Trinity Child Development Center

Parent Handbook 2014-2015

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<u>Our Mission</u>

To provide a stimulating, nurturing, safe environment where children can develop their own distinct personality, infinite curiosity, and capacity for love, while sharing the Gospel through a quality education.

Our History

The Trinity Child Development Center (CDC) is a mission of the Trinity Lutheran Church and School. In 1953, the Trinity Lutheran Congregation began its first Kindergarten class and grades were added each year. The Child Development Center house was originally purchased in 1973 for a mission project. As the number of working women increased in the downtown Orlando area, a new use arose. The house was renovated and dedicated in 1983 as the Trinity Child Development Center, to care for the Lord's smallest children. The CDC continues to develop and grow as we are blessed by God in this service this year we will build a new 28,000 sq. ft. building to reach even more of our community. Trinity Lutheran School now serves Infants through Eighth Grade.

Our Philosophy and Goals

The Trinity Child Development Center (CDC) offers a high quality preschool and childcare program for the children and families of our community. The CDC offers a developmentally appropriate and stimulating preschool experience in a homelike setting. This handbook is designed to assist you and answer any questions you might have concerning our practice and policies. Because the care of children is primary to all of us, we encourage you to share concerns and information with your child's teacher as soon as they occur. Our teachers will share with you information about your child's day and activities. Together we can make your child's first school experience one that is happy, fulfilled, and educational. We thank God for the trust that you have placed in us and we pray for God's guidance as we share these developing lives.

The Trinity Child Development Center is based on the fact that God has created each child and loves him or her dearly. God has given each child a distinct personality, an infinite curiosity, and a great capacity for love. The program at Trinity CDC is planned to provide a safe and nurturing environment that promotes the physical, social, emotional, and cognitive development of children. Our goal is to provide learning about the world God has given us in a manner that reflects the great love He shares with us.

Our philosophy is based on the fact that children learn through play. We provide an enriched play experience with large group, small group, and individualized activities. The day is set up in learning center format with both child- and adult-initiated activities. The child's day includes hands-on activities in creative art, math, science, music, dramatic play, computers, reading, writing and language. Our goal is to develop a positive self-concept, a love for learning, respect for others, social success for each child in their peer group, and a love and knowledge of God.

Our Staff

Our staff consists of approximately 69 employees all with a minimum of 45 hours of state mandated training. They receive 35 hours of training in the areas of Rules and Regulations, Child Growth and Development, Observing and Recording, Health, Safety, Nutrition and Abuse and Neglect. The final 10 hours consist of training in the specific age group for which the teacher works. They may choose from Developmentally Appropriate Practices for Infant and Toddlers, Preschoolers, School-age children, or children with Special Needs. In addition to the 45 hours, Trinity requires all teachers to receive 30 hours of continuing education per year. More than three quarters of our staff have CPR and First Aid Training. Many of our staff members hold a Child Development Credential, as well as several with a four year degree in the field of Education. We believe that continuous training and keeping abreast of new developments in the field of early childhood education makes us a leader in our vocation.

Licensing and Accreditation

The Trinity CDC meets all the requirements of the Florida Department of Children and Families, the Health Department, and the local Fire Department. We are inspected regularly by these agencies to ensure the best, safest environment for your child.

The Trinity Child Development Center is also accredited by the National Lutheran Schools Association as a quality program for young children.

Trinity Child Development Center is an approved Voluntary Pre Kindergarten provider certified by the Early Learning Coalition of Orange County and Community Coordinated Care for Children (4C). In addition, we have worked with the Coalition to create a Quality Rating Insurance Scale which will help to build a five star rating scale for child care centers. We scored 5 out of 5 stars! Our classrooms are also in line with all ECERS / ITERS (Early Childhood Environmental Rating Scale and Infant / Toddler Environmental Rating Scale) standards put in place by the State of Florida.

Hours of Operation

The CDC is open Monday-Friday from
7:00 a.m.-6:00 p.m. (excluding certain holidays).
Children must be picked up no later than 6:00 p.m.

Morning Drop-off

Children should be in classrooms no later than
9:00 a.m. for curriculum activities. Please enter the
school through 123 E. Livingston Street or 427 N. Magnolia
Avenue to use the keypad to get through the gates near the
back parking lot. You must sign your child in every day.

Afternoon Pick-up

Please pick your child up in their classroom.
You must sign your child out every day.

Children must be dropped off and picked up in their classroom unless otherwise notified!

"Making the decision to have a child- it's momentous. It is to decide forever to have your heart walking outside your body."-Elizabeth Stone

Registration

A yearly registration fee of $150 is due at the time of enrollment during the re-enrollment period each Spring. The registration fee for students enrolling after January 1st will be $75. If you enroll your child between May and August, the full registration of $150 will be applied to the upcoming school year (Aug-July).

Holidays and Vacation

Weekly rates apply regardless of the number of days or hours your child attends. We allow two vacation weeks per school year for all families except those with children that attend only VPK. Vacation weeks run from July 1st to June 30th of each year and are ½ of the weekly tuition rate. We also only charge ½ the weekly rate for the week between Christmas Eve and New Year's Day.

Holiday Closings

Martin Luther King Jr. Day, Good Friday, the Monday following Easter, Memorial Day, 4th of July, TLS Staff Retreat (August), Labor Day, Thanksgiving Day and the Friday following Thanksgiving Day, Christmas Eve, Christmas Day, and the week between Christmas Day and New Year's Day (including New Year's Day).

You will receive a yearly calendar of the exact dates of closings and days we are open for Wrap Around Care.

You will receive advance notice of any other closings.

