence. Teachers will be unable to provide resources in response to requests that are submitted less than a week prior to the planned absence.

Illness

Please call the lower school office at 614-324-1666 before 8:30 a.m. to report the absence of an early childhood student. Parents should keep students home if they have had a temperature of 100 degrees or greater in the last 24 hours, have had diarrhea or vomiting in the last 24 hours, or are unable to participate in a full school day due to symptoms of illness. Students may return to school after illness if they have a temperature below 100 degrees for 24 hours without the use of fever-reducing medication, have not vomited or had diarrhea in the last 24 hours, and are able to participate in a full school day. Notify the school nurse immediately if your child develops a communicable disease. (see more detailed information under communicable diseases)

Arrival & Dismissal

Children are welcome in the building at 7:30 a.m. Those children who arrive between 7:30 – 7:45 a.m. should enter the school through the rotunda and wait with the morning child care teachers. At 7:45 a.m. early childhood students will go to the Abbott Family Learning Center and will remain in the learning center until 8:00 a.m. At 8:00 a.m. all early childhood students will be escorted to their classrooms. No child should arrive prior to 7:30 a.m., as there is no supervision available until that time.

At 8:00 a.m. teachers will greet their students at the exterior doors of their classrooms. Prekindergarten parents will use the third lane in the main parking lot, will pull up to the curb by the west entrance, and drop their children off with the early childhood teacher(s) present. Due to

Covid-19 restrictions, all students will be dropped off at morning carline. Staffuly will walk children into the building and to their classrooms. Families with Little Jag students will utilize the Fishinger parking lot. Parents will park in the parking lot, walk children to the gate, and say goodbye at the gate.

The beginning of the day is very important for early childhood students. Children need to be at school on time in order to start their day with the rest of their classmates. This allows them to settle in, to hear about the plans for the day and to prepare for participation in the day's activities. When children arrive late, they tend to feel disconnected and sometimes have a difficult time settling into the day. As such, we ask that all children arrive in the classroom by 8:15 a.m.

While dismissal times may vary by division, the building closes at 6:00 p.m. Early childhood students may be picked up before lunch (11:40 a.m.), after lunch (12:15 p.m.), at the close of the school day (3:15 p.m.) and during aftercare (3-6 p.m.) Your child's pick-up time is an agreed upon time between your family and school and is represented in your Wellington contract.

Teachers may not allow children to leave with anyone other than those persons listed on their dismissal form or adults who do not know the stated code word shared with the school on the dismissal form without written permission. This is a serious safety and liability issue and this rule will be strictly enforced.

It is important that parents arrive to pick up children as promptly as possible at dismissal. Children attending aftercare at Wellington will follow the protocols directly outlined in communication from Wellington's aftercare director.

Transportation issues need to be settled with children before they arrive at school. A child can become upset and confused if she/he is unaware of how she/he will be getting home. A note or email to your child's teacher is required if there is any change in transportation plans. If there is an emergency change, a call to the early childhood/lower school office is needed with as much advance notice as possible. Except for emergency situations, students should not make last-minute plans during the school day for after-school social visits. If you must call after 11:10 a.m. regarding morning dismissal transportation, please email your child's teacher and Shelley Brown at brown@wellington.org

Class Composition

Sections for each school year are formed through a thoughtful, informed and comprehensive process, which results in heterogeneous, balanced classes. As faculty have significant knowledge of each child's social, emotional and educational needs, parents should trust the faculty to make the best class placement for each child. However, parent input given before the end of April in conversation with the head of lower school is considered along with many other compelling factors. Class lists are available on Veracross near the end of August.

Visitors

The doors to Wellington are locked except for during arrival and dismissal times. Parents and other visitors who arrive during times when the doors are locked, must use the main entrance, sign in at the front desk and obtain a visitor's badge.

