



John V. Leigh
Preschool

Parent and Student Handbook

Home of the
Tiger Tots



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Dear Parents and Guardians,

Welcome to the Tiger Tots Preschool Program at Leigh School, part of Norridge School District 80! We are thrilled to have your child join our preschool community and embark on an exciting journey of early childhood education.

We are committed to providing a high-quality early childhood experience that caters to each child's unique needs. Our foremost goal is to foster positive relationships with every child and create inclusive environments where learning thrives. We firmly believe in the power of play-based, child-centered, and peer-led approaches to education.

In our program, your child will engage in a variety of activities designed to promote social-emotional growth, creativity, critical thinking, and problem-solving skills. We understand that these foundational skills are crucial for their future success in early learning and beyond. Through a balance of structured learning experiences and free play opportunities, we aim to cultivate a love for learning and exploration in every child.

We have an incredible team of dedicated educators who are passionate about providing a nurturing environment for your little ones. They are experienced in early childhood education and are committed to supporting each child's growth and development. We strive to create a safe and caring space where your child can flourish, make new friends, and build a strong foundation for their educational journey.

Your partnership is incredibly valuable to us. We encourage open communication and collaboration between home and school, as we believe that a strong partnership leads to the best outcomes for children. We will regularly share schoolwide updates via our "Weekly Tracks", preschool specific updates from your classroom teacher, as well as opportunities for involvement to keep you informed and engaged in your child's preschool experience.

We are excited to embark on this journey with your family and look forward to getting to know your child better. Please take the time to review our preschool handbook, which contains detailed information about our program, policies, and procedures. It serves as a valuable resource to guide you through your child's time in our Tiger Tots program.

Once again, welcome to the Tiger Tots Preschool Program! Together, let us create a nurturing and enriching environment where your child can learn, grow, and thrive.

Sincerely,

Sean Rabiola

Leigh School Principal

Mission Statement

The Norridge District 80's Tiger Tots Preschool Program strives to provide a high-quality early childhood experience that meets each child's individual needs. We believe in fostering positive relationships with children and providing inclusive environments where learning incorporates approaches that are play-based, child-centered, and peer-led. Children in the Tiger Tots program build foundational skills needed for early learning success such as social-emotional growth, creativity, critical thinking, and problem solving.

Preschool Staff Directory

John V. Leigh School Main Office: (708) 456-8848

Title/Role	Phone Number	Email
Mrs. Michele Guzik - <i>Superintendent</i>	(708) 456-8848 ext. 2-1471	mguzik@norridge80.net
Mr. Peter Masters - <i>Director of Student Services</i>	(708) 456-8848 ext. 1-1271	pmasters@norridge80.net
Mr. Joseph Koletsos - <i>Coordinator of Student Services</i>	708) 456-8848 ext. 1-1024	jkolotesos@norridge80.net
Dr. Sean Rabiola - <i>Principal</i>	(708) 456-8848 ext. 2-1033	srabiola@norridge80.net
Mrs. Christine Ahrens - <i>Assistant Principal</i>	(708) 722-4801 ext. 2-1034	acarnehl@norridge80.net
Ms. Rachael Kalkirtz - <i>Preschool Teacher</i>	(708) 456-8848 ext. 2-1011	rkalkirtz@norridge80.net
Ms. Amy Bricco - <i>Preschool Teacher</i>	(708) 456-8848 ext. 2-1241	abricco@norridge80.net
Ms. Lily Gomez - <i>Preschool Teacher</i>	(708) 456-8848 ext. 2-1272	lgomez@norridge80.net
Ms. Adriana Lopez - <i>Social Worker</i>	(708) 456-8848 ext. 2-1471	alopez@norridge80.net
Ms. Emily Vogler - <i>School Psychologist</i>	(708) 456-8848 ext. 2-1024	evogler@norridge80.net
Ms. Mae Demas - <i>Speech and Language Pathologist</i>	(708) 456-8848 ext. 2-1165	mdemas@norridge80.net
Dr. Alexandra Perry - <i>Occupational Therapist</i>	(708) 456-8848 ext. 2-6121	aperry@norridge80.net
Thais Chopis Perez School Nurse	(708) 456-8848 ext. 2-1038	tchopisperez@norridge80.net

