

# Parent-Guardian Handbook

Kinder Kollege, Inc. is a registered, non-profit organization

Last Updated: 10/25/16

## Regular Hours

Nursery  
Daycare  
Preschool  
Kindergarten

Monday - Friday  
7am - 7pm

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## Evening Hours

Three Months - Twelve Years

Monday - Friday  
8pm - 12am

## Overnight Hours

Three Months - Twelve Years

Monday - Friday  
9pm - 6am

## After School

3pm - 7pm

## Summer Camp

TBD



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*“Inspiring Lifelong Learners and  
Preparing Your Child for a Successful  
Academic Life”*

## **Dear Parents and Guardians:**

We would like to welcome you to the Kinder Kollege Community!

As a community, we believe that every member of Kinder Kollege is a shining star, and we want him or her to discover that path with our guidance. The Kinder Kollege community is comprised of both childcare and advanced educational programs ranging from Nursery, Young Toddler, Toddler Graduates, Pre-K and Kindergarten, to after school tutoring and extra-curricular activities as well as summer camp.

Unlike the average daycare, we go beyond taking care of just the physical needs of our children. We provide an individualized education, as well as a community education that continually evolves to meet the child's emotional, social, intellectual and physical development. We scaffold our students' reading, writing, mathematical and higher-order thinking skills to improve problem areas, while also guiding them in further exploring areas of high achievement.

At the end of the program, your child will enter elementary education with the independence and confidence necessary to continue working on those challenging areas and to soar toward future academic success. Kinder Kollege is a place for everyone. We encourage you to be a part of the experience and help us grow to foster early education, as a community, for generations.

Warmest Regards,

Keith J. Bellomo, *Program Director*

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## **Age Groups and Hours of Operation**

### **Nursery, Young and Old Toddlers, Preschool and Kindergarten Hours:**

Monday-Friday, 7:00 AM - 7:00 PM

### **After-School Sitting and Tutoring Hours, Ages 5 to 12:**

Monday-Friday, 3:00 PM - 7:00 PM

### **Evening Hours, Ages 3 Months to 12 Years:**

Monday-Friday, 8:00 PM - 12:00 AM

### **Overnight Hours, Ages 3 Months to 12 Years:**

Monday-Friday, 9:00 PM - 6:00 AM

### **Summer Camp Hours, All Ages:**

Hours and Activities Schedule To Be Determined

## **Holidays**

We are closed for Thanksgiving Day, Christmas Day, and New Year's Day.

## **Pre-Admission and Enrollment Policies**

Prior to enrolling a child, a series of documents must be reviewed and signed by the child's parent(s) or legal guardian(s). These documents are available in our handbook package and currently include:

- *Emergency Operations Plan Acknowledgement* - a letter which states our protective actions for emergency situations.
- *Emergency Contact/Parental Consent Form* - Parent/Legal Guardian and Medical Care Provider contact information, as well as Child Release contacts.
- *Child Health Report* - A form which must be completed by the child's pediatrician to provide an accurate report of his or her medical history.
- *Agreement/Contract* - The official documentation which establishes enrollment of the child, including payment plan and duration of enrollment.

## **Payment Plans and Methods of Payment**

Our payment plans are flexible in order to accommodate your needs: you may pay weekly, bi-weekly, monthly, semi-annually, and annually.

We accept cash, credit, debit and money orders, all of which are due prior to the agreed enrollment period.

## **Termination of Contract and Service**

If you decide to withdraw your child, we must receive at least two weeks' notice. Payment is still required for the remaining two weeks, even if the child is not present. Any outstanding balances must be paid on or before the final day of attendance.

Any decision to terminate care would likely be for the following reasons:

- Failure to pay according to terms stated in our contract.
- Failure to provide required enrollment documentation.
- Failure to comply with Kinder Kollege policies stated in the handbook.
- Disruptive and/or violent behavior from either child or parents which affects the welfare of community members.
- Any violation of state or federal laws in relation to our facility.

## **Arrival Procedures**

Children should arrive between 7:00 AM and 9:00 AM during our playroom hours and report to the main vestibule/locker area. Children must remove outerwear and shoes and change into indoor footwear. For safety and health precautions, it is requested that parents do not go beyond this area. You and your child will be greeted by a staff member who will then take the child to his or her classroom.