Any parent of a child enrolled in the program shall be permitted unlimited access to the school* during its hours of operation to contact their child, evaluate the care provided by the program, the premises, or for other purposes approved by the director. Upon entering the premises, the parent shall report to the school office.

Playgrounds

During the school day, the playgrounds may be used by Wellington students only.

MEDICAL INFORMATION

Although it is impossible to plan for every emergency, medical or safety situation, Wellington has a basic emergency response plan designed to allow us to respond quickly and thoughtfully to any critical incident. A critical incident is a traumatic event that is an out-of-the-ordinary experience.

Health Services

The Wellington School is fortunate to have the services of a full-time registered nurse, Danielle Goldfarb RN, BSN, LSN. The Nurse's Office (open from 7:45 a.m. until 4:15 p.m.) is located in the lower school hallway by the ROHR. All early childhood students may go to the Nurse's Office only with teacher permission and will be accompanied by an adult. Parents need to inform Nurse Goldfarb of any health issues concerning their children, e.g., medication, asthma, allergies, communicable illnesses. She can be reached at 614.324.1661.

Emergency Information

The Emergency Medical Authorization form must be completed in full and be on file in the Nurse's Office on the first day of school. These forms give the school specific instructions about whom to call and what action to take when we are unable to reach either parent in the event of a medical emergency. This form would also include ALL information regarding your child's medical history including current physical health conditions, mental health conditions, updates on allergies and medications. It is the primary source of information used in the event of an emergency.

Physical Examinations and Immunizations

In order to comply with Ohio Department of Education's required standards for preschool licensure we must have the following information on file in the school office by the first day of school:

- A physical examination with completed immunization history is required **yearly** for all Little Jag and prekindergarten students.
- A signed and dated *Physician's Initial Health Report* must be submitted every year prior to the first day of classes. This exam must have taken place within the past 12 months and subsequently then submitted within one month of the next yearly physical.
- A signed and dated immunization record is required for all students on a yearly basis.

Medicines

Parents must bring medicines (prescription or non-prescription) to the Nurse's Office first thing in the morning so that it can be stored safely and administered by the school nurse. Please send medication in its original container along with a required authorization. All medications need written physician and parent approval.

Illness

There are times when it is essential for a young child to be absent from school. Children who are not feeling well should stay home, not only for their own welfare, but also for the benefit of the other children. This is a very serious issue and we ask for your complete cooperation.

Your child must stay home if:

- her/his temperature is 99.9 degrees Fahrenheit or above during the day or previous evening;
- there is vomiting or diarrhea during the evening or night;
- there is a prolonged or severe headache; and/or she/he has a contagious disease. (*Note:* If you suspect your child has strep throat or is being taken to be tested for strep throat, the student *may not* return to school until the test results are confirmed by the physician's office. [Overnight testing is preferred.] If the test is positive for strep, the student *must* stay home for 24 hours after the start of medication.)
- Conjunctivitis

- Untreated infected skin patch(es)*
- Difficult or rapid breathing*
- Unusually dark urine and/or grey or white stool*
- Stiff neck*
- Unusual spots or rashes*
- Severe coughing*
- Yellowish skin or eyes*
- Sore throat or difficulty swallowing*
- Evidence of Lice, scabies or other parasitic infestation*

*Per Ohio Department of Education Licensing requirements.

If your child has any of these symptoms, please do not send her/him to school *for at least a 24-hour period after symptoms have been absent* -- even if your child says she/he would like to return to school. Students must also remain at home 24 hours after being given an injection or starting oral medication. *If your child is not well enough to go outside for recess, she/he needs to remain at home.* Children with the above symptoms will be sent home and will remain in the Nurse's office until they are picked up by a parent or guardian. The child's symptoms will be monitored for worsening conditions.

If a child is diagnosed with a communicable disease a note from the Nurse's office will go home notifying all families in the child's close contacts of the possibility of exposure. The child's name will remain anonymous.

