

PROGRAM NAME
Full-day Kindergarten Written Student Learning Plan

Student: _____ Grade: _____

Certificated Teacher: _____ Approval: _____

Start Date: _____ End Date: _____

Student/Parent Contact: _____

Mailing Address: _____

Minimum hours of weekly learning activities: _____ (27.75 hours for 1.0 FTE)

Full-day Kindergarten Program:

Enrolling in a full-day kindergarten program means a student is enrolled at a public school for more than half-time, or 0.5 FTE. Full-day kindergarteners are required to participate in a comprehensive educational program that provides instruction and experiences across all content areas in addition to a number of experiences focused on child development. In an Alternative Learning Experience (ALE) model, some of these components can take place off-site and in collaboration with the family. This learning plan will outline each of the required components with a focus on the integration of each component leading to a well-rounded kindergarten experience.

Students Must Maintain Weekly Contact:

Students are required to maintain weekly direct personal contact with their certificated teacher and that contact shall be for the purpose of instruction, review of assignments, testing, inquiries on progress, or other learning activities. All weekly contact will be completed through the following methods:

☐ Email ☐ Phone ☐ Face-to-face meeting ☐ Synchronous digital communication ☐ Attendance

Monthly Progress Evaluation:

Student progress is evaluated monthly, at a minimum, by the certificated teacher. Evaluations are based on student progress towards benchmarks, which are clearly defined in the course syllabus. In addition to the course schedule, these benchmarks may also come in the form of lessons, units, assignments and/or assessment completion dates. These established progress benchmarks allow the teacher and student to assess the student's educational progress in meeting the course learning standards. If the student fails to make satisfactory monthly progress, an Intervention Plan will be put into place for the following month.

Fall WaKIDS Assessment:

Full-day kindergarten students will be assessed using the WaKIDS tool, per WAC 392-121-182(8)(d).

Instructional Materials:

All learning activity resources and folders are contained within the student's course of study. Online courses are accessed via login and password emailed directly to the student upon enrollment. The certificated teacher will list textbooks or other core course materials.

Student: _____ **Grade:** _____ **School Year:** _____

Section I. Learning Environment

The learning environment encompasses physical space, instructional materials, adult-child interactions, and routines. A developmentally appropriate learning environment for kindergarten-aged children also includes opportunities for individual decision-making, independent problem-solving, learning to participate as a member of a group and extended time for learning and practicing new skills in hands-on ways.

Instruction: Provide a statement explaining how the student environment will be developmentally appropriate, promote creativity, and provide hands-on learning experiences.

Section II. Content Instruction

The whole child focus of full-day kindergarten requires the instructional program to include curriculum and activities that assist in the following:

- Developing initial skills in the academic areas of reading, mathematics, and writing.

Developing initial skills in the academic areas of reading, mathematics, and writing.				
Course Title	Course Type*	Course Code (CEDARS)	Certificated Teacher	Curriculum *Attach Syllabus
Reading				
Mathematics				
Writing				

Student: _____ **School Year:** _____

*Type = Site-based, Remote, or Online

Section III. Experiences and Skill Development

The whole child focus of full-day kindergarten requires the instructional program provide a variety of experiences and skill development with the intention of integrating learning across skill and subject areas. This section will identify specific experiences and instruction related to subject area and skills development in addition to the integration across areas. Programs must include experiences and/or instruction in addition to an integration of the following:

- Developing a variety of communication skills.
- Providing experiences in science, social studies, arts, health, physical education, and a world language other than English.
- Acquiring large and small motor skills.
- Acquiring social and emotional skills including successful participation in learning activities as an individual and as part of a group.

Developing a variety of communication skills.				
Subject Area	Course Type*	Certificated Teacher Oversight	Description of curriculum and/or experiences *Attach syllabus if applicable	Potential Integration Areas
Communication				<input type="checkbox"/> Reading <input type="checkbox"/> Math <input type="checkbox"/> Writing <input type="checkbox"/> Motor <input type="checkbox"/> Social-emotional <input type="checkbox"/> Social Studies <input type="checkbox"/> Science <input type="checkbox"/> Health <input type="checkbox"/> PE <input type="checkbox"/> World Language <input type="checkbox"/> Arts <input type="checkbox"/> Hands-on

*Type = Site-based, Remote, or Online

Providing experiences in science, social studies, arts, health, physical education, and a world language other than English.				
Subject Area	Course Type*	Certificated Teacher Oversight	Description of curriculum and/or experiences *Attach syllabus if applicable	
Science				<input type="checkbox"/> Reading <input type="checkbox"/> Math <input type="checkbox"/> Writing <input type="checkbox"/> Communication <input type="checkbox"/> Motor <input type="checkbox"/> Social-emotional <input type="checkbox"/> Social Studies <input type="checkbox"/> Health <input type="checkbox"/> PE <input type="checkbox"/> World Language <input type="checkbox"/> Arts <input type="checkbox"/> Hands-on