## **Inclement Weather**

We generally follow Philadelphia School District cancellations. If local broadcasts say schools will be closed, it is the responsibility of the parent/guardian to call and double-check that morning.

## **Pick-up Procedures**

### **Standard Pick-up**

Please report again to the main vestibule to be greeted by a staff member.

### **Late Pick-up**

If your child is picked up after 7:00 PM, service will be prorated at \$50 an hour and added to the next billing cycle. Please try to notify us that you will be arriving later than planned.

## **Release of Child**

As per our enrollment requirements, you will have filled out a list of preferred contacts whom we can allow to pick up the child when you cannot. In the event that a trusted family member or friend who is not on the contact list will be picking up your child, we request that you notify a staff member by e-mail or phone at least 24 hours in advance. During emergency situations in which advance notice is impossible, we must at least have your permission via phone prior to releasing the child.

To ensure the safety of our children, if there is no notice, and the individual picking up the child is not on our established list of contacts, the child **WILL NOT BE RELEASED**.

## **Absenteeism**

If your child is going to be absent, please notify us via phone or e-mail at your earliest Convenience.

## **Absenteeism Due To Vacation**

We require at least two weeks' notice in the event that the child will be absent due to a family vacation. Without two weeks' notice, you will be required to pay 50% of the time missed.

Our vacation policy is as follows: First-year enrollees are allowed 5 days free vacation time; second-year and third-year enrollees are allowed ten days;; fourth-year enrollees are allowed 15 days.

## **Procedures for Illness or Emergency**

The safety and health of your child is of utmost importance to us. Therefore, the following procedures are necessary to ensure the overall welfare of our students, staff members and facility.

Obvious symptoms that would result in our denying your child's entry to our facility include:

- Fever. Child must be fever-free for at least 24 hours before returning
- Excessive diarrhea or unusual bowel movements
- Contagious illnesses
- Untreated infestation
- Undiagnosed rash
- Persistent abdominal pain
- Obvious physical injuries or untreated wounds
- Other conditions as evaluated by director

If you notice these obvious symptoms of illness at home, please do your best not to bring your child to the center for his safety and the safety of others. If the child is not showing obvious symptoms, but is not feeling well, you may bring the child to the center. We will then evaluate whether the child needs to spend the day in the quarantine room. We will always keep parents notified throughout the day. In the event that a child becomes suddenly ill during the day, we will immediately contact the parent or guardian. Please be aware that it may be necessary to send the child home.

In the event that the child requires emergency care, emergency services will be contacted immediately, and parents or guardians will be contacted directly after the emergency is addressed. A teacher will accompany the child to the nearest medical facility and bring the medical authorization form signed prior to your child's enrollment.

In the event of an overall facility emergency, please defer to our procedures for evacuating under various circumstances.

## **Medical Records**

As per our enrollment requirements and the requirements of the state of Pennsylvania, a licensed physician must examine your child and complete our Child Health Report to be kept on file at the facility. This includes the child's immunization history and all applicable vaccines and tests necessary for eligibility to enter our facility. The Child Health Report must be updated for every year of enrollment.

## **Administering Medication**

Before ANY prescribed or over-the-counter medication is to be given to your child, you must provide the following:

- A signed Medication Authorization form for both prescription and non-prescription medication.
- Written permission from the child's physician to administer the medication.
- The original container for the medicine labeled with the child's name and the name of the drug, as well as directions for administering the medication including proper dosage and storage.

A medication log will be kept in your child's permanent file. The log will read the time, date and dosage provided, as well as the signature of the staff member administering the medication. Failure to comply with ALL guidelines regarding this delicate process will result in the child not receiving his or her medication for the day. No exceptions can be made.

## **Nutrition and Meals**

With the best interests of our children in mind, we have decided not to have a kitchen on the premises in order to limit exposure to kitchen-related bacteria. We are contracted with a local, home-style restaurant which will provide freshly made meals. Regularly scheduled breakfast, lunch, dinner and an afternoon snack will be provided daily. Children will have a choice of milk, water, or real fruit juice with no added sugar with their meals.

We ask that food from home is not to be brought into the facility unless it is to comply with religious and/or dietary restrictions. In the event that it is your child's birthday and you wish to bring in special homemade or purchased snacks, please first consult with the teacher.