When the nurse is not on duty, during such times as after-school activities and weekend events, the adult in charge of the activity will handle medical emergencies if they arise. If a child becomes mildly ill while at school or attends school with minor cold symptoms parents will be notified. The child will not be required to engage in activities that cause discomfort and symptoms will be monitored.

SAFETY AND EMERGENCY INFORMATION

We have specific procedures for a variety of evacuation and safety scenarios. Throughout the year, the entire school community participates in practice drills for each of these procedures. If you would like further information about the types of emergency events that we prepare for, please contact Shelley Brown.

ACADEMICS

Curriculum is understood to be all that takes place in the life of a student during the school day. Through a variety of means, including cross-divisional discussions, the academic life of the students reflects a well-planned, sequential curriculum from Little Jags to high school graduation. Students are challenged to become collaborative learners as well as independent thinkers and risk takers, confident in themselves and their abilities. Each division has determined appropriate measures for keeping students and families apprised of academic guidelines and of each student's progress.

Communication of Student Progress

At Wellington, we believe that regular communication about student progress is central to healthy parent-school partnership and fundamental to best educational practice. In the early childhood division, we communicate in the following ways:

Homerooms: Homeroom teachers act as the major liaisons with each child's family for both academic and non-academic topics. The homeroom teacher, therefore, is the first person to consult with any questions, suggestions, or concerns about your child.

Reporting To Parents: We find that the development and care of young children calls upon the shared wisdom and talents of parents *and* teachers. Therefore, we talk together a great deal about our joint task of providing a safe, nurturing and stimulating environment for your child. In addition to these continuing conversations, we have three conference times scheduled throughout the year.

1. The first scheduled opportunity for communication with families is before school begins at a conference called Intake Conferences. This is an opportunity early in the year for parents to share information about their child with us.
2. Two times a year are set aside for parent conferences (one in November and one in March).
3. In June - an end of the year assessment of each child's progress is posted in Veracross.

SeeSaw: Daily photos will be posted on SeeSaw which is a password protected online learning journal.

Abbott Family Learning Center

The learning center is an extension of the classroom for lower school students and has an active role in the learning and teaching process. It serves as a resource for students, teachers, and parents. The learning center is staffed during the following hours: Monday through Friday, 7:30 a.m. – 4:00 p.m. Books are checked out for four weeks and no fines are charged for overdue materials. Families are responsible for any lost or damaged books.

BEHAVIORAL EXPECTATIONS AND GUIDELINES

From time to time, parents have concerns that should be shared with school personnel. Parents should first discuss classroom concerns with the appropriate teacher. Teachers are often the individuals with the comprehensive information needed to resolve concerns. After a productive conversation with the appropriate teacher, the parent might next seek help from the head of lower school. In the rare instance the concern still lingers without resolution, the parent might then address the issue with the head of school.

An early childhood faculty member in charge of a child or a group of children shall be responsible for their discipline.

Behavior management/discipline policies and procedures shall ensure the safety, physical, and emotional well-being of all individuals on the premises.

The center's actual methods of discipline shall apply to all persons on the premises and shall be restricted as follows:

- 1) There shall be no cruel, harsh, corporal punishment or any unusual punishments such as, but not limited to, punching, pinching, shaking, spanking, or biting.
- 2) No discipline shall be delegated to any other child.
- 3) No physical restraints shall be used to confine a child by any means other than holding a child for a short period of time, such as in a protective hug, so the child may regain control.
- 4) No child shall be placed in a locked room or confined in an enclosed area such as a closet, a box, or a similar cubicle.
- 5) No child shall be subjected to profane language, threats, derogatory remarks about himself/herself or his/her family, or other verbal abuse.
- 6) Discipline shall not be imposed on a child for failure to eat, failure to sleep or for toileting accidents.
- 7) Techniques of discipline shall not humiliate, shame, or frighten a child.
- 8) Discipline shall not include withholding food, rest, or toilet use, and food shall not be used as a reward for behavior.

