3.0
PRE-KINDERGARTEN
STUDENT PROGRESSION PLAN

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3.100 ADMISSION

3.101 Pre-Kindergarten Programs
Pre-Kindergarten Programs in Santa Rosa District Schools include Early Head Start/Head Start, Voluntary Pre-Kindergarten (VPK) and Pre-K Exceptional Student Education (ESE) ages 3-5, and Infant/Toddler Program ages birth - 2. These programs serve children from two to age five.

3.102 Admission: Criteria
Students entering Pre-Kindergarten under the Santa Rosa County District Schools must meet criteria designated for each program. Early Head Start and Head Start applicants must apply and meet the eligibility criteria which include age, residence and income as defined by the Federal Income Guidelines. The Head Start and Early Head Start Programs are allowed to serve 10% of our funded enrollment as over-income families. At least 10% of our funded enrollment must have a documented disability as defined by an Individualized Educational Plan (IEP) or Individualized Family Support Plan (IFSP). Early Head Start and Head Start Eligibility criteria points are calculated and entered into the ChildPlus Database for a ranked waiting list. As vacancies occur throughout the academic school year they will be filled from the ranked waiting list.

3.103 Admission: Age
Students entering Pre-Kindergarten must meet the age requirements of the specific program.

3.104 Admission: Data
In order to be admitted to a Florida school, a student must provide the following data:

3.1041 Evidence of Birth
Evidence of date of birth in accordance with *s.1003.21, F.S.*

3.1042 Evidence of Immunization
Evidence of immunization against communicable diseases as required by s.*1003.22, F.S.* Immunization records are entered into ChildPlus for Monitoring.

3.1043 Evidence of Medical Exam
Evidence of a medical examination completed within the last twelve months in accordance with s.*1003.22, F.S.* Physical Exams/Well Baby checkups are entered into ChildPlus for monitoring.

3.1044 Homeless Assistance
Appropriate exceptions and accommodations will be made to minimize the barriers related to student assignment for students identified as eligible for services through the (1) Department of Children and Families or under *s.722 (d)(2)* of The Federal McKinney- Vento Homeless Assistance Act and related Florida Statutes. The Superintendent shall recommend and the Board adopt a Homeless Education Program Manual.

3.105 Admission: Transfer Students
ESE Students transferring from an out-of-state school must meet the entrance criteria for Santa Rosa District Schools Pre-Kindergarten Programs or have a current Individual Family Support Plan (IFSP) or Individual Education Plan (IEP) for an Exceptional Student Education Program.

3.200 PROGRAM OF STUDY

3.201 Curriculum
The program of study for Pre-Kindergarten is based on curricula that provides developmentally appropriate instruction and teaching strategies individualized for the age and needs of the student.

Research-based curricula and developmentally appropriate resources provide opportunities for student learning in all areas of development. Parent involvement and diversity are key elements of the curricula.

3.202 Experiences and Activities

Santa Rosa County's Early Head Start/Head Start Programs and Voluntary Pre-Kindergarten Program provide students with developmentally appropriate activities that enhance their emotional, social, physical and intellectual growth. Students develop concepts about themselves, others, and the world around them by observing and interacting with other people and objects. The Santa Rosa County Pre-Kindergarten Program seeks solutions to concrete problems. Language arts, math, science, social studies, health and other curriculum areas are integrated through special units. Daily activities in these areas are planned to provide teacher-directed and child-initiated experiences in small, individual and large group instruction.

Experiences and activities are related to the domains of learning as identified by Head Start and the Florida Department of Education. These areas include physical development and health, approaches to learning, social and emotional development, language development, literacy, knowledge and skills, mathematics knowledge and skills, science knowledge and skills, creative arts expression, logic and reasoning, social knowledge and skills, and English language development. Head Start Performance Standards, VPK Education Standards and the Florida Sunshine State Standards are met through these experiences. The chart below lists the domains of learning, domain elements, and indicators mandated by the Head Start Child Development and Early Learning Framework.