Fees

The CDC operates as part of the mission and ministry of Trinity Lutheran Church, and a percentage of operating costs of the center are subsidized by the members of Trinity Lutheran Church. The tuition paid by each family, when combined with this congregational subsidy, member or non-member, completes the income necessary for us to remain in operation. Because the church, school, and CDC are operating under a fixed budget and depend on timely tuition payments, the following policy on delinquent tuition will be enforced.

Late Fees

A $1.00/minute late fee will be charged for every minute after 6:00 p.m. If a child has not been picked up within one hour after closing, the center may notify protective authorities.

Payments are processed on the Friday before the week of care. After two weeks of non-payment, a family may be asked to seek alternative childcare arrangements.

Traffic can cause issues. Please call the Director if you are stuck in traffic and will be running late.

Applications

Enrollment is based on the availability of space. A waiting list is maintained and honored
with the exception that church members and siblings of students currently enrolled are given priority.

Enrollment

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with the exception that church members and siblings of students currently enrolled are given priority.

Family Involvement

We welcome you to visit the CDC and participate in your child's preschool experiences whenever possible. We also welcome parent volunteers. A new lesson plan is sent home weekly, and will inform you of special events and the weekly theme. Please let us know if you are interested in being a classroom parent. All Trinity families are required to join PTL at a charge of $40.00/family/year.

Birthdays

Birthdays are a special time in a child's life. Special treats and activities are welcome, but we ask that you plan ahead with the teacher for the appropriate time and number of children in the class. Please feel welcome to share the celebration with the class. Unless the entire class is invited to a birthday party, please make other arrangements to deliver the invitations.

Weather

In the event of closings due to severe weather, we follow Orange County Public School closings PRIOR to the weather arriving in our area. After the storm has passed, we will evaluate the condition of our campus and determine when we will re-open. A phone message will be placed at (407) 488-1919 concerning re-opening information for the K-8 program and CDC.

How far you go in life depends on your being tender with the young, compassionate with the aged, sympathetic with the striving and tolerant of the weak and strong. Because some day in life you will have been all of these. -George Washington Carver

Rest Period

Each classroom has nap time after lunch. Mats are provided for all the children to sleep on. Children should have a sheet (crib sheets work best) and a blanket from home to make rest time more comfortable. Blankets and sheets should be taken home on Fridays to be washed and returned Monday.

Toilet Training

Toilet use is a learned and practiced skill like any other developmental milestone. Often, no matter how hard we try, until a child is ready, it is not successful. That being said, we will work with you and your child during this important step in development. Please be sure to send diapers or pull-ups for nap time, if needed, and an extra set or two of shorts, shirts, socks and shoes.

Medicine Policy

Please complete a medication form and give the form, with the medication, to your child's teacher upon arrival. Please DO NOT leave it in the diaper bag or the child's cubby. We will administer only those medications listed on the form. Be sure all medications are in their original containers. We will give a child Tylenol (following proper procedure) and with the parent's permission for teething pain, etc. We will not, however, give a child Tylenol to hold down a fever while at the CDC. Children with fevers need to remain at home while the recuperate and may return after they have been free from fever for 24 hours.

Our Sick Child Policy

NO FEVER, VOMITING, OR DIARRHEA WITHIN THE LAST 24 HOURS

The Director or Assistant Director will have the final say as to when a child will leave or return to the center during an illness.You may be asked to provide a physician's note before being allowed to return to the center.

Health and Wellness

Each child is required by state regulations to have on file their Health and Immunization Forms, which includes a record of up-to-date immunizations and the signature of the child's source of medical care. If the child's Health and Immunization forms are not turned at the time of enrollment or within 30 days after enrollment, the child will be excluded from the program. You will be notified when the forms expire and you must bring in new forms from your child's medical provider. The CDC must have on file for each child a signed <u>Permission for Health Care</u> authorizing emergency care and transfer of medical records to the local hospital. Emergency numbers for reaching the parent or guardian or another authorized person must also be on file.

Childhood illness is a part of growing up. No child arriving at the CDC noticeably ill, with a rash, or fever, will be admitted for the day. Should a child become ill during the day the parent will be notified immediately. The child will be separated from the group and remain in the classroom or brought to the office under adult supervision, until the parent or authorized person arrives to take the child home.

In the event that a child contracts a communicable disease and exposes other children, a notice of such exposure will be posted and parents will be notified when they pick up their children. The ill child will not be allowed to return to the CDC until the contagious period has passed.

No staff member arriving noticeably ill, or with a rash or fever, will have contact with the children.   The standards that apply to our children, apply to our staff.

Emergencies

In the event of a medical emergency during the school day, the staff will administer first aid. The parents or authorized adult will be notified as quickly as possible. If medical attention is required, the staff will call the ambulance service, which will transport the child to the nearest hospital, at the expense of the family. Every effort will be made to contact the child's own physician.

Snacks and Lunch

Trinity CDC provides morning and afternoon snacks with a choice of 100% fruit juice, milk or water. Lunches are either sent with your child from home, or you may purchase from our school Lunch Program. Payments for lunches will be billed to your weekly tuition charge. Additional information will be provided upon your request or you may contact Rich Poole at rpoole@trinitydowntown.com. The school lunch menu is sent home monthly.