- 9) Separation when used as discipline shall be brief in duration and appropriate to the child's age and developmental ability, and the child shall be within sight and hearing of an early childhood faculty member in a safe, lighted, and well-ventilated space.
- 10) The center shall not abuse or neglect children and shall protect children from abuse and neglect while in attendance in the Pre-Primary program.

COMMUNICATION

Each member of the Wellington community is an integral part in the over-all communication network. Parents are encouraged to discuss any student issue with appropriate Wellington faculty or staff. Teachers and administrators offer a variety of ways to communicate with them -- conferences, phone calls, voice mail or e-mail. It is our practice to try to respond to anyone within 24 hours.

Messages

We recognize that occasionally you will need to get a message to your child. We request that you call in important messages to Cynthia Hahn, the Early Childhood/Lower School Administrative Assistant (614.884.4514), as early in the day as possible. There will be times when Ms. Hahn is not at her desk; if you cannot reach her and need to leave an important message, please call Shelley Brown, head of early childhood, at 614.324.8885.

School Closing

In the event that school is closed unexpectedly, families will be informed via the School's computerized phone message system, an e-mail, Wellington's social media channels and news media.

STUDENT LIFE

Aftercare Program

Wellington families who need a safe and caring environment for their children after school have the opportunity to enroll in our Aftercare Program. The program provides an environment that balances fun activities, quiet time, programming, and free time. Aftercare is available weekdays from 3:30 to 6 p.m.

Birthdays

Birthdays are very special occasions for each child. All birthdays, including those that occur in the summer, are recognized throughout the year during the early childhood monthly town meetings. Celebrations at school are intended to minimize the cost and the focus on materialism. We ask that you do not bring party favors for birthday celebrations at school.

The Wellington Parent Association (WPA) has established guidelines for all parties and celebrations held at school. If you have any questions, please contact **Shelley Brown, Head of Early Childhood**. *ALL invitations for individual parties that take place outside of Wellington must be mailed to the children. They may not be distributed before, during or after school.*

Early Childhood Town Meetings

We bring our Little Jag students, prekindergarten students, and kindergarten students together once a month to consider common ideals, see a variety of programs, share experiences and provide an opportunity for classes to participate in whole division conversations.

Field Trips

Because experiential learning is such a critical part of the educational process, a variety of field trips are part of the early childhood curriculum. Parents must sign a permission slip for each field trip. School buses are used for transportation, and Little Jag and prekindergarten students ride in SafeGuard Integrated Child Seat. The child seats are installed by adults trained in the installation of the SafeGuard seats, and all teachers are trained in emergency evacuations.

Holidays

Wellington is a nonsectarian school that respects the diversity of its families. Students and their families are encouraged to share their religious traditions, special events and holidays with their class and the division. Students may be absent for their respective religious holidays.

Lunch

Students eat lunch in their classrooms with their teachers present. The students are served a plate of food that encompasses at least four food groups. Students are coached and encouraged to choose foods that create healthy and balanced “colorful plates.” Students are expected to observe good table manners, including appropriate selection of topics for conversation. Special dietary needs should be registered/discussed with the dining room manager and school nurse. Only those students with noted dietary restrictions will be accommodated by our food service.

Snacks

Students may bring two healthy snacks from home. Snack guidelines are sent home at the beginning of the year.

Classroom Visits

The early childhood faculty encourages family members to share in their child’s school experiences by spending time with him or her in the classroom or accompanying the class on a field trip. Your presence helps to strengthen the bond between home and school and affords you the opportunity to get a sense of your child’s school day. When you visit the classroom or go on a field trip this can be very exciting for your child but also a little confusing in terms of which rules apply, home or school. At school, our highest priorities are to keep everyone safe and to respect each other’s work, play, and ideas. Our rules reflect these priorities. Naturally, we have more rules at school due to the number of children under our care at the same time. Speaking with your child before you visit and reminding him or her that school rules apply and that the teachers are in charge even when you are in the classroom can help to ease any confusion. While you are with the class please feel free to step back and let one of the teachers manage any child’s behavior that needs redirecting. These simple suggestions can help ensure that both you and your child will have a wonderful time while you are with him/her at school.