Domains of Learning	Domain Elements	Indicators
Approaches to Learning	Initiative and Curiosity	Demonstrates flexibility, imagination, and inventiveness in approaching tasks and activities. Demonstrates eagerness to learn about and discuss a range of topics, ideas, and tasks. Asks questions and seeks new information.
	Persistence and Attentiveness	Maintains interest in a project or activity until completed. Sets goals and develops and follows through on plans. Resists distractions, maintains attention, and continues the task at hand through frustration or challenges.
	Cooperation	Plans, initiates, and completes learning activities with peers. Joins in cooperative play with others and invites others to play. Models or teaches peers. Helps, shares, and cooperates in a group.
Logic and Reasoning	Reasoning and Problem Solving	Seeks multiple solutions to a question, task, or problem. Recognizes cause and effect relationships. Classifies, compares, and contrasts objects, events, and experiences. Uses past knowledge to build new knowledge.
	Symbolic Representation	Represents people, places, or things through drawings, movement, and three-dimensional objects. Engages in pretend play and acts out roles. Recognizes the difference between pretend or fantasy situations and reality.
Creative Arts and Expression	Music	Participates in music activities, such as listening, singing, or performing. Experiments with musical instruments.

	Creative Movement and Dance	Expresses what is felt and heard in various musical tempos and styles. Moves to different patterns of beat and rhythm in music. Uses creative movement to express concepts, ideas, or feelings.
	Art	Uses different materials and techniques to make art creations. Creates artistic works that reflect thoughts, feelings, experiences, or knowledge. Discusses one's own artistic creations and those of others.
	Drama	Uses dialogue, actions, and objects to tell a story or express thoughts and feelings about one's self or a character. Uses creativity and imagination to manipulate materials and assume roles in dramatic play situations.
Mathematics Knowledge and Skill	Number Concepts and Quantities	Recognizes numbers and quantities in the everyday environment. Recites numbers in the correct order and understands that numbers come "before" or "after" one another. Associates quantities and the names of numbers with written numerals. Uses one-to-one counting and subitizing (identifying the number of objects without counting) to determine quantity. Uses the number name of the last object counted to represent the number of the objects in the set.
	Number Relationships and Operations	Uses a range of strategies, such as counting, subitizing, or matching, to compare quantity in two sets of objects and describes the comparison with terms, such as more, less, greater than, fewer or equal to. Recognizes that numbers (or sets of objects) can be combined or separated to make another number through the grouping of objects. Identifies the new number created when numbers agree combined or separated.
	Geometry and Spatial Sense	Recognizes and names common shapes, their parts, and attributes. Combines and separates shapes to make other shapes. Compares objects in size and shape. Understands directionality, order, and position of objects, such as up, down, in front, behind.
	Patterns	Sorts, classifies, and serializes (puts in a pattern) objects using attributes, such as color, shape, or size. Recognizes, duplicates, and extends simple patterns. Creates patterns through the repetition of a unit.
		Compares objects using attributes of length, weight and size (bigger, longer, taller, heavier).

	Measurement and Comparison	Orders objects by size or length. Uses nonstandard and standard techniques and tools to measure and compare.
Physical Development and Health	Physical Health Status	Possesses good overall health, including oral, visual, and auditory health, and is free from communicable or preventable diseases. Participates in prevention and management of chronic health conditions and avoids toxins, such as lead. Maintains physical growth within the Centers for Disease Control and Prevention (CDC) recommended ranges for weight by height by age. Gets sufficient rest and exercise to support healthy development.
	Health Knowledge and Practice	Completes personal care tasks, such as dressing, brushing teeth, toileting, and washing hands independent of adults. Communicates an understanding of the importance of health and safety routines and rules. Follows basic health and safety rules and responds appropriately to harmful or unsafe situations. Distinguishes food on a continuum from most healthy to less healthy. Eats a variety of nutritious foods. Participates in structured and unstructured physical activities. Recognizes the importance of doctor and dentist visits. Cooperates during doctor and dentist visits and health and developmental screenings.
	Gross Motor Skills	Develops motor control and balance for a range of physical activities, such as walking, propelling a wheelchair or mobility device, skipping, running, climbing, and hopping. Develops motor coordination and skill in using objects for a range of physical activities, such as pulling, throwing, catching, kicking, bouncing or hitting balls, and riding a tricycle.
	Fine Motor Skills	Understands movement concepts, such as control of the body, how the body moves (such as an awareness of space and directionality), and that the body can move independently or in coordination with other objects. Develops hand strength and dexterity. Develops eye-hand coordination to use everyday tools, such as pitchers for pouring or utensils for eating. Manipulates a range of objects, such as blocks or books. Manipulates writing, drawing and art tools.
Literacy Knowledge and Skills	Book Appreciation and Knowledge	Shows interest in shared reading experiences and looking at books independently. Recognizes how books are read, such as front-to-back and one page at a time, and recognizes basic characteristics, such as title, author, and illustrator.