For children in Infants through PreK3 rooms, if you choose to pack a lunch, we will be happy to heat it up and assist with feeding. VPK children must use a thermos to keep food warm or ice packs to keep food cold. Parents of infants (birth to one year) or toddlers without teeth will need to provide all of the child's formula and infant foods. Bottles will be stored in a refrigerator in the infant room and warmed appropriately before serving. Bottles should be prepared and ready to serve. **DCF REQUIRES THAT ALL CUPS, BOTTLES, DISHES, AND PACIFIERS FOR YOUR CHILD BE LABELED WITH YOUR CHILD'S FIRST AND LAST NAME.**

Because bacteria from the baby's mouth can get into the milk, we will NEVER store and reuse a bottle of breastmilk or formula once your baby has been fed from that bottle. The bacteria can multiply and then make your baby sick.

Snack for our children in Pre K 2-4 is shared family style. That means they sit together for conversation, pass a plate of snack and pour their own drink using child size pitcher and cups. It is a wonderful learning experience as they master the give and take of conversation and practice their manners.

Dress
Children are encouraged to wear play clothes and tennis shoes. Daily activities include active and messy play and the children should feel comfortable enough to enjoy themselves without worrying about their clothes. The child's name should be placed on all outdoor clothing and other belongings to help ensure the return of their possessions and clothes. All children should dress to go outside everyday. If a child is too sick to play outdoors, they are too sick to be at the CDC. Please leave 2 sets of clothes in your child's cubby at all times and make sure they are appropriate for the season.
Please send your child in closed toe shoes!

Toys/Personal Belongings
Please leave all toys, gum, candy, toy guns, etc., at home.
Children are welcome to bring in comforting items such as a blanket or stuffed animal
and not be required to share these items.

Discipline: training that corrects, molds, or perfects the mental faculties or moral character
-Webster Dictionary

Behold, children are a gift from the Lord, the fruit of the womb is a reward. Like arrows in the hand of a warrior are the children of one's youth. How blessed is the man whose quiver is full of them! *Psalm 127:3-5*

Here at the Trinity Child Development Center (CDC), children are cared for in a safe environment where they feel comfortable to explore, experiment, and learn by trial and error. We believe that the child's environment should be one where mistakes are viewed as opportunities for learning and children are encouraged to build on their successes. We believe that children's behavior is a form of communication and is purposeful. Children's capacity to choose appropriate behaviors is influenced by their developmental ability, temperament, interactions, life experiences and environmental factors.

As a faith-based learning program, the curriculum is organized around universal values derived from a biblical foundation. As a result, Character Education is an invaluable part of our program. Some of these themes that are instilled daily are: generosity, compassion, empathy, responsibility, thankfulness, respect and cooperation.

Guidance

Children have a right to be respected and considered as individuals, as well as to be supported in their learning to develop appropriate behaviors for group settings. At the Trinity Child Development Center, we believe in the use of positive reinforcement, redirection, and/or age appropriate conversation. Giving social rewards and encouragement invites acceptable behavior. This reinforces children's good feelings about their behavior and serves as an example to other children to act in a way as to receive specific praise and encouragement. Asking children to stop and think about their behavior enables them to work on developing self-control.

We strive to provide a safe, secure and supportive environment in which children are successful in learning appropriate behaviors. We use a positive approach to behavior management that takes into account the child and contextual factors. Our teachers work in partnership with families to address children's learning needs. Challenging behaviors are addressed in a timely and appropriate manner.

The CDC will at no time withhold food from your child as a form of punishment. We will not punish your child physically or verbally. We will not punish your child for soiling their pants. We do not use corporal punishment or any other form of punishment in dealing with behavior issues.

Discovery
The Discovery Area is the place where children can find answers to some of their many questions. They can use their senses to touch, feel, smell, listen, taste, and see. The teacher can pose questions and wonder out loud, encouraging children to think, explore, and investigate.

Blocks
Wooden unit blocks are a preschool classroom staple. They appeal to young children because they feel smooth and hard to the touch, are symmetrical, and allow open-ended creation and exploration. Construction, creating, and making representations with blocks, help children to grow in each developmental area.

Dramatic Play
Pretending is one of the most important forms of play in a child's healthy development. This area is designed to help children recreate and figure out life experiences, without placing restrictions on them. They can be someone or something different and carry out roles that they create for themselves. It helps them to understand their world and to develop skills that will be of value to them their entire life.

The Library
Nothing offers as much comfort as a space with soft pillows, bright and beautiful picture books, and a quiet spot where you can get away from the more active areas of the room. This is the place where children develop the motivation and skills necessary to read and

The Learning Centers

Circle Time

Circle Time activities allow the children to come together as a group, to listen, take turns, and follow directions. The books and topics discussed pertain to calendar activities and the weekly theme and build on knowledge the children already possess.

Math & Manipulatives

The Math and Manipulative center contains puzzles, games and anything a child can play with at a table, on the floor, or on a shelf. They offer quiet activities that children can do alone, with friends, or with the teacher. Children learn to cooperate, take turns, and develop self confidence as they successfully use toys. They offer a great opportunity to practice hand-eye coordination, design with patterns, expand their emerging math skills, and refine their fine motor skills. They will count, seriate, match, form patterns, and classify objects.

Creative Art

The Creative Art Center is a place filled with many bright, beautiful and interesting things to stimulate a child's imagination and natural sense of exploration. Children will draw, paint, mold, cut, glue, and knead; simply enjoying the process. Eventually, their work will be more representative of real objects, places, or living things. Art exploration is a great way for children to express their feelings, use their fine motor skills and their critical thinking skills. They have the freedom to explore and there is no right or wrong way to express themselves through Art.

aloud, look through books on their own, listen to stories on tape, retell familiar stories and make up their own stories. Children develop phonetic awareness when they hear and explore.