Volunteers

Parents are an integral part of Wellington. Your presence and help remind your child that her/his education and school are important to you. At the same time, we recognize that work schedules and parent availability differ. Therefore, parent interaction at Wellington varies greatly. Your child’s teachers will communicate with you about options for interaction with her/his class. In addition, the WPA actively seeks volunteers for a variety of positions.

Each class has one volunteer room parents. Room parents act as coordinators for class activities and as liaisons for communication between the parents and the school.

DRESS CODE

In early childhood, informal, comfortable attire is appropriate for most school days. The early childhood program is very lively and interactive -- the children frequently work on the floor, use messy materials (e.g., paint, glue) and go outside each day. Clothing which can be cleaned easily, as well as functional for active days, is recommended. Sandals, crocs and dressy shoes are not functional on the playground or in physical education and music and movement -- we ask that children not wear them. Due to safety issues, sneakers are required for all physical education classes. To encourage independence, clothing that children can manage themselves also is recommended.

It is necessary for each child to have at least one extra set of clothing (including underwear) at school in case she/he needs to change clothes. Be sure to replace these items as they are used

during the year and as the seasons change. Please label all your child's clothing and belongings, including outerwear, with her or his name.

PARKING

All visitors should park in the visitor's parking lot and enter the school through the rotunda.

REFERENCE

Wellington School Composition

1. Early Childhood: The following programs comprise Wellington's coeducational Early Childhood Division:

Little Jags (LJ) – A five-day program for three-year-olds

Half-day program offered until 11:40 a.m. and does not include lunch

Half-day program offered until 12:15 p.m. with lunch

Full-day program offered until 3:15 p.m.

Aftercare available until 6 p.m. for registered students

Prekindergarten (PK) – A five-day program for four-year-olds

Half-day program offered until 11:40 a.m. and does not include lunch

Half-day program offered until 12:15 p.m. with lunch

Full-day program offered until 3:15 p.m.

Aftercare available until 6 p.m. for registered students

Kindergarten (K) – A five-day program for five-year-olds

2. Lower School: Grades 1-4
3. Middle School: Grades 5-8
4. Upper School: Grades 9-12

Contact Information

Mailing Address: Wellington School, 3650 Reed Road, Columbus, OH 43220

Web Site: www.wellington.org

Jeff Terwin

Head of School

terwin@wellington.org

Shelley Brown

Head of Early Childhood

614.

brown@wellington.org

Cynthia Hahn

ECLS Administrative Assistant

614

hahn@wellington.org

Pre-Primary Curriculum

Our curriculum is creative and unique, while also aligned with the Ohio Early Learning and Development standards.* The philosophy and goals of our Pre-Primary curriculum closely mirror those of the research based

Responsive Classroom approach which is centered around the following seven guiding principles:

- The social curriculum is as important as the academic curriculum.
- How children learn is as important as what they learn: Process and content go hand in hand.
- The greatest cognitive growth occurs through social interaction.
- To be successful academically and socially, children need a set of social skills: cooperation, assertion, responsibility, empathy, and self-control.
- Knowing the children we teach-individually, culturally, and developmentally-is as important as knowing the content we teach.
- Knowing the families of the children we teach and working with them as partners is essential to children's education.
- How the adults at school work together is as important as their individual competence: Lasting change begins with the adult community.