Parent/Guardian and Emergency Contact Information

John V. Leigh School must maintain an up-to-date record of Parent/Guardian contact information and emergency contact information. In the event of an emergency, school cancellation or closing, it is imperative the school has this information on file. This information includes:

- Home address
- Telephone numbers (home, cell, work)
- Email address

John V. Leigh School will not release your child to anyone who is not listed as an emergency contact.

Parents/Guardians must notify the school secretary **immediately** with a change in any contact information during the school year.

District & School Events

District 80 hosts several events across the school year that are open to all children. To stay connected with all scheduled and upcoming events, please access the district digital calendar at <https://www.norridge80.net/calendar>

Description of Blended Program

The Tiger Tots preschool program at John V. Leigh School offers a blended preschool experience. Classes are taught by teachers that are certified by the State of Illinois in Early Childhood Education and as Learning Behavior Specialists. Classrooms provide a richly diverse environment and exposure to a "blend" of children that are typically developing along with children that have identified specialized needs.

Benefits of Blended Preschool:

- Increased appreciation and acceptance of individual differences.
- Increased empathy for others.
- Increased school readiness for all students.
- A multidisciplinary approach to early childhood learning.

Schedule and Times:

The preschool program runs five days a week in half day sessions, offered in either the morning or afternoon. Times are as follows:

Monday - Friday: AM 8:45 - 11:15 and PM 12:00 - 2:30

How Can Children Join the Program?

Children 3-5 years of age may attend preschool at John V. Leigh School in one of two ways:

- Through the State of Illinois Preschool for All (PFA) grant.
- Children who do not qualify for the PFA grant may attend through the tuition-offered preschool, per availability.

Note: PFA eligible students may be either a Norridge or local resident. Tuition-based students must be Norridge residents.

Preschool Screenings/Qualifying for the Preschool for All (PFA) Grant

Preschool For All Grant (PFA):

The PFA grant is funded by the Illinois State Board of Education (ISBE) and is awarded to qualifying districts. This grant provides preschool-aged children with a high-quality early learning experience that is aligned to Illinois Common Core State Standards and is research-based. The overall goal of the PFA Grant is to provide early childhood education services to larger populations of children, especially those who may be considered "at risk." With this grant opportunity, more children are provided with early learning foundational support which helps to prepare them for long-term school success.

Qualifying for the Preschool For All Grant:

To qualify for the Preschool for All Grant, a child must participate in a comprehensive developmental screening. The screening team considers outcomes from the screening assessment as well as information gathered from questionnaires and interviews with the parent/guardian. Each child is given a total score that is recorded based on a weighted at-risk eligibility point-system as outlined in ISBE's PFA grant procedures. Outcomes from screenings are reviewed by a multidisciplinary team and parents are notified of PFA eligibility status.

Children who do not immediately qualify for the PFA grant are added to a waitlist in which parents are contacted, should additional grant funds be awarded to the district.

Preschool Screenings:

Norridge School District 80 conducts free developmental screenings for children 3 to 5 years of age. Parents/Guardians may seek out a screening if there are any concerns with the child's development and/or to determine if their child qualifies for the Preschool for All (PFA) Grant. The purpose of these screenings is to identify children who may be at-risk for developing delays or who may be delayed in major milestones. Screenings include an assessment of concepts/pre-academic readiness, speech-language, and motor skills. The screening team also collects information about the child's independence, behavior and social skills. At the onset of the screening, the child will be led into the screening room while the parent is interviewed in a separate location. Accommodations are made on a case-by-case basis for children who may not be able to separate from their parent/guardian.

