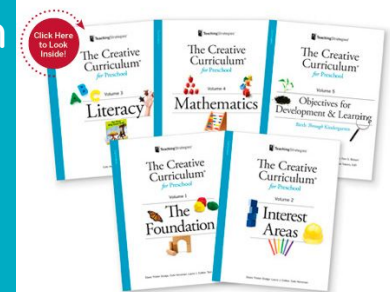




Curriculum Night 2019–2020

Creative Curriculum

- Creative Curriculum 5th Edition is currently used in all programs.
- It is research-based and aligned with the Illinois Early Learning and Development Standards which are aligned with Common Core Standards.
- Child-centered learning with a focus on learning through interactions with materials and peers.
- Developmentally appropriate practices are used to teach concepts.
- Thematic units based on kids interests
- Focused on developing communication



Desired Results Developmental Profile (DRDP)

Assesses the following areas:

- © Approaches to Learning-Self-Regulation
- © Social and Emotional Development
- © Language and Literacy Development
- © Cognition, Including Math and Science
- © Physical Development-Health
- © History-Social Science
- © Visual and Performing Arts



DRDP (2015)

A Developmental Continuum from Early Infancy to Kindergarten Entry



Preschool Comprehensive View
for use with preschool-age children



California Department of Education
Sacramento, 95833

DRDP (Cont'd)

- © Children are observed while they are playing, working, lining up, and during other parts of the typical school day.
- © Teachers collect “evidence” of children’s learning: write a note, mark a checklist, take a photo, or collect some samples of their work. Children likely won’t even notice teachers observing.
- © Teachers use these observations to place each child’s abilities on a learning pathway. The information is entered into a secure online system called DRDPtech.
- © Teachers create reports three times per year about where children are on the learning pathway. They provide additional information in a narrative summary.
- © Teachers use these results to plan for instructing children, individually and as a group and to monitor their progress.



DRDP Sample Measure

Developmental Domain: ATL-REG — Approaches to Learning—Self-Regulation

ATL-REG 4: Curiosity and Initiative in Learning

Child explores the environment in increasingly focused ways to learn about people, things, materials, and events

Mark the latest developmental level the child has mastered:

Responding		Exploring		Building			Integrating
Earlier ○	Later ○	Earlier ○	Later ○	Earlier ○	Middle ○	Later ○	Earlier ○
Responds to people, things, or sounds	Notifies new or unexpected characteristics or actions of people or things	Explores people or things in the immediate environment	Explores new ways to use familiar things, including simple trial and error	Explores through simple observations, or manipulations, or asking simple questions	Explores by engaging in specific observations, manipulations, or by asking specific questions	Carries out simple investigations using familiar strategies, tools, or sources of information	Carries out multi-step investigations, using a variety of strategies, tools, or sources of information
Possible Examples							
<ul style="list-style-type: none">• Orients toward a noise.• Turns head toward a person who comes into view or begins talking.• Looks at a mobile.	<ul style="list-style-type: none">• Vocalizes or gazes at a familiar adult who makes an animated facial expression or unusual noise.• Smiles when an adult begins singing a song.• Moves arms or legs when a mobile begins moving overhead.	<ul style="list-style-type: none">• Bangs a drum with hands repeatedly.• Touches hair of another child.• Pats, pulls on, or turns pages of a board book.• Watches intently as an adult prepares snack.	<ul style="list-style-type: none">• Paints on paper and on arm when given a paintbrush and paint.• Molds sand using a cup.• Tries using utensils to work with play dough.	<ul style="list-style-type: none">• Moves around a fish bowl to continue watching a fish as it swims around objects.• Drops a marble in a maze and follows its path as it rolls to the bottom.• Asks, "What's that doing?" when seeing or hearing a bulldozer across the street while on a neighborhood walk.	<ul style="list-style-type: none">• Puts a dry sponge in water and then squeezes it to see what happens.• Observes a snail and asks, "Why do snails have shells?"• Compares color or shape of leaves gathered on a nature walk.	<ul style="list-style-type: none">• Uses a magnetic wand to figure out which objects on a table it will lift up.• Uses a magnifying glass to observe a caterpillar closely, and describes its pattern of colors and number of legs.• Places a variety of objects in water to see which will float and which will sink.• Uses a communication device to learn about the new pet guinea pig.	<ul style="list-style-type: none">• Examines images from informational books or a computer to learn about the habitats of different animals.• Looks through a prism held up to the light, directing its motion until a rainbow of colors appears on the wall.• Sets up a project, with an adult, that involves investigating the growth of lima bean plants with different amounts of water, and documents their growth.