These seven guiding principles are reflected throughout our curriculum which was written to reflect our belief that the joy of discovery, a pride in accomplishments and the confidence that comes with mastery through play are crucial elements in the education of three, four, and five year old children. These are the qualities that an exceptional first curriculum for young children promotes as it lays the foundation for success, both in school and life. Children who explore and create meaning discover that learning is fun while developing social, emotional and intellectual skills that will serve them well throughout school. Recent research in brain development impels us to establish a strong foundation early for a lifetime of learning. Though the years between birth and five are critical for neurological development and cognitive function, placing a premature emphasis on the acquisition of traditional academic skills confers no academic benefit in the long run and can undermine a child's interest in school. It's the joy of learning that needs to be nurtured and our experienced teachers impart that joy while ensuring that children feel secure and supported in trying new things.

Whether they are charting how many days until butterflies emerge from their chrysalises, making movies with digital technology or finding colors in the natural world on an expedition on the Butler Campus, Pre-Primary girls and boys are explorers – full of energy and eager to discover new worlds of arts, social studies, science, math, technology and literature. They experiment and play with a wide variety of educational materials designed to encourage many kinds of learning. In addition to an engaging curriculum, gifted teachers and small class sizes, Pre-Primary students benefit from the resources available as part of larger school. Pre-Primary children interact with girls and adults from all the other divisions of the school and become integral participants in the Wellington community.

At the heart of the **Responsive Classroom** approach are the following ten classroom practices:

Morning Meeting - gathering as a whole class each morning to greet one another, share news, and warm up for the day ahead

Rule Creation - helping students create classroom rules to ensure an environment that allows all class members to meet their learning goals

Interactive Modeling - teaching children to notice and internalize expected behaviors through a unique modeling technique

Positive Teacher Language - using words and tone as a tool to promote children's active learning, sense of community, and self-discipline

Logical Consequences - responding to misbehavior in a way that allows children to fix and learn from their mistakes while preserving their dignity

Guided Discovery - introducing classroom materials using a format that encourages independence, creativity, and responsibility

Academic Choice - increasing student learning by allowing students teacher-structured choices in their work

Classroom Organization - setting up the physical room in ways that encourage students' independence, cooperation, and productivity

Working with Families - creating avenues for hearing parents' insights and helping them understand the school's teaching approaches

Collaborative Problem Solving - using conferencing, role playing, and other strategies to resolve problems with students

At Wellington, these ten practices are embedded in:

- the physical set up in each classroom which encourages children to help themselves to their own materials and make their own choices
- the classroom environment in which children feel safe enough to take risks and try new things while knowing that mistakes are OK
- the daily schedule which offers a balance between group activity and individual choice time
- interactions between teachers and children which model respect, honesty, and encouragement
- an emphasize on cooperation, responsibility, respect and empathy through conversations about being on the same team and how you treat other members of the team
- classroom rules and expectations which are based on safety and respect for others
- a strong partnership between home and school which is reflected in the trusting and candid relationship and frequent communication between teacher and parent
- the curriculum which encourages children to be explorers, scientists, artists, engineers, authors, and mathematicians
- an environment which is rich in conversation about the similarities and difference among us while celebrating the diversity within our community
- a faculty that works closely together and models for children collaboration, respect, joint problem solving and critical thinking

- discussions about global awareness which teach children that even at their young age, they can make a difference in the world
- assessment tools that ensure that teachers know where each child is in terms of social, emotional and cognitive development and enables them to set individual goals appropriately.

Early Learners Curriculum (18 months to 36 months)

*aligned with the Ohio Early Learning and Development standards**

Approaches toward learning

- Excitement to spend time with teachers and classmates
- Beginning to understand the concept of sharing with others
- Building patience to wait for a turn or delay gratification
- Beginning to show preference for specific types of activities

Social and Emotional Development Emotional

- Transitions from one activity to the next.
- Regulates emotions throughout the school day.
- Adapts to new situations and a variety of materials.
- Seeks out adult when needed.
- Separates successfully from caregiver.
- With modeling and support, begins to demonstrate socially competent behavior with peers such as helping and taking turns.
- Mindful of others.
- Can sit in a group for Morning Meeting, specials, and Chapel.