Outdoors

Outside play is an important part to a child's daily routine. Children need to breathe fresh air, feel the warmth of the sun on their skin and observe the wonders of nature. Children love to run, jump, climb, spin, swing, and play outside. The time they spend outside using their large muscles is as important as the time they spend inside their classroom. the outdoors also offer many ways for us to enhance the curriculum and support the children as they develop and learn.

These are just some of the many things you will see going on in your child's PreK 2-4 classroom.

The Daily Routine

Each child's day begins in a different way depending on their age. However, each child in our Toddler-PreK4 program will participate in the same type of daily activities. Your child will have the opportunity to work on developing new skills as well as perfecting those they have already mastered. Throughout the year, learning centers may change or be added to the classroom. Learning Centers allow the child to be responsible for directing their own learning. This is known as a child-centered classroom. Our teachers act as facilitators, setting up the environment and extending learning so the child is cooperating, sharing experiences, while following and developing their interests. They are encouraged to explore and excited to learn!

What does Quality Infant and Toddler Care Look Like?

Quality infant and toddler care looks nothing like a quality preschool setting. Preschoolers already have a pretty good sense of identity, they know what they like and dislike, they can express their wants and needs. Infants and toddlers are just beginning to form this sense of identity. The development of a strong personal identity occurs in an environment where the child can receive security and protection and form a strong bond with their caregiver. In quality infant and toddler care, the caregiver is able to read the child, meet their needs and the child feels like they are important and paid attention to. In order to attain this feeling, we limit group size to 1:4 for infants and 1:6 for toddlers. Smaller groups mean there are fewer distractions, more focused activities, caring relationships are formed and children begin to understand what other children are about.

The physical environment, both inside and out is set up for the infant or toddler. There are multiples of toys, dangerous objects are removed, and parents are encouraged to visit anytime. Necessities like refrigerators, changing tables, etc. are close by to ensure that needs are met immediately. In addition, they have their own playground to allow flexibility and safety.

The caregivers for the infants and toddlers remain as consistent as absolutely possible. This allows relationships to form with not only the child, but the families. Everyone needs to develop a comfort level.

When all of these things are in place, children can thrive and flourish in childcare. Language develops because the children are spoken to continuously throughout the daily routines. They develop the confidence to explore their environment and try out new skills. They begin to refine their motor skills and reach milestones that allow them to reach their full potential.

Curriculum Goals and Objectives

Our developmentally appropriate curriculum covers the four main areas of development: socio-emotional, cognitive, physical and language. Trinity also prides itself in sharing with the children the love of God and the Gospel to enhance the development of the whole child.

Religious Development

To Praise God through simple songs and prayer.

To learn about God's world and the love that He has for each of us.

To learn basic religious concepts and stories.

To model the love and forgiveness that God extends to us.

Socio-Emotional Development

To experience a sense of self-esteem:

- Identify oneself as a member of a specific family and cultural group
- Feel proud of one's heritage and cultural background
- Demonstrate confidence of one's own growing abilities
- Demonstrate increasing independence

To exhibit a positive attitude towards life:

- Demonstrate trust in adults
- Be able to separate from parents
- Show an interest and participate in various activities
- Participate in routines easily

To Demonstrate cooperative pro-social behavior:

- Seek out familiar children and adults
- Understand and respect differences
- Accept responsibility for their actions
- Help others in need
- Share toys and materials
- Work cooperatively with others to complete tasks
- Resolve conflicts constructively

Cognitive Development

To acquire learning and problem solving skills:

- Demonstrate an interest in exploring
- Show curiosity and a desire to learn
- Use planning skills
- Observe and make discoveries
- Find more than one solution to a problem
- Apply information and experiences to a new context
- Use creativity and imagination
- Develop persistence in completing tasks

To expand logical thinking skills:

- Classify objects as similar and different
- Group objects that belong together
- Recall a sequence of numbers (e.g. first, second, last)
- Arrange objects in a series (i.e. smallest to largest)
- Recognize patterns and repeat them
- Increase awareness of cause-and-effect relationships

To acquire concepts and information leading to a fuller understanding of their world:

- Demonstrate an awareness of time concepts (e.g. yesterday, today)
- Identify names of objects and events
- Make comparisons (e.g. more/less, larger/smaller, taller/shorter)
- Use words to describe the characteristics of an object
- Identify the roles people play in society
- Identify relationship of objects in space (e.g., below, inside, under)
- Count in correct sequence and match one-to-one

To demonstrate skills in make-believe play:

- Assume a pretend role
- Make-believe with objects
- Make believe about situations
- Interact with other children in organized role playing

To expand verbal communication skills:

- Recall words in songs and fingerplays
- Follow simple directions
- Use words to express ideas and feelings
- Develop conversation skills with peers
- Participate in groups discussions

To develop reading skills:

- Acquire a love of books
- Demonstrate a knowledge of how books work
- Listen to a story and retell it
- Tell a story using picture cues
- Recognize pictures and text

Acquire writing skills:

- Make increasing representational drawings
- Imitate recognizable letters and numbers
- Recognize written names
- Label pictures
- Demonstrate an interest in using writing for a purpose (making signs, sending letters)

Physical Development

To enhance gross motor skills:

- Use gross motor skills with confidence
- Walk up and down steps with increasing stability and confidence
- Run with increasing control over speed and direction
- Jump over or from objects without falling
- Use large muscles for balance (standing on one foot, tip toes)
- Catch a large ball or bean bag
- Throw an object in the intended direction
- Ride and steer a tricycle
- Climb up and down equipment without falling

To enhance and refine fine motor skills:

- Coordinate eye and hand movements
- Use small muscles to complete tasks
- Use small muscles for self-help skills
- Use writing and drawing tools with increasing control and intention

To use all senses in learning:

- Demonstrate skills in discriminating sounds
- Demonstrate visual discrimination skills
- Discriminate using taste and smell
- Discriminate differences in textures

Florida Birth to Three Learning and Developmental Standards

Physical Development

Birth to 8 months

Gross Motor Development
- Shows characteristics of appropriate health and development
- Demonstrates beginning signs of balance, control, and coordination

Fine Motor Development
- Demonstrates visual abilities that facilitate healthy growth and development
- Demonstrates beginning signs of strength, control, and eye-hand coordination

Self Help
- Demonstrates beginning participation in self-care
- Participates in basic health and safety routines

Health
- Shows characteristics of good nutritional health
- Exhibits auditory abilities that facilitate health, growth, and development
- Shows characteristics of good oral health

- Shows basic needs are met

8 to 18 months

Gross Motor Development
- Shows characteristics of appropriate health and development
- Demonstrates increased balance, control, and coordination

Fine Motor Development
- Demonstrates visual abilities that facilitate healthy growth and development
- Demonstrates increased strength, control, and eye-hand coordination

Self Help
- Demonstrates increased participation in self-care
- Participates in basic health and safety routines

Health
- Shows characteristics of good nutritional health
- Exhibits auditory abilities to facilitate healthy growth and development
- Shows characteristics of good oral health
- Shows basic needs are met

18 to 24 Months

Gross Motor Development
- Shows characteristics of appropriate health and development
- Demonstrates improved signs of balance, control, and coordination

Fine Motor Development
- Demonstrates visual abilities to facilitate healthy growth and development
- Demonstrates improved strengths, control, and eye-hand coordination

Self Help
- Demonstrates increased participation in self care
- Participates in basic health and safety routines

Health
- Shows characteristics of good nutritional health
- Exhibits auditory abilities to facilitate healthy growth and development
- Shows characteristics of good oral health
- Shows basic needs are met

Two Year Olds

Gross Motor Development

- Shows characteristics of appropriate health and development
- Demonstrates increased balance, control, and coordination
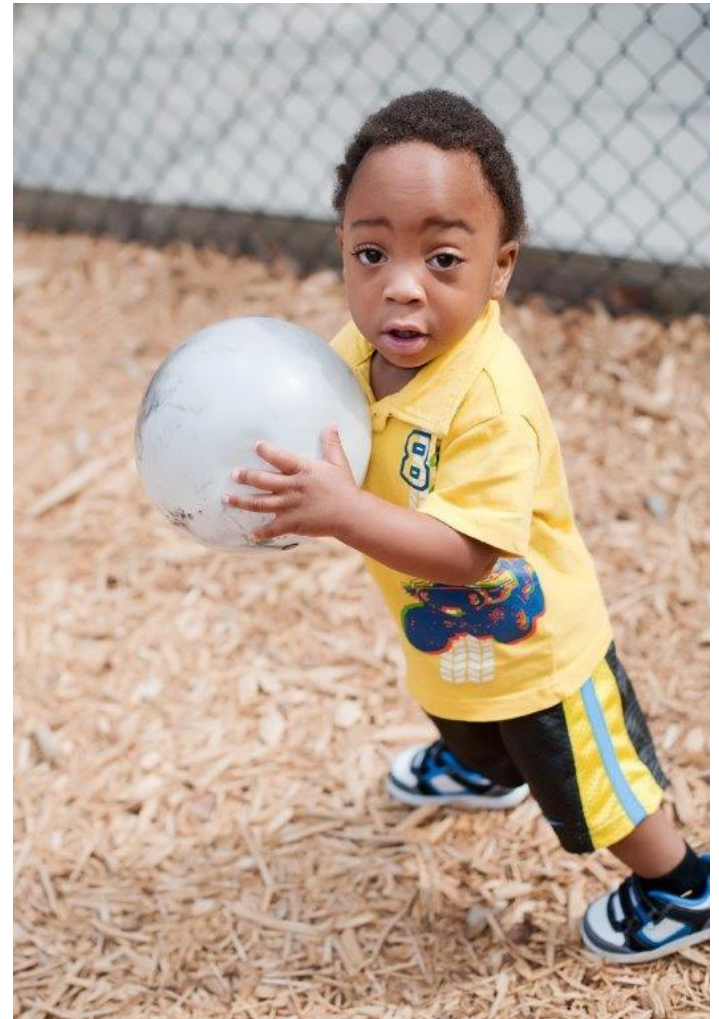
Fine Motor Development

- Demonstrates visual abilities that facilitate healthy growth and development
- Demonstrates advancing strength, control and hand-eye coordination

Self Help

- Demonstrates advancing participation in self care
- Participates in basic health and safety routines

Health

- Exhibits auditory abilities to facilitate healthy growth and development
- Shows characteristics of good oral health
- Shows basic physical needs are met

Three Years Old

Gross Motor Development

- Shows characteristics of appropriate growth and development
- Demonstrates increasing control of large muscles

Fine Motor Development

- Demonstrates increasing control of small muscles
- Uses various art and drawing tools with developing coordination
- Shows improving hand-eye coordination

Self Help

- Actively participates in self care
- Actively participates in basic health and safety routines

Health

- Exhibits auditory abilities to support healthy growth and development
- Shows characteristics of good oral health
- Shows physical needs are met

Approaches to Learning

Birth to 8 months

Eagerness and Curiosity

- Shows awareness of and interest in the environment

Persistence
- Pays attention briefly and tries to reproduce interesting and pleasurable effects and events

Creativity and Inventiveness
- Notices and shows interest in and excitement with familiar objects, people, and events

8 to 18 Months

Eagerness and Curiosity
- Shows eagerness and curiosity as a learner

Persistence
- Pays attention briefly and persists in repetitive tasks

Creativity and Eagerness
- Approaches and explores new experiences in familiar setting

18 to 24 months

Eagerness and Curiosity

- Shows eagerness and curiosity as a learner

Persistence
- Pays attention for longer periods of time and persists at preferred activities.