☐ Child is emerging to the next developmental level

☐ Unable to rate this measure due to extended absence



ATL-REG 4

Curiosity and Initiative in Learning

ATL-REG 4

Student Progress Reports

Every trimester, you will receive:

- Summary of DRDP Progress
- IEP Goal Progress is included for students receiving special education services

Gis's Development This Year



Test (test2) (01/2016)
DOB: 7/18/2013 (Current age: 4 Years, 8 Months)
DRDP(2016) - Preschool
DRDP Parent Report

CID
Class: All
Maple
OSM Agency

Test's Developmental Progress



At the Building Middle level, your child often seeks adult support when facing challenges, such as managing feelings or when doing complex activities, and is learning how to observe, test, and ask specific questions about how things work. You can support learning and development by encouraging your child's natural sense of curiosity and asking questions such as "What would happen if?" when your child discovers a new idea. Be available to provide support when your child is trying to manage feelings such as anger or sadness or is doing a complex activity.



At the Building Earlier level, your child is learning how to talk about self and others, identify feelings, and play with other children (such as filling a bucket of sand together). You can support learning and development by observing your child's play and being available to provide support when it is needed (such as helping your child express ideas and encouraging your child to listen to the ideas of others).



At the Building Earlier level, your child is learning how to respond to questions about a variety of topics such as activities and interests, engage in brief back-and-forth conversations, and sing simple songs. You can support learning and development by talking, reading, and singing with your child regularly, sharing personal stories, offering to write down your child's stories, and ensuring your child has opportunities to draw and write.

Portfolios–Seesaw



Madison School Priorities



Professional Learning Community (PLC) =

Collaborating and learning with colleagues about groups of students and instruction using data to support the work. The ultimate goal is to improve student learning.



The Project Approach = a set of teaching strategies that enable teachers to guide students through in-depth studies of real-world topics. Topics are chosen based on student interest!

Madison School Priorities



STEM/The STEM Process =
define problems, conduct
research, develop multiple ideas
for solutions, develop and create
a prototype, and then test,
evaluate, and redesign them.



Social Emotional Learning =
Calm Classroom, Zones of
Regulation, Second Step,
Conscious Discipline

Late Arrival Days

The District is scheduling professional development time for the purpose of school improvement planning in smaller and more frequent intervals throughout the year. We will be using this time to collaboratively review student data, discuss professional learning topics, and problem solve with the ultimate outcome of improving student learning on a continual and more regular basis.

The **Student Late Arrival Schedule for 2019-2020 school year** will be as follows:

- **Wednesdays- September 11 and September 25, 2019**
- **Wednesday, October 23, 2019**
- **Wednesday, November 20, 2019**
- **Wednesday, December 11, 2019**
- **Wednesday, January 15, 2020**
- **Wednesdays- February 5 and February 19, 2020**
- **Wednesdays- March 4 and March 18, 2020**
- **Wednesdays- April 8 and April 22, 2020**
- **Wednesday, May 6, 2020**

School schedules on these Student Late Arrival days are as follows:

AM Session 9:45-11:55 PM Session 12:55-3:00



Erin's Law Presentation

Erin's Law (House Bill 6193) requires schools to teach age-appropriate safety and sexual abuse awareness prevention for grades EC through 12.

Madison's presentation will cover the following:

- Safety Practices for different environments including the bus, car, school, house, parking lots, crossing the street and out with your family.
- Distinguishing different types of touch
- Saying "NO"
- Identifying and telling a trusted adult

Age-appropriate materials that were developed for this purpose will be shared with students during a short presentation on either **September 27th, October 3rd, October 4th**. If you would like to preview the materials that will be presented, they are on the Madison Website under [Parent Presentations](#).