Language and Literacy Development

- Interest in books and being read to
- Begins to attend to stories during meeting time
- Enjoys and begins to remember song lyrics
- Uses scaffolded speech from adults to learn new words and express wants and needs

Physical Well Being and Motor Development

- Challenges oneself during physical activities
- Participates in active play
- Opportunity to climb, run and move in a variety of environments and on a variety of equipment
- Plays with puzzles, draws with crayons or paints to build fine motor control
- Willing to try new foods
- With modeling and support, completes personal care
- Learning to clean up

Cognitive Development

- Follows single step directions.
- Focuses on and engages in an activity for short periods of time despite distractions.
- Combines words to express needs and wants.
- Beginning to recognize oneself as a part of a group.

Preschool Curriculum (3-4 years)

*aligned with the Ohio Early Learning and Development standards**

Preschool Language Arts

Essential Questions

- Why are words important?
- What do I learn from books and stories?
- How can I tell my stories?

Skills

- speaking in front of a group
- sharing experiences outside the classroom
- speaking with adults
- communicating thoughts and desires to peers
- learning to make predictions in stories
- recognizing rhyming words
- expanding vocabulary
- recognizing patterns in literature

Content

- sharing thoughts during group time
- exploring fiction and nonfiction literature on a daily basis
- journaling about vacations, field trips, holidays and thematic units
- independent exploration of literature in book nook
- Environmental print
- providing modeling for verbal expression of thoughts, needs and desires
- introduction of new vocabulary
- weekly library story hour

Assessments

- Teacher observations/anecdotal notes
- Participation in group discussions
- Work samples

Preschool Science

Essential Questions

- What can I observe and understand about the natural world?
- What do I learn from experimentation?

Skills

- Hypothesizing and making predictions
- learning to care for the environment
- drawing conclusions
- recognizing cause and effect

Content

- observation of seasonal cycles
- experimentation
- caring for community through recycling, composting, planting, and conservation of resources
- providing support through literature
- field trips to Butler campus, recycling center, botanical garden, Lake Farm Park, Cleveland Zoo

Assessments

- Teacher observations
- Collection of child dictations, artwork, and photographs associated with science related activities

Preschool Social Studies

Essential Questions

What is a community?

How can I become a good member of the community?

What can I learn about places that I have never visited?

What can I learn from people I have never met?

What can I learn about events that have already happened or are happening now?

Why do people have rules and laws?

Skills

- functioning in a community
- self-help skills
- sharing
- routines and schedules
- interest in other cultures and places
- separation
- awareness of self

Content

- calendar
- daily schedule
- learning geography
- photo documentation
- routines
- sharing during group play time
- field trips
- Multi-cultural Festival
- presentation of varied cultures and traditions in classroom
- photo documentation in classroom
- introduction of foods from many cultures

Assessments

- Teacher observations
- Photographs
- Dictation of student experiences

Preschool Mathematics

Essential Questions

How do I use numbers?

Why do I use numbers?

Why is it important for some things to happen in order?

Skills

- counting
- 1 to 1 correspondence
- patterning
- sorting
- classifying
- spatial relationships
- sequencing
- number recognition

- measurement
- directional cues

Content

- calendar
- counting in a variety of settings throughout the day
- counting snack supplies
- manipulatives
- puzzles
- games
- graphing
- tally marks
- classroom “toys”
- learning right and left
- art activities

Assessments

- Teacher Observation

Pre-Kindergarten Curriculum (4-5 years)

*aligned with the Ohio Early Learning and Development standards**

Major Themes:

- Self and Body/Nutrition
- Water
- Monarch Butterflies/Painted Lady Life Cycles
- Eco!Wonder/Seasonal Cycles/Sustainability/Recycling
- Holidays
- Partnerships (Intergenerational, Socio-economic Diversity, Buddies)
- Literature Studies

Minor Themes:

- Electricity
- Cultural Inclusion (Multicultural festival)
- Rocks and Minerals
- Quilts
- Ducks
- Life Cycles (Spiders/Insects/Frogs/Birds)

Early Learning Content Standards

Mathematics

Essential Questions

- How do I use numbers?
- Why do I use numbers?
- Why is it important for some things to happen in order?