Outcomes of screenings may include:

- Qualifying for the Preschool For All (PFA) grant.
- Monitoring of developmental skills in the preschool program and implementation of interventions.
- Additional evaluations may be recommended after a period of monitoring if necessary. A child may qualify for an Individualized Education Program (IEP) based on identification of a disability and adverse impact(s) in the educational setting. All services provided through a student's IEP are provided at no-cost to the family.

Signing Up For A Preschool Screening:

If you have questions, or are interested in signing your child up for a screening, please contact our school district registrar Tammy Dicintio at 708-441-3045 or tdicintio@norridge80.net. If you have concerns for a child ages birth to 3, please contact Child and Family Connections 888-566-8228 for information about Early Intervention (EI) Services.

Tuition-Based Program

For children who do not qualify for Preschool For All, a tuition based program is available to enroll your child into the half day Tiger Tots Preschool program. For the 2024-2025 school year, the tuition fees are outlined in the table below:

Tuition Fee	\$2,800.00
Curriculum Fee	\$170.00
Total Fee	\$2,970.00

Deposit: A non-refundable deposit of **at least \$520.00** must be provided at the time of registration. This deposit must be paid through cash or check and will be put towards the total fee.

Tuition Due Date: Tuition fees must be paid in **full by December 31, 2024** or your child will no longer be eligible to attend the Tiger Tots program until tuition fees are paid in full.

Residency

An original birth certificate (not a baptismal or hospital certificate) and proof of residency, within the NSD 80 boundaries, will be required for registration. If the child was born out of the country, an official translated birth certificate is also needed. Prior to enrollment in the fall, all students will be required to also have on file with the school, a physical examination and evidence of current immunizations.

Parents of children registering for preschool must provide three methods of verifying legal residence in NSD 80. All three proofs of residency must be in the same name of the Parent/Legal Guardian registering the child. The following must be used to verify legal residence:

Choose one of these documents:

- Most recent real estate tax bill (with proof of payment)
- Most recent mortgage statement (with proof of payment)
- Most recent lease agreement with child's name listed on the lease as an occupant (with proof of payment)

Those who do not own a home but are living with a family within NSD 80 boundaries must not only provide the above information pertaining to residence from the homeowner, you must also submit a Notarized Attestation Form. The form can be picked up in the office or found on the NSD 80 website.

Choose one of these documents from each numbered section:

1. Current State of Illinois with Current Address (*choose one* – IL Driver's license or IL State ID)
2. Recent Utility bill (*choose one*) – gas *or* electric *or* phone *or* water *or* cable

If you do not provide three documents (*with current address*) verifying legal residence, along with an original birth certificate, we will be unable to complete the registration process.

In the case of divorced or separated parents, legal guardian's must provide proof of legal guardianship and that the child's primary residence is within NSD 80 boundaries.

For additional information, please contact the District Registrar at 708-441-3045.

Related Services / Classroom Support Staff

John V. Leigh School's Tiger Tots program provides a wide array of special education services for children who are identified as eligible. The related service team is highly collaborative with each other and with the dually certified special education teacher. The shared goal is to meet the child where they are developmentally and provide school-based therapeutic services to facilitate achievement of developmentally appropriate milestones.

Problem Solving/Evaluation: Related service team members are available to problem solve with the teachers for any students who are being monitored in the program. They are also responsible for evaluating students who are suspected of presenting with significantly delayed skills. Following evaluation, the team, including the parent/guardian, will determine eligibility for services, develop developmentally appropriate goals based on the child's needs, and implement an Individualized Education Program (IEP) using evidence-based methods and techniques.

Service Delivery: Services are typically provided within the context of the classroom setting in the Least Restrictive Environment (LRE). Service providers "push-in" to the classroom to deliver instruction to individuals, small groups, or the whole group. On occasion, students may be "pulled out" of the classroom and provided therapy in a separate setting on a group or individual basis. All service delivery decisions are made as a team including the parent/guardian.