MTSS at Madison

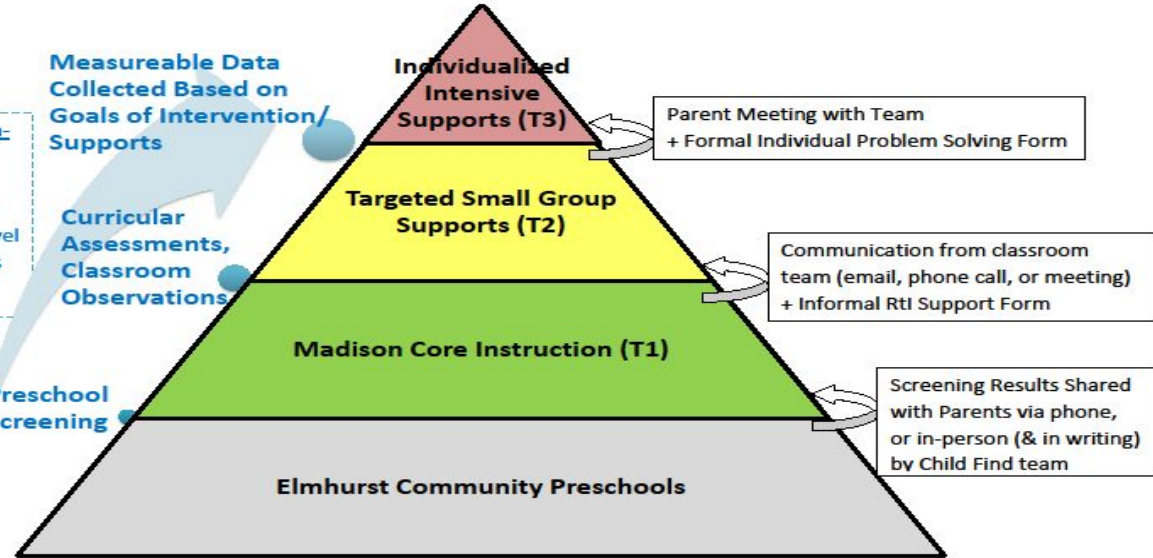


Use of Data-Based Decision Making to Identify Level of Supports Needed

Measurable Data Collected Based on Goals of Intervention/Supports

Curricular Assessments, Classroom Observations

Preschool Screening



Parent Meeting with Team
+ Formal Individual Problem Solving Form

Communication from classroom team (email, phone call, or meeting)
+ Informal RtI Support Form

Screening Results Shared with Parents via phone, or in-person (& in writing) by Child Find team

D205 Early Childhood Problem-Solving / Response to Intervention

Parent Handbook Highlights

Allergy Awareness-Elmhurst 205 Guidelines for Food in Classrooms/Events

Food Allergy and Anaphylaxis Management Procedure (FAAMP)

- Specific Classrooms and Learning areas will have restriction of certain foods allowed, dependent upon the health care needs of individual students.
- All classrooms with students who have food allergies and whose health care plan includes strict avoidance of those allergens, will have signage placed outside by the classroom doorway indicating which foods are not allowed. If students are required to utilize multiple classrooms on a consistent basis, grade level restrictions will be implemented.
- The restriction for each grade level will be based upon the student with the highest level of allergen sensitivity in each grade.
- Special classrooms such as Art, Music, Library and Gym will be food restricted, prohibiting the presence of all the common food allergens in the area.
- Wherever possible, food restricted classrooms should not be utilized for extra-curricular events or rental usage if food is utilized during those events or usage.
- If an extracurricular event utilizes food in a restricted area such as the gym or library, specific cleaning procedures must also be in place to address allergen removal.



Parent Handbook Highlights

Allergy Awareness-Elmhurst 205 Guidelines for Food in Classrooms/Events FAAMP at Madison

DAILY CLASSROOM SNACKS

- We place an emphasis on healthy snacks with a focus on fruits and vegetables. We have created schoolwide acceptable classroom snack list for families providing snacks. All snacks need to be in original packaging in order to be checked by the nurse before they are served in classrooms. **Classroom specific procedures are in place for serving individual snacks due to dietary restrictions.** Your child's teacher will inform you these procedures.

BIRTHDAYS

- Non-edible birthday treats such as pencils, stickers, etc. are allowed to be distributed for birthdays. No food items shall be allowed for birthday celebrations.

CURRICULUM RELATED FOOD EVENTS

- A permission slip with food items and ingredients listed will be sent to parents at least 3 school days prior to the instructional activity. Instructional programs must be developed with sensitivity to specific classroom allergies.