	Phonological Awareness	Asks and answers questions and makes comments about print materials.
		Demonstrates interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics.
		Retells stories or information from books through conversation, artistic works, creative movement or drama.
		Identifies and discriminates between words in language.
		Identifies and discriminates between separate syllables in words.
		Identifies and discriminates between sounds and phonemes in language, such as attention to beginning and ending sounds of words and recognition that different words begin or end with the same sound.
	Alphabet Knowledge	Recognizes that the letters of the alphabet are a special category of visual graphics that can be individually named.
		Recognizes that letters of the alphabet have distinct sound(s) associated with them.
		Attends to the beginning letters and sounds in familiar words.
		Identifies letters and associates correct sounds with letters.
	Print Concepts and Conventions	Recognizes print in everyday life, such as numbers, letters, one's name, words, and familiar logos and signs.
		Understands that print conveys meaning.
		Understands conventions such as print moves from left to right and top to bottom of a page.
		Recognizes words as a unit of print and understands that letters are grouped to form words.
		Recognizes the association between spoken or signed and written words.
	Early Writing	Experiments with writing tools and materials.
		Recognizes that writing is a way of communication for a variety of purposes, such as giving information, sharing stories, or giving an opinion.
		Uses scribbles, shapes, pictures, and letters to represent objects, stories.
Language Development	Receptive Language	Attends to language during conversations, songs, stories, or other learning experiences.
		Comprehends increasingly complex and varied vocabulary.
		Comprehends different forms of language, such as questions or exclamations.
		Comprehends different grammatical structures or rules for using language.

	Expressive Language	Engages in communication and conversation with others. Uses language to express ideas and needs. Uses increasingly complex and varied vocabulary. Uses different forms of language. Uses different grammatical structures for a variety of purposes. Engages in storytelling. Engages in conversations with peers and adults.
Science Knowledge and Skills	Scientific Skills & Methods	Uses senses and tools, including technology, to gather information, investigate materials, and observe processes and relationships. Observes and discusses common properties, differences, and comparisons among objects. Participates in simple investigations to form hypotheses, gather observations, draw conclusions, and form generalizations. Collects, describes and records information through discussions, drawings, maps and charts. Describes and discusses predictions, explanations, and generalizations based on past experiences.
	Conceptual Knowledge of the Natural and Physical World	Observes, describes, and discusses living things and natural processes. Observes, describes, and discusses properties of materials and transformation of substances.
Social Studies	Self, Family and Community	Identifies personal and family structure. Understands similarities and respects differences among people. Recognizes a variety of jobs and the work associated with them. Understands the reasons for rules in the home and classroom and for laws in the community. Describes or draws aspects of the geography of the classroom, home and community.
	People and the Environment	Recognizes aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, or land formations. Recognizes that people share the environment with other people, animals, and plants. Understands that people can take care of the environment through activities, such as recycling.
	History and Events	Differentiates between past, present, and future. Recognizes events that happened in the past, such as family or personal history. Understands how people live and what they do changes over time.
Social and Emotional Development	Social Relationships	Communicates with familiar adults and accepts or requests guidance. Cooperates with others. Develops friendships with peers. Establishes secure relationships with adults. Uses socially appropriate behavior with peers and adults,