Instructional Approach: Service providers at the preschool level often work on individualized goals by using a child-directed approach in which the clinician follows the child's lead to support their skill development. Activities are often play-based in nature to help facilitate greater engagement and motivation to participate in activities with the clinician.

Speech-Language Therapy: Speech-Language Pathologists work on improving a child's play, pragmatic (social use of language), receptive (comprehension) and expressive language skills. The speech-language pathologist conducts once weekly whole group lessons focusing on the class' theme of the month. Oftentimes, activities include crafts, online interactive games, and cooking activities to facilitate various speech and language skills.

Social Work: Social workers aim to improve a child's social and emotional skills. These skills include a child's ability to regulate their emotions, how they relate to others and themselves, in addition to a child's self-help skills and ability to independently complete tasks. The social worker engages in a weekly whole group lesson where all students in the classroom have the opportunity to engage in various activities improving and learning about their social emotional skills. Lesson activities have included: feeling, safe/unsafe choices, and friendship skills.

Occupational Therapy: Occupational Therapists work to improve a child's fine motor skills in addition to a child's sensory regulation. Fine motor skills refer to the skills necessary to make small movements using our fingers, hands and wrists (Ex: Cutting, copying, stacking). Sensory regulation refers to the ability to regulate one's body and emotions through the use of various movement or tactile-based experiences. Some examples of meeting sensory needs in the classroom include movement (i.e., swinging, jumping), touch (i.e., exploring textures), and sound (i.e., use of headphones or preferred music).

Physical Therapy: Physical Therapists work to improve a child's gross motor skills, that is, a child's ability to navigate their environment. Oftentimes, physical therapists work with children who have challenges walking, running, skipping, etc.

School Psychologist: The school psychologist collaborates with the preschool team on problem solving and evaluative cases. The school psychologist assesses skills involving cognition (i.e., thinking, reasoning, playing, attending) and early behavioral/atypical behavioral development.

Arrival/Departure Procedures

Preschoolers will arrive and dismiss at Door #7 of Leigh School, near the parking lot. Please walk your child to Door #7 and wait with them until a staff member brings the class into the building. Our Blended Preschool Program is 2.5 hours long, with classes in session Monday through Friday. Attendance is an important part of your child being successful in our program. Please be at the door promptly at the times below to drop off and pick up your child.

Daily Schedule Breakdown



Arrival: Students will enter the preschool classroom and put away their belongings. Each child will wash their hands and move onto exploring table toys as their peers participate in the arrival routine.

Morning Meeting: During this time, students will engage in whole group learning, focusing on the current Creative Curriculum study.

Student Choice Time: One hour of uninterrupted student choice time is built into our daily schedule. Student Choice Time centers around different interest areas in the classroom and encourages children to be independent in their educational choices, socialize with peers, explore math, science, and literacy manipulatives, and fosters a love of learning through play.

Snack Time: Snack will be provided through the Preschool for All (PFA) program. Students will have two choices of food items to choose from. Please let our School Nurse, Dolores Fischinger, know if your child has any food allergies (dfischinger@norridge80.net).

Read Aloud: Children will engage in literacy experiences and book discussions during Read Aloud Time. Books encourage the use of language, social-emotional development, and promote higher level thinking with open-ended questions. These experiences spark children's thinking and encourage them to describe, explain, predict, and brainstorm.

Gross Motor: Gross motor skills are movements such as hopping, climbing, running, or crawling. Young children need experience with these types of motor skills as they develop, because they help children learn how to coordinate and control body movements. Preschool students will have the opportunity to work on their gross motor skills while on the playground each school day if the weather permits.

Closing Circle: We will reflect on our school day and engage in music/movement activities.

Potty Training

If your child is still working on toilet training, please send in extra diapers/pull-ups, as well as baby wipes, to help with the changing process. Each Preschool classroom has its own bathroom. Students will be reminded to use the bathroom throughout the school day. Communicate with your child's teacher about any bathrooming needs that are pertinent to your child at school.