## **What Should You Bring?**

Please remember to label the following items with the child's full name:

- Bedding, which must be purchased at enrollment for \$25. This includes everything the child will need for nap time. Bedding must be taken home every two weeks to be washed, and returned the following day.
- Infants and toddlers will need a bottle(s), a bib, wipes, diapers, baby lotion and pacifier.
- A complete change of clothing to be kept in the child's locker.

## **Indoor and Outdoor Play**

Play is one of the most effective means of learning for children, both about themselves and the world around them. Therefore, indoor play at our facility is a period to encourage children to further explore their interests and curiosity with educational toys, books, and activities. If your child wishes to bring in his or her favorite toy, please be sure give us notice so that we may ensure it is sanitary and appropriate for the age level.

When weather permits, we take the children outside for either nature walks or to exercise on our playground. For outdoor play in the winter, please provide warm hats, gloves/mittens, a snow suit, and a warm coat. For outdoor play in the summer, your child may need a swim suit and a towel, in which case you will be given notice the day prior. Please be sure that your child's footwear is adequate for multiple outdoor surfaces.

## **Nap Time**

Nap time is important not only as a rest period after burning off energy from the morning, but also for our children to experience peace and tranquility in their otherwise very active lives. Our nap time is between 1:00 PM and 3:30 PM. The length of time each child spends napping will vary between age groups, as well as between individuals. If a child wakes up earlier than expected or simply cannot sleep, we will encourage him or her to sit quietly and engage in an activity that will not wake others.

The Kindergarten class will have a brief rest period of 45 minutes to an hour, from 2:00 PM - 3:00 PM, during which they may take a nap or engage in productive activities as chosen or issued by their teacher.

## **Ensuring the Safe Sleep of Infants and Toddlers**

Our nursery and toddler care staff members have had years of experience and training in regards to these precious youngsters and, by law, must continue to do so. All activity is **very** carefully monitored.

In order to reduce the risk of sleeping injuries and Sudden Infant Death Syndrome (SIDS), we will do the following:

### **Children under one year of age:**

- Child will be placed to sleep on his or her back in a crib, unless medical authorization mandates otherwise.
- Child will not be placed to sleep in a crib with pillows, fluffy blankets, bumper pads or stuffed animals.

### **Children under two years of age:**

- Cribs and playpens shall contain a tight-fitting mattress and any mattress covering shall fit snugly over the mattress.
- Sheets or blankets will be tucked tightly under the mattress and shall be kept away from the child's mouth and nose.

Our nursery contains a thermometer and surveillance camera to ensure your child is sleeping comfortably at all times.

No child will ever be left alone. At least one staff member will remain in the nursery and designated sleep areas at all times.

## **Toilet Training**

Toilet training, though seen by most as a rather difficult step in a child's walk toward independence, can be achieved quite easily. However, keep in mind that progress can and will be very different from child to child, and will require much patience. The most common age to start potty-training the child is between 18 and 32 months, and modern research suggests at least teaching the child to identify and understand the process starting around one year of age.

We ask that you initiate the potty-training process with your child at home. Resources are available upon request. Please inform us when you have begun, and we will communicate and set goals to ensure that your child succeeds.

When we begin toilet-training your child at our facility, please be prepared and bring in the following items:

- 2 to 3 full changes of clothing
- Multiple pairs of training pants that may be kept at the facility
- Pull-up diapers, preferably those specifically designed for the potty-training process

## **Discipline and Behavior Management**

Under no circumstances will a staff member ever physically discipline your child. Our preventative measures are always in the best interests of our children, for example suggesting alternatives to undesirable behavior, and verbally working with the child to better understand his or her emotional reactions in different situations.

You are welcome to discuss with us any behavioral management issues you may have. We have an on-staff counselor with whom you will be able to schedule conferences and work on safe and effective methods of discipline to help ensure a healthy relationship with us, you, and most importantly the child.

## **Child Abuse Prevention**

Pennsylvania law mandates that all child care providers report suspected child abuse or neglect. If a staff member suspects a child has been abused or neglected and does not report it, that employee is also subject to charges of neglect from child protective services or the law.

## **Cultural Diversity and Nondiscrimination**

The staff and administration at Kinder Kollege welcome every family to be a part of our diverse community. We consistently stress cultural appreciation and understanding in our curriculum. Under no circumstances will admissions-related decisions and, thereafter, services be made with regard to race, religion, sex, disability or age.