Creativity and Inventiveness
- Delights in finding new properties and uses for familiar objects and experiences

Two Year Olds
Eagerness and Curiosity
- Shows eagerness and curiosity as a learner

Persistence
- Spends more time engaging in child-initiated activities and seeks or accepts help when encountering a problem

Creativity and Inventiveness
- Explores the environment with purpose and flexibility

Three Year Olds

Eagerness and Curiosity
- Shows eagerness and is curious to learn new things and have new experiences

Persistence
- Sustains attention for brief periods and finds help when needed

Creativity and Inventiveness
- Approaches daily activities with creativity

Planning and Reflection
- Shows initial signs of planning and learning from their experiences

Two year olds

Listening and Understanding

- Gains meaning through listening

Communication and Speaking

- Speaks more clearly and is understood by most listeners
- Participates in conversations

Emergent Reading

- Shows growing interest in print and books
- Shows motivation to read

Emergent Writing

- Uses scribbles, marks and drawings to convey messages
- Uses more complicated imitative play as symbolic thought processes and mental concepts or pictures are developed

8 months to 18 months

Trust and Emotional Security

- Experiences and develop secure relationships
- Responds to the environment

Self-Regulation

- Demonstrates developing emotional regulation
- Demonstrates developing behavior regulation
- Demonstrates developing social problem solving

8 months to 18 months

Trust and Emotional Security

- Experiences and develop secure relationships
- Responds to the environment

Self-Regulation

- Demonstrates developing emotional regulation
- Demonstrates developing behavior regulation
- Demonstrates developing social problem solving

Self-Concept

- Forms and maintains mutual relationships with others
- Becomes aware of oneself as a unique individual while still connected to others
- Demonstrates increasing sense of competence and confidence in growing abilities

18 months to 24 months

Trust and Emotional Security

- Forms and maintains secure relationships with others
- Responds to the environment

Self-Regulation

- Demonstrates increasing emotional regulation
- Demonstrates increasing behavior regulation
- Demonstrates increasing social problem solving

Self-Concept

- Forms and maintains mutual relationships with others
- Becomes aware of self as a unique individual Demonstrates increasing sense of competence and confidence in growing abilities

Two year olds

Trust and Emotional Security

- Forms and maintains secure relationships with others
- Responds to the environment

Self-Regulation

- Demonstrates increasing emotional regulation
- Demonstrates increasing behavior regulation
- Demonstrates increasing problem solving

Self-Concept

- Forms and maintains mutual relationships with others
- Becomes aware of oneself as a unique individual while still connected to others
- Demonstrates increasing competence and confidence in abilities

Listening and Understanding

- Gains meaning through listening

Communication and Speaking

- Speaks more clearly and is understood by most listeners
- Participates in conversations

Emergent Reading

- Shows growing interest in print and books
- Shows motivation to read

Emergent Writing

- Uses scribbles, marks and drawings to convey messages
- Uses more complicated imitative play as symbolic thought processes and mental concepts or pictures are developed

Three year olds

Pro-Social Behaviors

- Develops positive relationships and interacts comfortably with familiar adults
- Interacts with and develops positive relationships with peers
- Joins in group activities and experiences within early learning environments
- Shows care and concern for others

Self-Regulation

- Follows simple rules and routines with support
- Begins to use materials with increasing care and safety
- Adapts to transitions with support
- Shows developing ability to solve social problems with support from familiar adults

Self-Concept

- Shows growing confidence in their abilities
- Begins to independently initiate and direct some experiences

8 months to 18 months

Exploration and Discovery/Concept Development and Memory/Problem Solving and Creative Expression

- Responds in varied ways to people and objects
- Establishes more complex relationships
- Initiates more events

18 months to 24 months

Exploration and Discovery/Concept Development and Memory/ Problem Solving and Creative Expression

- Shows more complex responses to people and objects
- Expands relationships
- Initiates more complex interactions

Two year olds

Exploration and Discovery/Concept Development and Memory/Problem Solving and Creative Expression

- Demonstrates discriminating responses to people and objects
- Engages in multiple productive relationships
- Initiates rich and varied events

Three year olds

Mathematical Thinking

- Demonstrates interest in mathematical problem solving
- Sorts objects into groups by one characteristic
- Shows knowledge of numbers and counting
- Recognizes some geometric shapes
- Shows beginning understanding of spatial relationships and position words
- Demonstrates beginning ability to compare and contrast
- Engages in activities that explore measurement

Scientific Thinking

- Uses senses to collect information through observation and exploration
- Begins to use simple tools for observing and investigation
- Begins to compare objects

Social Studies

- Begins to recognize and appreciate similarities and differences in people
- Begins to understand family characteristics, roles and functions
- Shows awareness of some social roles and jobs that people do
- Demonstrates awareness of group rules
- Demonstrates awareness of the environment around them

Three year olds

Mathematical Thinking

- Demonstrates interest in mathematical problem solving
- Sorts objects into groups by one characteristic
- Shows knowledge of numbers and counting
- Recognizes some geometric shapes
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The Arts

- Uses many different creative art materials to express and explore
- Engages in music experiences
- Engages in creative movement and dramatic play
- Shows understanding and appreciation of artistic creations or events