		such as helping, sharing, and taking turns. Resolves conflict with peers alone and/or with adult intervention as appropriate. Recognizes and labels others' emotions. Expresses empathy and sympathy to peers. Recognizes how actions affect others and accepts consequences of one's actions.
	Self-Concept and Self-Efficacy	Identifies personal characteristics, preferences, thoughts, and feelings. Demonstrates age-appropriate independence in a range of activities, routines, and tasks. Shows confidence in a range of abilities and in the capacity to accomplish tasks and take on new tasks. Demonstrates age-appropriate independence in decision making regarding activities and materials.
	Self-Regulation	Recognizes and labels emotions. Handles impulses and behavior with minimal direction from adults. Follows simple rules, routines, and directions. Shifts attention between tasks and moves through transitions with minimal direction from adults. Expresses a range of emotions appropriately, such as excitement, happiness, sadness, and fear.
	Emotional and Behavioral Health	Refrains from disruptive, aggressive, angry, or defiant behaviors. Adapts to new environments with appropriate emotions.
English Language Development	Receptive English Language Skills	Participates with movement and gestures while other children and the teachers dance and sing in English. Acknowledges or responds non-verbally to common words or phrases, such as "hello", "good-bye", "snack time", "bathroom", when accompanied with adult gestures. Points to body parts when asked, "Where is your nose, hand, leg, ..?" Comprehends and responds to increasingly complex and varied English vocabulary, such as, "which stick is the longest?", "Why do you think the caterpillar is hungry?" Follows multi-step directions in English with minimal cues or assistance.
	Expressive English Language Skills	Repeats word or phrase to self, such as "bus", while group sings, "The Wheels on the Bus" or 'brush teeth" after lunch. Requests items in English, such as "car, milk, book, ball." Uses one or two English words, sometimes joined to represent a bigger idea, such as "throw ball". Uses increasingly complex and varied English vocabulary. Constructs sentences, such as "The apple is round," or "I see a fire truck with lights on."
		Demonstrates eagerness to participate in songs, rhymes and stories in English.

	Engagement in English Literacy Activities	Points to pictures and says the word in English, such as "frog, baby, run." Learns part of a song or poem in English and repeats it. Talks with peers or adults about a story read in English. Tells a story in English with a beginning, middle and end from a book or about a personal experience,

3.203 Exceptional Student Education (ESE)

Students, birth to 3 years of age requiring special adaptations to the regular program must be identified through Part C Early Steps and must be provided with an Individualized Family Support Plan (IFSP). The IFSP will direct the services required and the agency providing those services.

Students ages 3-5 requiring special adaptations to the regular Pre-Kindergarten Program and qualifying for **Part B Exceptional Student Education (ESE)** Programs shall be admitted through an eligibility staffing and shall maintain a current **Individual Education Plan (IEP).** An appropriate program of study will be included in each ESE student's IEP. Pre-Kindergarten ESE students must have an IEP developed by their third birthday as determined by Indicator 12 in the State Performance Plan.

An eligible exceptional student may qualify for services in one or more of the following programs:

- Autism Spectrum Disorder
- Deaf or Hard of Hearing
- Developmentally Delayed (Age: 0-5)
- Dual-Sensory Impaired
- Intellectual Disabilities
- Emotional/Behavioral Disabilities
- Established Conditions (Age: 0-2)
- Hospital/Homebound
- Language Impaired
- Occupational Therapy
- Orthopedically Impaired
- Other Health Impaired
- Physical Therapy
- Speech Impaired
- Traumatic Brain Injury
- Visually Impaired

See the Special Policies and Procedures Manual for specific eligibility requirements.

3.204 Exceptional Student Education (ESE): IEP

The IEP/IFSP for each exceptional student must indicate the strengths and needs of the child, parent's concerns, goal and objectives that will meet these needs and a reporting time line. It will also establish the amount of time and services the child will receive. All programs will work toward meeting the State Student Performance Standard of School Readiness.