Should you feel that any staff member or aspect of the facility is interfering with your full enjoyment of the Kinder Kollege experience, due to either direct or indirect discrimination, please notify administration immediately.

## **A Healthy and Safe Learning Environment**

Here are some facts about what we've done to maintain the cleanliness and safety of our facility:

- We have 24-hour surveillance of every room, as well as the outside of the facility.
- We have installed ultra-violet bulbs in our ductwork, which kills approximately 97% of airborne bacteria and allergens that pass through.
- We have a comfortable quarantine room with a separate restroom and air flow to ensure limited exposure to sickness.

## **Parent-Teacher Community**

We would love for you to contribute to our community. We are working to establish a committee in which parents and teachers can meet regularly to make suggestions, tackle issues, and plan events in the Kinder Kollege community. Please discuss your interest in being part of the Parent-Teacher team with administration at your convenience.

## **The Kinder Kollege Curriculum**

Our curriculum is a mixture of both traditional and modern methods of education. In addition, we have developed our own unique methods of fostering your child's independence to guide him or her in finding the innate talents and interests we all possess.

On our curriculum map (on the following pages), we record "milestones" in your child's education. These are events in which your child exhibits behavior or work in various categories that reaches or even exceeds expectations, and proves that he or she is developing both mentally and physically.

These milestones will be brought to your attention immediately, so that together we may encourage the child along a path to success.

# Young Toddler (Ages 1-2)

## Categories of Educational Goals

Constructing Knowledge and Understanding the Learning Environment	Milestone Examples
<b>Learning Through Play:</b> - Children will show an interest in learning through interaction with educational resources as well as with other classmates.	
<b>Sensory Response:</b> Children will be exposed to sensory stimuli to explore and understand the environment.	
<b>Developing Autonomy and a Personal Method of Learning:</b> Children will be encouraged to spend more time further exploring personal interests to achieve mastery. Caregiver will monitor.	
<i>Essential Questions:</i> What am I learning, what do I like to learn about, and how do I learn when I am exploring and playing?	

Creative Thinking and Expression	Milestone Examples
<b>Music:</b> Children will develop a recognition of different genres of music (e.g., Classical, Children's songs) and respond to music being played or sung.	
<b>Dramatic Play:</b> Children will use existing props to replicate real life scenarios (e.g., kitchen toys, building blocks).	
<b>Visual Arts:</b> Children will replicate basic shapes and use colors, as well as free-form artwork, through various artistic methods and tools (e.g., scribble and draw with crayons, finger paint).	
<i>Essential Questions:</i> What does my relationship with art tell me about myself? How can I enjoy these arts at home and in my everyday life?	

Cognitive Thinking	Milestone Examples
<p><b>Mathematics:</b> - Children will recognize and attempt to verbalize symbols, sets, size differences and differences between numbers of objects, as well as attempt basic rote counting (one, two, three); begin to recognize routine structure; begin to explore how objects fit together (e.g., Legos, geometric objects)</p>	
<p><b>Science/Technology:</b> Children will experience cause-and-effect scenarios, explore and differentiate between non-living things and biological life (e.g., animal, plant, human); use the senses to describe, identify and explore earth sciences (e.g., weather, water, morning/evening); use technological learning devices (e.g., Leap-frog).</p>	
<p><b>Social Studies:</b> Children will learn principle of rules (e.g., “Yes”, “No”, “Stop”, “Go”); be assisted with conflict resolution and questioning societal norms.</p>	
<p><i>Essential Questions:</i> How do my every day experiences and encounters prepare me for and shape the world around me?</p>	

Health and Exercise	Milestone Examples
<p><b>Hygiene Procedures:</b> Children will be assisted and become familiar with every day hygienic procedures (e.g., hand-washing).</p>	
<p><b>Basic Anatomy:</b> Children will begin to recognize body parts and point to identify them.</p>	
<p><b>Gross/Fine Motor Skill Development:</b> Children will gain better control of movement of arms and legs as well as balance and walking; will be assisted with and grow accustomed to using writing and eating utensils.</p>	
<p><i>Essential Questions:</i> Why are healthy routines important in my life? How does my curiosity in increased movement allow me to better explore my environment?</p>	