Student: _____ School Year: _____

Social Studies				<input type="checkbox"/> Reading <input type="checkbox"/> Math <input type="checkbox"/> Writing <input type="checkbox"/> Communication <input type="checkbox"/> Motor <input type="checkbox"/> Social-emotional <input type="checkbox"/> Science <input type="checkbox"/> Health <input type="checkbox"/> PE <input type="checkbox"/> World Language <input type="checkbox"/> Arts <input type="checkbox"/> Hands-on
Arts				<input type="checkbox"/> Reading <input type="checkbox"/> Math <input type="checkbox"/> Writing <input type="checkbox"/> Communication <input type="checkbox"/> Motor <input type="checkbox"/> Social-emotional <input type="checkbox"/> Social Studies <input type="checkbox"/> Science <input type="checkbox"/> Health <input type="checkbox"/> PE <input type="checkbox"/> World Language <input type="checkbox"/> Hands-on
Health				<input type="checkbox"/> Reading <input type="checkbox"/> Math <input type="checkbox"/> Writing <input type="checkbox"/> Communication <input type="checkbox"/> Motor <input type="checkbox"/> Social-emotional <input type="checkbox"/> Social Studies <input type="checkbox"/> Science <input type="checkbox"/> PE <input type="checkbox"/> World Language <input type="checkbox"/> Arts <input type="checkbox"/> Hands-on
Physical Education				<input type="checkbox"/> Reading <input type="checkbox"/> Math <input type="checkbox"/> Writing <input type="checkbox"/> Communication <input type="checkbox"/> Motor <input type="checkbox"/> Social-emotional <input type="checkbox"/> Social Studies <input type="checkbox"/> Science <input type="checkbox"/> Health <input type="checkbox"/> World Language <input type="checkbox"/> Arts <input type="checkbox"/> Hands-on
World Language				<input type="checkbox"/> Reading <input type="checkbox"/> Math <input type="checkbox"/> Writing <input type="checkbox"/> Communication <input type="checkbox"/> Motor <input type="checkbox"/> Social-emotional <input type="checkbox"/> Social Studies <input type="checkbox"/> Science <input type="checkbox"/> Health <input type="checkbox"/> PE <input type="checkbox"/> Arts <input type="checkbox"/> Hands-on

*Type = Site-based, Remote, or Online

Acquiring large and small motor skills.				
Subject Area	Course Type*	Certificated Teacher Oversight	Description of curriculum and/or experiences *Attach syllabus if applicable	Potential Integration Areas
Motor Skills				<input type="checkbox"/> Reading <input type="checkbox"/> Math <input type="checkbox"/> Writing <input type="checkbox"/> Communication <input type="checkbox"/> Social-emotional <input type="checkbox"/> Social Studies <input type="checkbox"/> Science <input type="checkbox"/> Health <input type="checkbox"/> PE <input type="checkbox"/> World Language <input type="checkbox"/> Arts <input type="checkbox"/> Hands-on

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Student: _____ School Year: _____

Acquiring social and emotional skills including successful participation in learning activities as an individual or part of a group.				
Subject Area	Course Type*	Certificated Teacher Oversight	Description of curriculum and/or experiences *Attach syllabus if applicable	Potential Integration Areas
Social-Emotional				<input type="checkbox"/> Reading <input type="checkbox"/> Math <input type="checkbox"/> Writing <input type="checkbox"/> Communication <input type="checkbox"/> Motor <input type="checkbox"/> Social Studies <input type="checkbox"/> Science <input type="checkbox"/> Health <input type="checkbox"/> PE <input type="checkbox"/> World Language <input type="checkbox"/> Arts <input type="checkbox"/> Hands-on

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Section IV. Links to K-12 Learning Standards and Early Learning and Development Guidelines

☐ Course(s) or grade level course work meets one or more of the state essential academic learning requirements or grade-level expectations.

[English Language Arts](#)
[Math](#)
[Writing](#)
[Communication](#)

[Social Studies](#)
[Science](#)
[Health](#)
[PE \(including gross motor\)](#)

[Fine motor](#)
[World Language](#)
[Arts](#)
[Social-emotional](#)

Student: _____ **Grade:** _____ **School Year:** _____

COURSE DESCRIPTION/SYLLABUS

Content/Skill Areas

Indicate which content and/or skill areas are addressed in this course description/syllabus.

- | | |
|---|---|
| <input type="checkbox"/> Reading | <input type="checkbox"/> Art |
| <input type="checkbox"/> Math | <input type="checkbox"/> Health |
| <input type="checkbox"/> Writing | <input type="checkbox"/> PE |
| <input type="checkbox"/> Communication | <input type="checkbox"/> World Language |
| <input type="checkbox"/> Science | <input type="checkbox"/> Motor |
| <input type="checkbox"/> Social Studies | <input type="checkbox"/> Social-emotional |

CEDARS Code

State Standards

Length of Course

Curriculum

Learning Goals/Objectives

Upon successfully completing the course, the student should have mastered the following concepts:

Learning Activities

Method of Evaluation

Progress will be evaluated by:

Additional Instructional Materials/Supplies