Florida Early Learning and Developmental Standards for Four Year Olds

Physical Development Standards

Health and Wellness

- Shows characteristics of good health to facilitate learning
- Demonstrate visual abilities to facilitate learning and healthy growth and development
- Demonstrates auditory ability to facilitate learning and healthy growth and development
- Demonstrates characteristics of good oral health and performs oral hygiene routines
- Shows familiarity with health care providers in relation to health and wellness
- Demonstrates self-control, interpersonal, and social skills in relation to mental health
- Shows basic physical needs are met
- Actively takes part in basic health and safety routines
- Participates in physical fitness activities
- Makes healthy food choices

Self-Help

- Actively participates in self-care
- Helps carry out classroom routines

Gross Motor Development

- Demonstrates increasing motor control and balance
- Demonstrates the ability to combine movements for gross motor skills

Fine Motor Development

- Demonstrates increasing control of small motor muscles to perform simple tasks
- Uses eye-hand coordination to perform fine motor tasks
- Shows beginning control of writing by using various drawing and art tools with increasing coordination

Approaches to Learning

Eagerness and Curiosity

- Shows curiosity and is eager to learn new things and have new experiences

Persistence

- Attends to tasks for a brief period and seeks help when needed

Creativity

- Approaches daily activities with creativity

Planning and Reflection

- Shows initial signs of planning and learning from their experiences

Social and Emotional Development

Self-Regulation

Affective

- Demonstrates growing autonomy and independence, indicated by increasing self-care and willing participation in daily routines, when given a consistent and predictable environment
- Begins to recognize, then internally manage and regulate, the expression of emotions both positive and negative, with teacher support and multiple experiences over time

Life/Adaptive

- Follows simple rules, agreements, and familiar routines with teacher support
- Begins to use materials with increasing care and safety
- Adapts to transitions with increasing independence

Relationships

Self

- Shows increasing confidence in their own abilities

Peers

- Interacts with and develops positive relationship with peers
- Develops special friendships
- Shows care and concern for others

Adults

- Develops positive relationships and interacts comfortably with familiar adults

Social Problem Solving

- Shows developing ability to solve social problems with support from familiar adults
- Develops an initial understanding of bullying, with support from familiar adults

Language, Communication, and Emergent Literacy

Listening and Understanding

- Increases knowledge through listening

  Benchmark a: Child shows understanding by asking and answering relevant questions, adding comments relevant to the topic, and reacting appropriately to what is said.

- Follows multi-step directions.

  Benchmark a: Child achieves mastery of two-step directions and usually follows three-step direction, with teacher support and multiple experiences over time.

Speaking

- Speech is understood by both a familiar and an unfamiliar peer or adult

  Benchmark a: Child's speech is understood by both a familiar and an unfamiliar adult.

Vocabulary

- Shows an understanding of words and their meanings
  Benchmark a:Child has age-appropriate vocabulary across many topic areas and
  demonstrates a wide variety of words and their meanings within each area (e.g., world knowledge: names of body parts, feelings, colors, shapes, jobs, tools, plants, animals and their habitats, and foods; words that describe: adjectives, verbs, and adverbs).
  Benchmark b: Child has mastery of functional and organizational language of the classroom (e.g., same and
  different, in front of and behind, next to, opposite
  Benchmark c: Child understands or knows the meaning of many thousands of words including disciplinary words,(e.g., science, social studies, math, and literacy) many more than he or she routinely uses (receptive language).
- Shows increased vocabulary to describe many objects, actions, and events
  Benchmark a: Child uses a large speaking vocabulary, adding new words weekly
  Benchmark b: Child uses category labels (e.g., fruit, vegetable, animal, transportation, tools).
  Benchmark c: Child uses a variety of word meaning relationships (e.g. part-whole, object-function, object-location).

Sentences and Structure

- Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences
  <u>Benchmark a:</u> Child typically uses complete sentences of four or more words, usually with subject, verb, and object order.
  <u>Benchmark b:</u> Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.

- Connects phrases and sentences to build ideas
  <u>Benchmark a:</u> Child uses sentences with more than one phrase
  <u>Benchmark b:</u> Child combines more than one idea using complex sentences
  Benchmark c: Child combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning

Conversation

- Uses language to express needs and feelings, share experiences, predict outcomes, and resolve problems
  <u>Benchmark a:</u> Child demonstrates varied uses of language (e.g. requesting, commenting, using manner words, problem-solving).

- Initiates, ask questions, and responds to adults and peers in a variety of settings
  <u>Benchmark a:</u> Child follows another's conversational lead, appropriately initiates or terminates conversations, or appropriately introduces new content.
  Benchmark b: Child provides appropriate information for the setting (e.g., introduces himself or herself, requests assistance, answers questions by providing name and address to a police officer or other appropriate adult).

- Uses appropriate language and style for context
  Benchmark a: Child demonstrates knowledge of verbal conversational rules (e.g. appropriately takes turns, does interrupt, uses appropriate verbal expressions, and uses appropriate intonation).
  Benchmark b: Child demonstrates knowledge of nonverbal conversational rules (e.g. appropriate eye contact, appropriate facial expressions, maintaining a comfortable distance in conversation).

<u>Benchmark c:</u> Child matches language to social and academic contexts (e.g., uses volume appropriate to context, addresses adults more formally than he or she addresses other children, and uses the more formal academic language of the classroom).

Emergent Reading
- Shows motivation for reading
- Shows age-appropriate phonological awareness
  Shows alphabetic knowledge
  Demonstrates comprehension of text read aloud

Emergent Writing

- Shows motivation to engage in written expression

  <u>Benchmark a:</u> Child demonstrates understanding of the connections among their own ideas, experiences, and written expression

  <u>Benchmark b</u>: Child intentionally uses scribbles/writing to convey meaning (e.g. signing, artwork, captioning, labeling, creating lists, making notes).