Supply List

Please send your child with a backpack every day to school. Please send an extra set of labeled clothing for your child to keep at school (shirt, pants, underwear, socks, and shoes) seasonally appropriate that can be easily swapped out for each season. No other supplies are required. Everything will be provided by the school, including a healthy snack. Reusable water bottles are optional, but not required.

Clothing Suggestions / Considerations

Please send your child to school ready to play. Children in preschool play outside daily, and will get dirty. On your child's first day of school we ask that you send an extra set of labeled clothing for your child to keep at school (shirt, pants, underwear, socks, and shoes) that is seasonally appropriate. Children should have shoes that are comfortable and allow for moving, running, jumping and climbing. Please no flip flops, Crocs, or sandals. Students play outside daily unless it is raining, in 25-90 degrees including heat and wind chill. In order for your children to remain warm, dry and safe on the playground, we ask parents to send your child in proper winter weather clothing (coats, hats, gloves, boots, ect.) during the colder months.

Parent-Teacher Communication

Communication with families 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:

- Class Dojo
- Weekly Newsletters
- Emails
- Phone Calls
- Parent Teacher Conferences
- School Events
- Trimester Goal Updates (Students with IEPs)
- Report Cards
- Home Visits
- Backpack (check daily)

Parent Involvement

Parents and caregivers alike are an integral part of a child's life and academic team! Parents are strongly encouraged to participate in various events over the school year to gain greater insight into a child's classroom functioning.

Open House: At the beginning of each school year, parents are invited to attend an Open House event, which is a wonderful opportunity to meet your child's teacher, paraprofessional, related service providers (if applicable), and see your child's classroom! Open house allows parents to see a glimpse of your child's day as a Tiger Tot.

Parent Teacher Conferences: Parent Teacher Conferences are another opportunity to speak to teachers and/or related service providers regarding your child's functioning in the classroom setting. Parents are strongly encouraged to attend parent teacher conferences so they can also learn more about what is being taught in the classroom and how to generalize it to the home setting. Parent Teacher Conferences are held twice a year in November and March. Attending conferences both in November and March allow for teachers and parents alike sufficient time to document and discuss a child's progress.

Home Visits: Children who are deemed eligible for the Preschool for All grant (PFA) are subject to home visits. Home visits function to build a partnership between teaching staff and caregivers, to provide the best outcomes for your child. Home visits may include bringing learning activities or additional resources into the home, discussing the needs of the child, possible solutions, in addition to discussion regarding a child's strengths and areas of weakness. Families and caregivers are encouraged to use this as an opportunity to discuss ways classroom learning can be generalized to the home context.

Preschool is not in session on scheduled home visit dates.

Curriculum

The curriculum followed in our program is "The Creative Curriculum," which is aligned to the State of Illinois' Early Learning Standards. These standards are the framework upon which the program is built. Active engagement is one of the hallmarks of learning obtained through exploration, social-emotional learning, creative, gross/motor and play-based activities. The Creative Curriculum is a research-based program, with learning opportunities centered around the whole child. Studies are built into the curriculum and last around 5-8 weeks depending on children's interest levels. We start by exploring the topic, investigating questions surrounding the topic, and we celebrate our learning with a special event or activity. Some examples of studies we have investigated in the past include: Trees, Simple Machines, Clothing, Exercise, Pets, and Buildings.

Social-Emotional learning is at the forefront of early childhood education. To teach social emotional skills and foster positive behavior in the preschool classroom, District 80 uses Second Step and The Pyramid Model. Second Step helps our young learners with listening, paying attention, managing behavior, and getting along with peers. The Pyramid Model is a research-based tiered approach that fosters inclusion of students and provides support to students who need it. One of the standout tools built into the Pyramid Model is "Tucker the Turtle." Tucker the Turtle provides a scripted story to teach young children how to calm down when they have strong feelings by tucking into their shell and taking deep breaths. This, and many other toolkit items, provide our Tiger Tots with the foundation to cope through emotions and demonstrate positive behavior at school.