Literacy/Language	Milestone Examples
<p><b>Literacy Development:</b> - Children will show an interest in literature through experiencing group reading or one-on-one reading, and begin to recognize familiar parts or pictures in a story book.</p>	
<p><b>Sentence Structure:</b> Children will be encouraged at their will to formulate basic sentences (e.g., “My mommy”).</p>	
<p><b>Inquisition/Imitation:</b> Children will begin verbally and non-verbally asking questions pertaining to reading books and general aspects of local environments; will begin to imitate peer and adult speakers.</p>	
<p><i>Essential Questions:</i> What is the result when peers and adults speak? How can I use that to communicate what I need? What do I like most about “reading time”? What is the purpose of reading?</p>	

Family and School Connections	Milestone Examples
<p><b>Transitioning Environments:</b> Children will attempt to use and develop skills learned at school in the home environment.</p>	N/A
<p><b>Parental Communication:</b> If a parent recognizes a flowering potential in some aspect of the child’s education, he or she may re- quest that the teacher focus on developing that skill.</p>	N/A
<p><b>Parent-Teacher Conferencing:</b> See Handbook for more information.</p>	
<p><i>Essential Questions:</i> How is my home environment similar to that which I see at school every day, and how can I use what I learned in school at home?</p>	N/A

Social and Emotional Development	Milestone Markers
<p><b>Choice/Preference:</b> - Children will visibly or verbally express a budding interest in certain activities as well as a dislike in others.</p>	
<p><b>Emotion Response:</b> Children will exhibit fear and anxiety as well as joy and satisfaction in response to various scenarios to communicate preferences.</p>	
<p><b>Identity/Dependence/Autonomy:</b> Children will begin to recognize themselves as an individual and pursue personal interests; will socialize and thrive on peer interactions for enjoyment; will develop independence and learn to enjoy and complete activities</p>	
<p><i>Essential Questions:</i> What have I learned about myself that I can use to live a healthy and happy life? What is the importance of being alone and what are the joys of working with peers to complete a task?</p>	

# Toddler Graduate (Ages 2-3)

## Categories of Educational Goals

Constructing Knowledge and Understanding the Learning Environment	Milestone Examples
<p><b>Learning Through Play:</b> - Children will show an interest in peers engaging in activities and communicate a desire to participate; will intentionally aim to discover properties of objects and try new things.</p>	
<p><b>Sensory Response:</b> Children will explore dimensions of objects and characteristics of activities/environments (e.g., examining a flower or feeling all sides of a block).</p>	
<p><b>Developing Autonomy and a Personal Method of Learning:</b> Children will recognize routines and perform them independently; will recall productive moments from themselves and others and replicate them; will recognize and question differences between themselves and others.</p>	
<p><i>Essential Questions:</i> What am I interested in and why? How do routines make my life easier and more constructed?</p>	

Creative Thinking and Expression	Milestone Examples
<p><b>Music:</b> - Children will recognize and recite some song lyrics and/or use simple percussion instruments during songs; will have increased development of movement to music.</p>	
<p><b>Dramatic Play:</b> Children will use objects out of context and learn/enact the meaning of pretend; will imitate familiar people/characters during play.</p>	
<p><b>Visual Arts:</b> Children will learn and identify basic colors and identify objects by their color; Children's drawings/sculptures will represent more concrete objects/characters/themes.</p>	
<p><i>Essential Questions:</i> How can I express myself through artistic media? Do I have preferences for colors? What do colors tell me about my world?</p>	

Cognitive Thinking	Milestone Markers
<p><b>Mathematics:</b> - Children will be able to rote count to ten; identify most, if not all numerals; indicate numbers in sets and value compared to other sets (more/less); be exposed to basic shapes; order sets in length and shape by request.</p>	
<p><b>Science/Technology:</b> Children will be able to differentiate between biological/non-biological life; recognize weather/seasons and appropriate clothing; understand basic principles of chemistry/mixing; identify basic earth and space sciences (sky, stars); explore communication technology (telephone/computer).</p>	
<p><b>Social Studies:</b> Children will understand the global and personal benefit of following rules; identify self as part of family as well as family members; identify social interaction symbolism (frown, happy face).</p>	
<p><i>Essential Questions:</i> What is my place in the world and with my family? How does understanding quantity and characteristics of everyday things contribute to a greater understanding of the world?</p>	