PTA EVENTS

- PTA Events need to use allergen-safe foods whenever possible at their events. Ingredient lists need to be provided with the lists of foods prior to the event and upon request during the event. FAAMP procedures need to be complied with for any rooms/spaces utilized.



Parent Handbook Highlights

Health Information

- Health-related problems should be discussed with the school nurse so that proper arrangements may be made to take care of any special health situation.
- **Each child is required to have updated emergency addresses and phone numbers of two responsible persons living nearby in case the parent cannot be reached.**
- District 205 procedure for the administering of medication to students: All medications will be administered by the school nurse. Please know that in an emergency or unavailability of the school nurse, all school administrators are able to dispense needed medication to students.

Children suffering from an acute cold, sore throat, earache, swollen glands, inflamed eyes or eyes with unusual discharge, fever of **100.0** or higher, skin eruptions or rashes, vomiting and diarrhea, flushed skin or headache should not be in school. **Student should be symptom free and have a normal temperature without medication for 24 hours before returning to school.**



Parent Handbook Highlights

Communication

Communication with parents is a vital component of our program and facilitates a relationship with the classroom teacher, educational team and school staff. This may be accomplished through a variety of ways such as:

- Seesaw posts
- Once a week teachers will either send home or upload *My Week At School* onto Seesaw to inform you of classroom units and activities in the classroom.
- Your child's teacher can also be contacted through email or by voicemail. Teachers will not be able to return phone calls or email during school hours as they are teaching.
- Some classrooms utilize a notebook for parents to share information from home that may impact your child at school that day (ex. Did not sleep well last night; upcoming family event; new pet etc).
- Parent / Teacher conferences-Held on Monday, November 25th (Students in session) from 4:30-8:00 p.m., November 26th (No school for students) from 10:00 a.m.-6:00 p.m. We are then off the remainder of the week for the Thanksgiving holiday. Conference sign up will be online this year through powerschool. **Letters specific to each family on how to create an account so that you sign up for conferences when this system goes online.**
- Weekly Communication from the Principal distributed electronically through Talk 205 via School Messenger .
- If a home visit is needed, it can also be arranged with to your child's teacher and/or the social worker or parent educator.



Parent Ed. Days/Activities

Parent Education/Activity Days-One day per month is set aside as a time for staff to plan and develop activities that promote the home school connection. Some of these activities include: Parent Education Workshops, Family Activities, or other activities with the Madison PTA.

Parent Education/Activity Days for 2019-2020

- **Thursday September 19, 2019** -“Using Visuals with Preschool Students” (At Elmhurst Public Library)- Parents Only parent meeting
- **Friday September 20, 2019**- “Healthy Child Learn Better” (Madison R.N.s)
- **Thursday October 17, 2019**- “Core Vocabulary” (Madison Speech Team)
- **Friday October 18, 2019**- Cosley Zoo to You (P/C activity)
- **Friday November 22, 2019**- Multicultural Fair (P/C activity)
- **Friday December 20, 2019**- Winter Fest (P/C activity)
- **Friday January 17, 2020**- Elmhurst Library parent-child activity
- **Friday February 14, 2020**- Elmhurst Health (parent meeting)
- **February**- Kindergarten Transition (parent meeting)
- **Friday March 20, 2020**- SCARCE- 3 R’s Program- (make recycled paper)
- **Friday April , 2020**- DuPage County Children’s Museum (P/C activity)
- **Friday May 15, 2020**- Social/Emotional Development (parent meeting)



Volunteer Opportunities

- **PTA** (Special Events during the Year, Garden Committee)
- **Library Volunteers**
 - Library days are Tuesday-Friday
 - Volunteers assist by reading to the classrooms and/or assisting students in selecting and checking out their books and shelving books as they are returned.
 - Catalina Mackelfresh is our library/technology assistant. Sign ups for the library went out on Seesaw last week.