The teachers in our program are trained on The Creative Curriculum and the Pyramid Model in order to best provide age-appropriate instruction and universal support to all children.

Supporting English Language Learners

All students new to the district are required by state law to complete a Home Language Survey. If parents/guardians answer “yes” to one of the two questions in the Home Language Survey, students will then be administered the ISBE prescribed screening instrument. Currently the preschool classrooms use the Pre-IPT. The purpose of the screening instrument is to determine the student’s eligibility for ELL education services and, if eligible, the appropriate placement for the student. Scores obtained from the Pre-IPT, as required by the Illinois State Board of Education (ISBE) determines student’s ELL eligibility. Students who score below ISBE’s definition of English language proficiency for students in Illinois schools are eligible to receive ELL services. Parents can accept or refuse ELL placement recommendations. If a parent chooses to refuse the ELL services a waiver form must be signed. Regardless of participation in the program. Both preschool teachers have their ESL endorsement to teach ELL students.

Assessment

We use Teaching Strategies Gold as our assessment tool in our Preschool Program. Child assessment is a vital component of high-quality early childhood education programs. The department supports programs and educators in using assessments to do what is best for young children. An ongoing assessment process is essential for gathering information about children to better inform instruction, classroom practice, and observation. Teachers are able to determine each child’s level of skills and abilities by consistently analyzing and evaluating observation notes and portfolio samples. Sufficient documentation should be collected to accurately support assessment of each individual child’s knowledge, skills, and abilities.

Class Parties / Celebrations

As a classroom family, we will celebrate birthdays at school by singing and dancing to a birthday song with students. We will make each child feel special on their important day. As a district, we ask that no invitations to birthdays be passed out at school and that no treats are sent into the classroom to pass out to students. Thank you for working with us on this matter. There will be opportunities in the year to celebrate with our Room Parents. Please refer to Leigh Tracks and Class Dojo for more information on celebrations during the school year.

Toys & Games

Children should not bring other items (toys, games, etc.) from home. Their backpack is all they need to be brought to school. Children can become extremely distracted when they have these items from home and this impacts learning. The preschool classroom is equipped with engaging learning materials for our students, and our goal is to expose students to new experiences at school. The school is not responsible for any lost or stolen items.

Physical Immunizations, Medicines, Allergies

The State of Illinois requires all children to have a physical exam and immunizations completed before their first day of school. All medical documentation must be turned into the school nurse prior to the child’s first school day.

If your child’s medical needs require medication during school hours, the district must receive a written order from the child’s physician detailing the medication, dosage, time interval to be

given, method of intake, and any other information pertinent to the administration of the medication. Written orders must be received at the onset of every school year. Medication cannot be administered to a child in school without the doctor's orders. Upon review of the doctor's orders, the school administration and school nurse will review and plan accordingly. Parents must bring medication directly to the nurse in the pharmacy labeled container or in original packaging for non-prescription medication.

The Parent/Guardian is responsible for informing the school nurse of any changes to the child's health or medical information, including allergies.

When a Child is Sick/School Absences

Students are expected to attend preschool daily unless they are sick. Please do not send your child if there are any signs or symptoms of illness or infection such as:

- Fever (temperature above 100 degrees)
- A cold with symptoms that include sore throat, earache, persistent coughing and runny nose or congestion
- Reddened eyes or discharge from eyes
- Nausea and/or Vomiting
- Diarrhea
- Unexplained rash

If a fever is present, the student may not return to school until their temperature has been in the normal range for 24 hours without the use of fever-reducing medicine, such as Motrin or Tylenol.

If your child is sick or going to be absent from school, please contact the Leigh School office **prior to the start** of the school day at (708) 456-8848. If leaving a message, please provide your child's name, teacher's name, reason for the absence and length of absence if known.

If a call has not been made to the school in the hour after the school's start time, a school official will call the home to inquire why the student is not at school. If the parent/guardian cannot be contacted, the student will be required to submit a signed note from the parent/guardian explaining the reason for the absence. Failure to do so shall result in an unexcused absence. Upon request of the parent/guardian, the reason for an absence will be kept confidential.