Health and Physical Development	Milestone Markers
<p><b>Hygiene Procedures:</b> Children will attempt school and home hygiene procedures independently; toilet training with assistance and eventual success.</p>	
<p><b>Basic Anatomy:</b> Children will identify basic body parts by request or reference independently.</p>	
<p><b>Gross/Fine Motor Skill Development:</b> Children will engage in advanced gross/fine motor skills (e.g., holding and throwing a ball, completing puzzles, building with legos, cutting with scissors).</p>	
<p><i>Essential Questions:</i> How does my knowledge of health and wellness help me make good choices? How does using my body movement help me learn about myself and my capabilities?</p>	

Literacy/Language	Milestone Markers
<p><b>Literacy Development:</b> Children will recognize and select familiar books to read or have read to them; answer questions connected to reading; recognize and name some letters in own name.</p>	
<p><b>Sentence Structure:</b> Children will be able to use appropriate grammatical structure; carry on a conversation with peers and adults; describe using adjectives</p>	
<p><b>Inquisition/Imitation:</b> Children will be able to imitate action words; question choices made by characters in stories; replicate story-telling style and inflection in conversation; begin asking “why” questions.</p>	
<p><i>Essential Questions:</i> How does asking questions help me better understand my environment? Why do I need to learn letters and words to better communicate my wants and needs?</p>	

Family and School Connections	Milestone Markers
<p><b>At-Home Reading:</b> - Children should have a choice of books to be read at home every day, purchased independently or borrowed from school/library.</p>	N/A
<p><b>Literacy/Skill Refinement:</b> Children should be encouraged to discuss events from school to develop language, as well as practice skills learned in class (resources available).</p>	
<p><b>Parent-Teacher Conferencing:</b> See Handbook for more information.</p>	N/A
<p><i>Essential Questions:</i> How does carrying over skills learned in school help me better communicate with my parents/guardians?</p>	N/A

Social and Emotional Development	Milestone Markers
<p><b>Choice/Preference:</b> Children will visibly and verbally express a budding interest in certain activities as well as a dislike in others.</p>	
<p><b>Emotion Response:</b> Children will recognize and react appropriately to others’ emotions; be able to make faces to match emotion during “mood games”.</p>	
<p><b>Identity/Dependence/Autonomy:</b> Children will reference themselves when speaking to show personal interest and competence; confront new experiences with interest rather than anxiety; show more desire to achieve tasks independently; show joy and comfort in working with a friend.</p>	
<p><i>Essential Questions:</i> What have I learned about myself that I can use to live a healthy and happy life? What is the importance of being alone and what are the joys of working with peers to complete a task?</p>	

# Pre-K (Age 4)

## Categories of Educational Goals

Constructing Knowledge and Understanding the Learning Environment	Milestone Examples
<p><b>Take The Initiative:</b> - Children will respond to and ponder higher-order thinking questions (e.g., “What do you think this story will be about?”); explain routines to and assist other children; seek adults for assistance.</p>	
<p><b>Sensory Response:</b> Children will begin to understand comparisons and scenarios through the use of teaching with objects that represent smaller and larger scales.</p>	
<p><b>Developing Autonomy and a Personal Method of Learning:</b> Children will recognize and rely on instruction and direction to complete tasks; complete tasks independently; break tasks into steps for preferential learning; bring home and culture into class</p>	
<p><u>Essential Questions:</u> How do I help myself and others progress? What is my place in the classroom? How do I learn best?</p>	

Creative Thinking and Expression	Milestone Examples
<p><b>Music:</b> Children will participate in song-singing and/or use simple percussion instruments during songs; will have increased development of movement to music and understanding of rhythm by counting.</p>	
<p><b>Dramatic Play:</b> Children will recreate/perform familiar scenarios with appropriate voice inflection and facial expressions; engage in dramatic performance (e.g., plays)</p>	
<p><b>Visual Arts:</b> Children will master basic colors and shapes and apply to artwork to explore themes and conventions; create art without a model; experience, understand and replicate cultural artwork; develop an emotional response to art.</p>	
<p><u>Essential Questions:</u> What is art? How can I express myself through artistic media? How does cultural artwork relate to my culture?</p>	