3.205 ESE/Head Start: Progress Report

An exceptional student's progress toward IEP goals and objectives will be reported in accordance with the regular reporting of progress. Head Start student progress reports are issued to parents in October, January and May.

3.206 Equal Access

No student shall be denied the opportunity to participate in any subject, course, or program on the basis of race, color, religion, sex, sexual preference, age, national or ethnic origin, political beliefs, marital status, social and family background, use of a language other than English, or handicapping conditions, if otherwise qualified.

3.300 PLACEMENT

3.301 Placement of Head Start/Early Head Start

Placement of Head Start/Early Head Start students in the Pre-Kindergarten Program is selected by the eligibility ranked waiting list in ChildPlus.

3.302 Voluntary Pre-Kindergarten

Placement in the Voluntary Pre-Kindergarten (VPK) Program is determined by age and proof of residence defined by the State of Florida.

3.303 Exceptional Student Education (ESE)

Placement of ESE students in Pre-Kindergarten Programs will be determined by the Individual Education Planning Team and in compliance with the IEP/IFSP providing services in the least restrictive environment with their non-disabled peers as determined by Indicator 6 in the State Performance Plan.

3.304 Dual-enrolled Placement

Placement of ESE students in Head Start (dual-enrolled) is determined by eligibility and a point system ranking in ChildPlus.

3.400 INTEGRATED SERVICES FOR HEAD START AND EARLY HEAD START/VPK/ESE

In a spirit of cooperation and mutual support, parents, teachers, staff, administrators and the community work together to create an appropriate, challenging, supportive environment where each and every child learns, grows and feels valued as an integral member of the school community. Working in a spirit of collaboration, the Santa Rosa Early Head Start/Head Start program faculty, staff, administration, parents and community strive to create a climate of support and collaboration in their efforts to:

- Identify and meet each child's needs
- Identify and access appropriate resources
- Respect individual differences
- Build on strength
- Celebrate successes
- Value each child's unique contribution

3.401 Health

The health and developmental services for the Head Start/Early Head Start/VPK/ESE programs strive to meet the following goals:

- Provide an ongoing resource of comprehensive health services including; medical, dental, social/emotional and nutrition for all pre-kindergarten students.

- Provide an environment to meet the diverse needs of our students and their families. Every effort is made to effectively utilize resources to accommodate students with disabilities.
- Promote preventive health services and early intervention.

3.402 Safety

Child health and safety measures are practiced daily in the Santa Rosa Head Start Pre-K Program. Every effort is made to assure a safe and healthy environment for the children by utilizing methods, approaches and procedures.

3.403 Nutrition

Nutrition plays an important role for both students and their families within Santa Rosa County District Schools Pre-Kindergarten programs. The nutrition service area strives to assist families in meeting each student's nutritional needs and establish good eating habits that nurture healthy development while promoting life-long well-being. The district's contracted food service provider, Sodexho, provides all school meals. The nutritional staff of Sodexho works diligently to plan and prepare nutritious menus that meet current USDA guidelines, ensure food safety and sanitation. Nutritious meals are served daily to students, school staff and any visiting parent/guardian. The nutritional staff also provides nutrition education to students, teachers, staff and parents.

3.404 Social Emotional Development/ESE

The goal of the Social/Emotional and ESE Services is to bring about a greater degree of social competence in children. Social competence includes the child's everyday effectiveness in dealing with both present environment and later responsibilities in school and life. Social competence takes into account the interrelatedness of cognitive and intellectual development, physical and mental health, nutritional needs, and other factors that enable a developmental approach to helping children achieve social competence.

The Early Head Start/Head Start Program of Santa Rosa County believes in a strong prevention program that educates staff, parents and children. It allows them to practice new skills and receive support and guidance from staff, and community agencies. Child-centered, developmentally appropriate, hands-on classroom activities are provided to promote healthy self-concepts that can become the basis for lifelong healthy habits.

Identification and referral procedures are a part of the program. Social/Emotional services are provided for all students.