Emergency Closing Procedures

The district email and text messaging system will be utilized. School closings for any reason will be announced by 7:00 A.M. For students' safety, parents/guardians should make certain their child knows where to go in case of an early dismissal. If school is dismissed early for an emergency, all after-school functions will be canceled.

Photographs of Students

Students of District 80 are professionally photographed each year in the fall for school records, yearbooks, and for purchase by the student's family if they wish. Professional photographs are taken again in the spring for purchase by families. At times, students may be photographed for the local paper, district websites, and/or social media accounts for newsworthy events, which happen at our schools. Parents/guardians who do not want their child's photograph disclosed to third parties must send written notice to the building principal.

Transitioning Into Kindergarten

Four year-olds who will turn five by September 1st will transition to kindergarten the following school year. Registration for kindergarten typically begins in the Spring leading into the kindergarten school year and extends into summer. District 80 provides free half-day kindergarten (registration fees may apply) and a tuition-based full day kindergarten program. The Preschool For All (PFA) Grant does not extend into kindergarten. At the end of the school year, preschool and kindergarten teachers are given time to articulate about students and their needs in order to plan for smooth transitions. Additionally, for students with Individualized Education Programs (IEPs), meetings are scheduled in the Spring prior to kindergarten to prepare for their specialized educational services.

Additional District Policies

The 2022-23 Parent & Student Handbook for the Tiger Tots Preschool Program in District 80 is a summary of information, policies and procedures that apply to the preschool program housed out of John V. Leigh School. The complete set of Student-Parent District Policies may be accessed on the District website at: <https://www.norridge80.net/student-parent-handbook>

Developmental Resources for Parents/Guardians

Developmental Milestones:

- Centers for Disease Control and Prevention (CDC) Developmental Milestones Checklists and Trackers: <https://www.cdc.gov/ncbddd/actearly/milestones/index.html>
- Learn More About the CDC's Milestone Tracker App: <https://www.cdc.gov/ncbddd/actearly/milestones-app.html>
- Child Mind Institute: A Complete Guide to Developmental Milestones. <https://childmind.org/guide/parents-guide-to-developmental-milestones/>
- Pathways Developmental Milestones: <https://pathways.org/>

Social-Behavioral Resources:

- Essentials for Parenting will help you handle some common parenting challenges: <https://www.cdc.gov/parents/essentials/>
- Center for parent information and resources: The CPIR is pleased to connect you with sources of information for helping your child with his or her behavior at home. <https://www.parentcenterhub.org/behavior-at-home/>
- Center on the Social and Emotional Foundations for Early Learning: <http://csefel.vanderbilt.edu/resources/family.html>
- Resources to help support challenging behaviors at home: <https://childcare.gov/consumer-education/responding-to-challenging-behaviors>
- Pyramid Model Resource Library: Variety of visual supports available to support social-emotional growth and challenging behavior. <https://challengingbehavior.org/resources/>

Speech-Language Resources

- *Super Duper Handy Handouts*: Various handouts related to an array of speech and language concerns <https://www.handyhandouts.com/>
- *ASHA Practice Portal*: The American Speech-Language Hearing Association (ASHA) is an accredited source of information related to various speech and language disorders. The Practice Portal allows parents and practitioners alike to learn more about their child's disorders and evidence-based practices that facilitate progress. <https://www.asha.org/practice-portal/>
- *Phonological Processes by Little Bee Speech*: This handout outlines various sound

substitutions that are common among school age children in addition to the age at which the sounds substitutions are no longer developmentally appropriate.

https://littlebeespeech.com/resources/pdf/phonological_processes.pdf

Motor Resources:

- The OT Toolbox Parent Resources: <https://www.theottoolbox.com/parent-toolbox/>
- Tools to Grow: <https://www.toolstogrowot.com/>
- Therapy Street for Kids: <http://www.therapystreetforkids.com/>