Cognitive Thinking	Milestone Markers
<p><b>Mathematics:</b> Children will be able to identify basic shapes and all numerals; rote count to twenty; use counting in play and school to understand quantity relationship; differentiate numbers from letters; use ordinal number words (e.g., first, last); perform basic addition and subtraction; understand basic everyday incremental measurements (e.g., time, days of the week, calendar) and use words to describe time (e.g., yesterday, today)</p>	
<p><b>Science/Technology:</b> Children will be able to identify physical properties and names of biological/non-biological life; understand basic life cycles of animals/plants; describe basic sounds and properties of nature; begin identifying seasons; <b>better</b> interact with educational technology; identify/ use communication devices; recognize basic methods of transportation</p>	
<p><b>Social Studies:</b> Children will acquire basic classroom roles (e.g., book-locator); understand the benefits of group work and sharing; engage in dramatic play with money usage; identify with businesses and services that provide their family's needs; identify city and state in which he or she lives.</p>	
<p><u>Essential Questions:</u> How does my knowledge of mathematics and sciences prepare me to better explore my world? How do I communicate with the world outside of home and school?</p>	

Health and Physical Development	Milestone Markers
<p><b>Health and Wellness:</b> Children will continue to master independent hygiene procedures; be able to identify basics of healthy eating (fruits and vegetables) and understand the use of medicine and those who administer medicine/medicinal procedures; be able to identify and follow safety procedures.</p>	
<p><b>Anatomy:</b> Children will identify more complex body parts and features, such as nail, skin, hair, eye color, teeth, etc.</p>	
<p><b>Gross/Fine Motor Skill Development:</b> Children will engage in advanced gross/fine motor skills (e.g., aiming and throwing, movement and dancing, precision with writing and drawing tools and modeling clay, out- door jungle gym).</p>	
<p><u>Essential Questions:</u> How does my knowledge of health and wellness help me make good choices? How does having better control of body movement help me pursue the activities I like?</p>	

Literacy/Language	Milestone Markers
<p><b>Literacy Development:</b> Children will trace and attempt to independently write letters; associate letters with sounds and shapes; recognize words from in-class story books in different contexts; explain stories with picture guides; use verbs to describe action.</p>	
<p><b>Sentence Structure:</b> Children will be able to communicate various complete sentences; communicate complex ideas or thoughts in sentences;</p>	
<p><b>Inquisition/Imitation:</b> Children will be able to recognize and use proper structure and vocabulary through witnessing peers and adults; imitate complex action words (sneeze, bite); use and react to a variety of non-verbal cues; ask questions to contribute to a personal interest and knowledge.</p>	
<p><i>Essential Questions:</i> How does asking questions help me better understand my environment? Why do I need to learn letters and words to better communicate my wants and needs?</p>	

Family and School Connections	Milestone Markers
<p><b>At-Home Reading:</b> Children should begin independently selecting books to try to read for themselves (e.g. BIG BOOKS); Parents should continue to read regularly to children.</p>	N/A
<p><b>Literacy/Skill Refinement:</b> Children should be encouraged to discuss events from school to develop language, as well as practice letters and sound associations learned in class (resources available).</p>	N/A
<p><b>Parent-Teacher Conferencing:</b> See Handbook for more information.</p>	N/A
<p><i>Essential Questions:</i> How does carrying over skills learned in school help me better communicate with my parents/guardians? How can my parents be my teachers too?</p>	N/A

Social and Emotional Development	Milestone Markers
<p><b>Social Interaction:</b> - Children will understand situations in which waiting for approval of adults is necessary; regularly interact with familiar faces of peers and family members;</p>	
<p><b>Emotion Response:</b> Children will begin to verbally express emotions; to understand relationship between actions and emotional response; care for the emotions of others.</p>	
<p><b>Dependence/Autonomy:</b> Children will clean up materials without teacher direction; hold hands with another student for dependence in out-of-class scenarios; separate from familiar adults with little or no distress.</p>	
<p><i>Essential Questions:</i> What are the benefits of group activities? What are the guidelines for social interaction? How can I communicate my feelings with others?</p>	

# Kindergarten (Age 5)

## Categories of Educational Goals

Constructing Knowledge and Understanding the Learning Environment	Milestone Examples
<b>Take The Initiative:</b> Children will develop a persistent work ethic allowing them to set academic goals and work to achieve them.	
<b>Comprehensive Response:</b> Children will be able to classify, compare and contrast experiences; developing an understanding of appropriate methods of interaction in varying circumstances.	
<b>Developing Autonomy and a Personal Method of Learning:</b> Children will demonstrate capability of transitioning to Elementary School; concentrate on tasks for elongated periods of time.	
<i>Essential Questions:</i> How can I succeed in an academic setting? How can I better engage new topics of learning?	