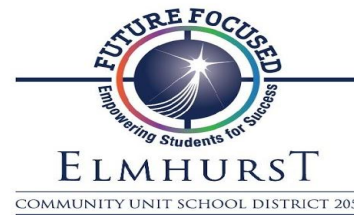
Where to get information:

- [Madison Website](https://mecc.elmhurst205.org) <https://mecc.elmhurst205.org>
- [Program Handbook-](https://resources.finalsite.net/images/v1551371810/elmhurst205org/wtrwtqiufmbviabvsn2/MadisonParentHandbook-English.pdf)
<https://resources.finalsite.net/images/v1551371810/elmhurst205org/wtrwtqiufmbviabvsn2/MadisonParentHandbook-English.pdf>
- Classroom Teachers
- Office Staff-Erica Rios & Cathleen (Kate) Graefe
erios@elmhurst205.org cgraefe@elmhurst205.org
- Parent Liaison-Griselda Gamboa ggamboa@elmhurst205.org
- Parent Educator-Michele Marvucic mmarvucic@elmhurst205.org
- Me... Susan Kondrat skondrat@elmhurst205.org



Kindergarten Information ADK/Dual Language Options

Elmhurst CUSD 205
A National Leader in Future Ready Learning



ADK Implementation Schedule

Comprehensive Renovation/New Construction Elementary Schools	2020-21	2021-22	2022-23	2023-24	2024-25
Edison (Half-Day K Option Offered)	ADK Available		ADK Available	ADK Limited Space Available	ADK Available
Field (Half-Day K Option Offered)	ADK Limited Space Available	ADK Limited Space Available	ADK Limited Space Available	ADK Limited Space Available	ADK Available
Lincoln (Half-Day K Option Offered)			ADK Available	ADK Available	ADK Available
Targeted Renovation Elementary Schools					
Emerson (Half-Day K Option Offered)	ADK Available	ADK Available	ADK Available	ADK Available	ADK Available
Fischer (Half-Day K Option Offered)	ADK Available	ADK Available	ADK Available	ADK Available	ADK Available
Hawthorne (Half-Day K Option Offered)	ADK Limited Space Available		ADK Limited Space Available	ADK Limited Space Available	ADK Available
Jackson (Half-Day K Option Offered)	ADK Limited Space Available	ADK Limited Space Available	ADK Limited Space Available	ADK Limited Space Available	ADK Available
Jefferson (Half-Day K Option Offered)	ADK Available	ADK Available	ADK Available	ADK Available	ADK Available

Tuition

- Cost neutral
- \$2,700/year
- \$1,350 Reduced
- Fee waivers apply
- \$270 down payment due by November 22
- No charge if full day is the child's placement by law
 - IEP team determines a student requiring instructional level support

Registration Process

- Online Registration Oct. 11-25
- Verify residency at District Office Oct. 21-25
- Deposits due Nov. 22
- All notifications of acceptance completed prior to the holiday break

Residency Verification Schedule 10:00 a.m.-6:30 p.m.

10/21	10/22	10/23	10/24	10/25
Edison Lincoln	Hawthorne Jefferson	Field Jackson	Emerson Fischer	Final Day/ Make Up

Priority for ADK Enrollment

- **All parents must participate in the online registration process and verify residency to be considered for ADK enrollment.**
- Madison students with IEPs regardless of their eligibility will have priority for ADK prior to district lottery.
- Students that are determined to be At-Risk Kindergarteners will also have priority for ADK prior to district lottery. This criteria is in the process of being determined and Madison students that meet this criteria will be notified prior to online registration opening.
- Priority for enrollment is given to these students to ensure that we are serving our students with the greatest needs as research shows that these students benefit most from ADK.

Lottery Provisions

- Students at partial implementation schools will go into a lottery and be given an equal opportunity for inclusion in the full day program with the following exceptions.
- Students who are not selected for a slot in their home school will go into a District pool and have the opportunity to attend another school in the District if space is available. Under this provision, the District will not be responsible for transportation, and students will return to their home school the following year for first grade.
- The District will staff according to its existing targets and practices. All-Day Kindergarten sections will be capped at 25 students. Once sections are closed, families who move into the District only have the option of the half day program at their local school.

Lottery Provisions

- During the 2020-21 school year, Lincoln families will have priority for District spots available at full implementation schools.
- During the 2021-22 school year, Edison, Hawthorne and Lincoln families will have equal priority for District spots available at full implementation schools.
- During the 2023-24 school year, Edison, Field and Hawthorne families will have equal priority for District spots available at full implementation schools.

Dual Language

- Informational Meeting Oct. 1, District Office, 6:00 p.m.

Additional Information:

www.tinyurl.com/D205dual



For Additional Information:

<https://www.elmhurst205.org/district/d205-all-day-kindergarten-coming-soon>





Questions?

Thank you for
coming tonight!