- Uses scribbling, letter-like shapes, and letters that are clearly different from drawing to represent thoughts and ideas

  Demonstrates age appropriate ability to write letters

- Demonstrates knowledge of purposes, functions, and structure of written composition

  <u>Benchmark a:</u> When writing or dictating, child uses appropriate writing conventions (e.g. a letter starts with "Dear"; or a story with a beginning, middle, and end).

Cognitive Development and General Knowledge

Mathematical Thinking

Number Sense

- Demonstrates understanding of one-to-one correspondence
  Benchmark a: Child demonstrates one-to-one correspondence when counting.
  Benchmark b: Child demonstrates one-to-one correspondence to determine if two sets are equal.

- Shows understanding of how to count and construct sets
  Benchmark a: Child counts sets in the range of 10 to 15 objects.
  Benchmark b: Child constructs sets in the range of 10 to 15 objects.
- Shows understanding by participating in the comparison of quantities
  Benchmark a: Child compares two sets to determine if they are equal.
  Benchmark b: Child compares two sets to determine if one set has more.
  Benchmark c: Child compares two sets to determine if one set has fewer.
  Benchmark d: Child determines one set of objects is a lot more than another set of objects.
- Assigns and relates numerical representations among numerals (written), sets of objects, and number names (spoken) from zero to ten.
- Counts and knows the sequence of number names (spoken)
  Benchmark a: Child counts and recognizes number names (spoken) in the range of 10 to 15
  Benchmark b: Child counts up through 31 by understanding the pattern of adding by one, with teacher support and multiple experiences over time.
- Shows understanding of and uses appropriate terms to describe ordinal positions
  Benchmark a: Child demonstrates the concept of ordinal position with concrete objects (e.g. children or objects).
  Benchmark b: Child names ordinal positions (e.g. first, second, third, fourth, fifth).

Number and Operations

- Shows understanding of how to combine sets and remove from a concrete set of objects (receptive knowledge)

  Shows understanding of addition and subtraction using a concrete set of objects (expressive knowledge)

  or story problems found in everyday classroom activities
  Patterns and Seriation
- Understands characteristics of patterns and non-patterns and begins to reproduce them with at least two
  elements (e.g. red/blue, red/blue versus a non-pattern like a rainbow)
  Sorts, orders, compares, and describes objects according characteristics or attributes(seriation)

Geometry

- Understands various two-dimensional shapes, including circle, triangle,square,rectangle, oval, and other less common shapes (e.g., trapezoid, rhombus)
- Shows understanding that two-dimensional shapes are equivalent (remain the same) in different orientations
- Understands various three-dimensional shapes, including sphere, cube, cone, and other less common shapes (e.g., cylinder, pyramid)
- Analyzes and constructs examples of simple symmetry and non-symmetry in two dimension, using concrete

  objects.

Spacial Relations

- Shows understanding of spatial relationships and uses position words (e.g., above, below, next to, beside, on top of, inside, outside)
- Describes relative position from different perspectives (e.g., "I am on top of the climber and you are below me.")
- Understands and can tell the difference between orientation terms (e.g., horizontal, diagonal, vertical)
- Uses directions to move through space and find spaces in place (e.g., obstacle courses, Simon Says, Mother May I?, hop scotch, giving simple directions)

Measurement

- Engages in activities that explore measurement
- Compares continuous quantities using length, weight, and height
- Represents and analyzes data
- Child predicts the results of a data collection, with teacher support and multiple experiences over time

-

Scientific Inquiry

Investigation and Inquiry
- Demonstrates the use of simple tools and equipment for observing and investigating
- Examines objects and makes comparisons

Physical Science
- Explores the physical properties and creative use of objects or matter

Life Science
- Explores growth and change of living things
- Identifies the characteristics of living things
- Identifies the five senses and explores functions of each

Earth and Space
- Explores the outdoor environment and begins to recognize changes (e.g., weather conditions) in the environment, with teacher support and multiple experiences over time
- Discovers and explores objects (e.g., rocks, twigs, leaves, seashells) that are naturally found in the environment

Environmental Awareness
- Demonstrates ongoing environmental awareness and responsibility (e.g., reduce, reuse, recycle), with teacher support and multiple experiences over time

Social Studies

Individual Identity and Identity
- Begins to recognize and appreciate similarities and differences in people
- Begins to understand family characteristics, roles, and functions
- Shows awareness and describes some social roles and jobs that people do

People, Places, and Environments
- Demonstrates awareness of geographic thinking

Technology and Our World
- Shows awareness of technology and its impact on how people live

Civic Ideals and Practices
- Demonstrates awareness of group rules (civics)
- Begins to understand and take on leadership roles

<u>Creative Expression Through the Arts</u>

Visual Arts
- Explores visual arts
- Creates visual arts to communicate an idea
- Discusses and responds to the feelings caused by an artwork

Music
- Explores music
- Creates music to communicate an idea
- Discusses and responds to the feelings caused by music

Creative Movement and Dance
- Explores creative movement and dance
- Creates creative movement and dance to communicate an idea
- Discusses and responds to the feelings caused by creative movement and dance

Dramatic Play and Theater
- Explores dramatic play and theatre
- Creates dramatic play and theatre to communicate an idea
- Discusses and responds to the feelings caused by dramatic play and theatre

Thank You!

We are glad you are a part of the Trinity family!

If you have any questions, comments or concerns, please feel free to email,

call or stop in the front office.

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