Creative Thinking and Expression	Milestone Examples
<b>Music:</b> Children will learn to utilize their imagination and creativity to design and perform music and dance; interact with music in an individualized manner.	
<b>Dramatic Play:</b> Children will learn to utilize pretend play as a way to analyze and resolve challenging issues; mimic familiar stories in the form of individual and group playing exercises	
<b>Visual Arts:</b> Children will learn to identify themes in various visual media and design basic, original artistic expressions utilizing tools such as computers, art supplies, and classroom instruments	
<i>Essential Questions:</i> How can I recognize different trends in media and find out how they apply to real-life situations?	

Cognitive Thinking	Milestone Markers
<p><b>Mathematics:</b> Children will be able to rote count to one-hundred without aid, read and write up to twenty; be able to exude mastery in identifying different shapes, be able to identify different denominations of money. (ex. nickels, dimes, quarters, dollar bills)</p>	
<p><b>Science/Technology:</b> Children will master utilizing their five senses to describe properties of items; identify varying characteristics in animals; identify differences between the three forms of matter, identify different forms of energy, utilize online resources to further learning.</p>	
<p><b>Social Studies:</b> Children will be able to identify important American symbols, identify responsibilities of school and classroom, identify sources of conflict and learn how to takes steps to resolve them.</p>	
<p><i>Essential Questions:</i> How do I interact with the rest of the world and learn from each encounter? How does the world operate?</p>	

Health and Physical Development	Milestone Markers
<p><b>Hygiene Procedures:</b> Children will be able to develop mastery of routine procedures (e.g. brushing their teeth, self-cleaning and cleaning up after themselves)</p>	
<p><b>Basic Anatomy:</b> Children will identify different organs and what they are responsible for; identify different diets and the overall results that they will have on their bodies.</p>	
<p><b>Gross/Fine Motor Skill Development:</b> Children will master advanced gross/fine motor skills (e.g. tying shoes); utilize mastered skills to aid them in learning new skills.</p>	
<p><i>Essential Questions:</i> How is my body and life affected by the daily decisions I make? How can I improve my quality of life with the choices I make?</p>	

Literacy/Language	Milestone Markers
<p><b>Literacy Development:</b> Children will develop understanding of different types of literacy; define differences in varying literacies; assess the main points of basic texts and how they apply to them.</p>	
<p><b>Sentence Structure:</b> Children will be able to identify functions of rhyming, rhythm and pace; identify and create different types of sentences (e.g. declarative, interrogative, formal and informal).</p>	
<p><b>Inquisition/Imitation:</b> Children will be able to develop open-ended questions; gain information and utilize it to solve problems.</p>	
<p><i>Essential Questions: How can I use words to position my thoughts, feelings and ideas?</i></p>	

Family and School Connections	Milestone Markers
<p><b>At-Home Reading:</b> - Children should be prompted to read on their own at home, making conscious decisions and assessments on the book choices they are interested in.</p>	N/A
<p><b>Literacy/Skill Refinement:</b> Children should be encouraged to discuss events from school to develop language, as well as practice skills learned in class (resources available); practice writing complete sentences using basic learned vocabulary.</p>	N/A
<p><b>Parent-Teacher Conferencing:</b> See Handbook for more information. Parents should request at least two meetings prior to transitioning.</p>	
<p><i>Essential Questions: How does learning continue outside of the classroom? How can I take what I have learned in school and apply it to my learning at home?</i></p>	N/A

Social and Emotional Development	Milestone Markers
<p><b>Choice/Preference:</b> Children will be able to make complex choices and learn the consequences that those choices have on their lives.</p>	
<p><b>Emotion Response:</b> Children will be able to identify and label complex feelings and emotions; express feelings and emotions appropriately in varying circumstances.</p>	
<p><b>Dependence/Autonomy:</b> Children will attempt to resolve issues independently; know who to go to when they need assistance; understand how they impact others.</p>	
<p><i>Essential Questions:</i> What do I know about myself? How do I choose to communicate and is it the best way for me to communicate? Why is it important to maintain a balance between dependence and independence?</p>	



**From all the staff and administration at Kinder Kollege, thank you, and we look forward to having you with us in the near future!**

**If there are any questions that you feel we did not address, please feel free to call or e-mail us and we will be more than happy to answer your inquiry.**

**Sincerely,**

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