Content

- Patterning
- Graphing
- Measurement
- Geometry

Estimation
Grouping
Number recognition

Skills

Math sentences- understanding and solving simple math problems and symbols, with and/or without objects
Visual Perception /Spatial Awareness- using manipulatives, puzzles, blocks and other 2 and 3 dimensional objects to understand how things work in relation to each other and in space using appropriate vocabulary.

Calendar/graphing- understanding how to portray and read information using a graph as well as recognizing patterns, numbers, sense of time including planning for the future and remembering past events, even and odd numbers, sequencing

Measurement- using standard and nonstandard units of measurement, cooking, sand, water, estimation, predictions, using words to compare objects (ex. bigger, smaller, over, under), length, capacity

Geometry- matching, sorting, identifying shapes, and 3-dimensional objects

Assessment:

Teacher observation
Student work samples
Documentation

Science

Essential Questions

What can I observe and understand about the natural world?
What do I learn from experimentation?

Content

Sense of Place
Life cycles
Seasonal Changes
Stewardship
Experimentation

Skills

Sense of place- exploring the natural world, habitats, observation and documentation, “backyard” study, becoming familiar with native plants and animals, how and where do we fit in (coexistence), ecosystems, fostering curiosity

Life cycles-patterning, predictable sequencing, understanding lifetimes/life spans, observations, predator/prey relationships

Seasonal Changes- patterning, predictable sequencing, hibernation, migration, human and animal survival techniques, weather, global climates, observations, predictions

Stewardship-care of earth; what is healthy for various habitats, recycling, composting, conservation, gardening and greenhouse, litter pick-up and landfills; i.e. what happened to garbage?, understanding the concept of linked ecosystems and cause and effect on each

Experimentation-predictions, observations, hypotheses, cause and effect, fostering curiosity

Assessments

Teacher Observations
Student work samples, participation

Social Studies

Essential Questions

What is a community?

How can I become a good member of my community?

What can I learn about places I never have visited?

What can I learn from people I have never met?

What can I learn about events that have already happened or are happening now?

Why do people have rules and laws?

Content

Diversity

Socialization

Geography

Communities

Skills

Diversity-awareness of and respect for differences and commonalities among cultures, all living beings, thoughts, ideas, likes, dislikes, abilities, inclusion

Socialization-interpersonal skills, conflict management, negotiation of space, sharing, understanding of the concept of being a friend, separation from parents, independence, responsibility, making choices, self-help skills, inclusion

Geography- understanding of maps, globe, neighborhood, street address, natural resources and habitats; use and navigation

Communities- understanding of community services, membership and roles within various smaller and larger communities

Assessment

Teacher Observations

Examples of student work and participation

Language Arts

Essential Questions

Why are words important?

What do I learn from books and stories?

How can I tell my stories?

Content

Literature

Verbal Expression

Listening Comprehension

Letter and Word Identification

Writing Process/Applications

Skills

Literature-exposure and enjoyment of books and stories, contextual understanding, understand the difference between fiction and nonfiction, research skills

Verbal Expression- retelling of stories, self-expression, negotiation, ability to formulate questions, descriptive language

Listening Comprehension- receptive language, following directions, phonemic awareness

Letter and Word Identification-recognizing alphabet, high frequency words and names, understanding words are made up of letters, understanding syllables

Writing Process/Applications- understanding written symbols, understanding the linear orientation of print, understanding print has meaning, journaling (having thoughts put into writing), writing his/her name, using writing instruments and tools

Assessment

Teacher observation

Examples of student work

Journals