3.405 Parent Involvement

Parents immediately become involved in their child's Pre-K education at parent orientation/placement conference meetings held before school begins. Parent trainings, workshops and conferences are planned to assist families in gaining knowledge in the area of child development, self-sufficiency and personal growth. Fatherhood Initiatives are offered to promote the involvement of fathers in all aspects of the student's development and well-being.

3.406 Education

The Santa Rosa District Schools Pre-Kindergarten Programs believe in a strong prevention program that nurtures and educates students and families. The program allows students and families to learn new skills and receive support and guidance from staff and community agencies. Students learn best through active learning experiences that have a purpose and are meaningful to them. Teachers make observations to plan for and guide students based on their individual needs. Classrooms are arranged to offer multiple opportunities for students to discover, explore, and grow. The goal is to create an environment where students learn how to get along with others, solve problems, and acquire the academic skills needed for school success.

3.500 SCREENING/ASSESSMENT

3.501 Assessment Instruments: Early Head Start/Head Start/VPK
In assessing students' development, the objective is to observe them in their daily setting. The following procedures are employed by the teacher and assistant:

- Teachers/Assistants will administer the Dial-4, which contains a Social/Emotional component, to Head Start and VPK students and the Ages and Stages Screener to Early Head Start students within the first 45 days of school. Screening data is used to determine strengths and needs of students.

- The Galileo Online System is used throughout the school year as an on-going assessment tool.

- The VPK Assessment will be administered to Head Start PreK students to measure in progress early literacy and early math.

- Assessment data, observations, portfolios, and anecdotal notes will be used to develop lessons and report each student's progress. Data is gathered and analyzed three times per year.

3.502 Assessment Instruments: ESE
Progress Monitoring of skills in the Exceptional Student Education program shall be completed by the administration of the Brigance Diagnostic at least 3x per year. Florida Department of Education requires every child to be administered the Battelle Developmental Inventory upon entrance and exit from the program to determine overall program progress outcomes.

3.600 COMPLETION

3.601 Head Start: Transition to Kindergarten
Students in Pre-Kindergarten who attain the age requirement for Kindergarten will automatically transition to the Kindergarten Program.

3.602 ESE: Transition to Kindergarten
Recommendations regarding the transition of students in the ESE Pre-Kindergarten Program will be the responsibility of the IEP Team. Consideration for an additional year shall be for the purpose of continued development and will not be considered retention. Transition meetings will be held for all students transitioning from ESE PreK to Kindergarten.

3.603 ESE: Special Considerations
If an ESE Pre-Kindergarten student spends part of the day in a Kindergarten Program, the placement does not constitute a year of Kindergarten attendance.

3.604 ESE: McKay Scholarship/Transfer
PreK students receiving district services through an IEP who are claimed for FTE funding in both October and February may be eligible for the McKay Scholarship in Kindergarten.

3.605 Section 504
Under Section 504 Services, a student may be considered disabled if he or she has been determined by the Section 504 committee of having a physical or mental impairment that substantially limits one or more life activity, such as learning, walking, talking, reading, concentrating, focusing, seeing, hearing, breathing, working, and performing manual tasks. Students can be considered disabled, and can receive services under Section 504, even if they do not qualify for, or receive exceptional student education services.
  - All Section 504 plans will be reviewed annually to determine if the student continues to meet eligibility criteria.
  - All students who receive Section 504 services will participate in the general education curriculum provided with access to an Accommodation Plan.

- All students who receive Section 504 services will participate in all district and statewide assessments provided with access to an Accommodation Plan, in accordance with approved test accommodations as stated in the test administration manual.
- Section 504 services are not specialized instruction in an exceptional student education program.

3.700 ESE: ATTENDANCE

3.701 Attendance
When a student in PreK ESE has been absent repeatedly, the principal or designee may ask the parent/guardian to provide verification for reason of absence. Students absent for more than 30 days will become inactive in the system and will need to re-register in order to attend.

3.702 Tardiness
When a PreK student is repeatedly tardy the principal may refuse the child entry to the program for the day. Some students may have a shortened or customized schedule made by an IEP team.