

Academic Expectations

At IDMS we implement a rigorous academic curriculum and hold our students to the highest standards.

Children entering Pre-K 3 are expected to have the following skills:

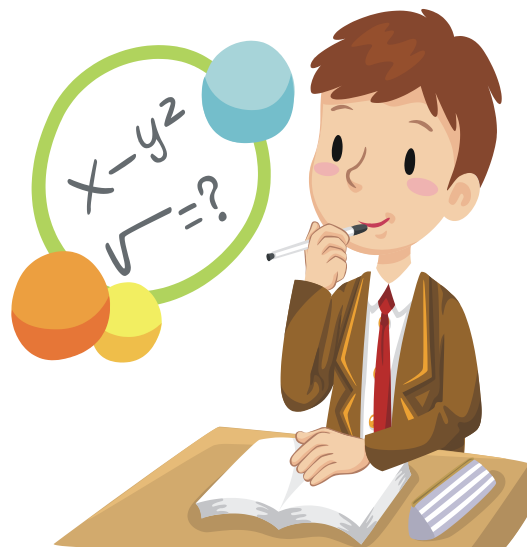
- Toilet trained (required for health and safety purposes)
- Ability to separate from parents for an extended period of time
- Basic safety rules (not leave the room or building without an adult, not climb on furniture, etc.)
- Ability to settle for a nap independently or rest quietly for at least 20 minutes
- How to handle a book appropriately
- 6 basic colors (red, blue, yellow, blue, green, purple)
- Name recognition
- Identification of the first letter of their name
- Rote count to 5

Prior to entering Pre-K 4's, children typically:

- Recognize 11 colors (red, green, blue, white, orange, black, brown, grey, pink, purple, yellow)
- Recognize at least 13 letters (especially letters in their names)
- Recognize numbers 1 to 10
- Count objects 1 to 10
- Recognize basic shapes (circle, square, rectangle, triangle, oval, heart, star)
- Clean up (putting things where they belong)
- Follow simple rules
- Be familiar with Nursery Rhymes
- How to use writing tools (how to hold pencils and crayons, how to cut and glue)
- Follow 2 step directions
- Computer skills
- Sing ABC song correctly
- Sit for a simple story

Prior to entering, Kindergarten children typically:

- Recognize numbers 1-20
- Have calendar sense (days of the week, months, etc.)
- Create and extend AB patterns
- Name and recognize simple shapes
- Count to 30
- Understand concept Before and After
- Recognize and name uppercase and lowercase letters
- Write first name correctly (first letter in name is uppercase the rest are lowercase)
- Know most letter sounds
- Know 8 sight words (I, a, the, see, can, me, you, look)
- Book Sense (identify title, differentiate first and last letter, print contains meaning, difference between words and letters, directionality during reading, etc.)
- Hold a writing tool correctly (pincer grasp)
- Hold scissors correctly
- Write using some letter sounds
- Sit attentively



Disruptive Behavior Policy

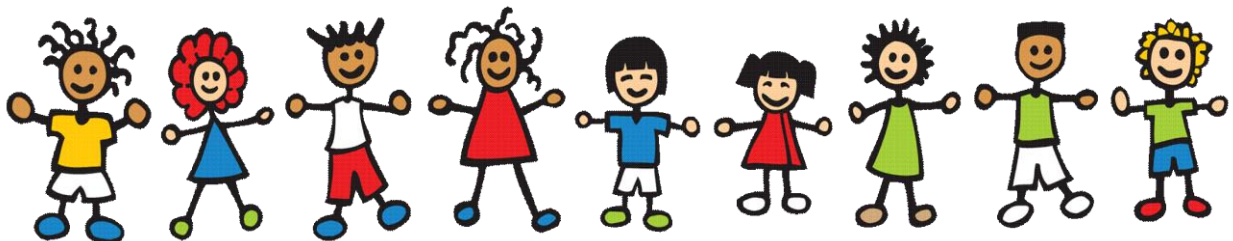
In order to maintain a safe and positive learning environment, we have age appropriate behavioral expectations for all our students. Our disruptive behavior policy is outlined below. While all situations are unique, these are the general guidelines we will follow on a daily basis.

I Prevention

- Post and review classroom rules daily, so each child is always aware of the behavior that is expected.
- Provide whole group/individual verbal reminders about behavior that is expected and upcoming transitions and activities, so their environment always feels predictable and safe.
- Post and review classroom visuals of expected behavior during each activity (whole group, centers, snack, bathroom, etc.), so children are always aware of what behavior is expected in each setting.
- Provide controlled choices.

II Verbal/Visual Redirection

- "Come back to your chair."
- "Please, raise your hand to speak."
- "Sit up on the rug."
- "Keep your hands on your own body."



III Redirect to a new activity/environment within the classroom.

- "Let's see what's going on at the science center."
- "How about you sit in the comfy chair in the library?"
- "Go take a drink of water."

IV Provide a time out for 2/3/4 minutes, depending on age of child.

V Call for backup- move to another classroom for a break from the environment - child returns to class at the conclusion of the activity

VI When child enters back into the classroom, and if he/she is still not successful, then procedures 1-5 are repeated.

VII If the behavior continues, a parent will be notified.



*Physical aggression such as biting, kicking, punching, and throwing objects will result in an immediate removal from the classroom. Parents will be called and expected to pick up their child in a timely fashion. If a child is not picked up within one hour, emergency contacts will be called.