

# Community Services Activity/Program Participant Qualifications

## SECTION I: GENERAL INFORMATION

**Activity/Program Title**

Bridges to Kindergarten

**Program Initiator/Coordinator:**

Sara Line, Early Childhood Coordinator & Erin Bailey, Director of Community Services

**Date: 3.2014**

## SECTION II. ACTIVITY OR PROGRAM DESCRIPTION

**Provide a brief description of the program or activity as it appears in the marketing materials:**

Bridges to Kindergarten program is a three week intensive school readiness program that gives students a boost of instruction in pre-academic areas as well in self-help skills, school routines, listening and working with others. The goal is to reach those children with risk factors that are known to have a negative impact on school readiness and provide a parent component in order to strengthen their transition into kindergarten.

## SECTION III AGE OR GRADE REQUIREMENT

1. What is the minimum age by September 1 \_\_\_\_\_ / maximum age entering into K \_\_\_\_\_ allowable for participation in this program or activity?

Note: This program is targeted at students who have not had a previous school experience.

**SECTION IV: Participant needs to be able to independently:**

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| <b>1. Understand and follow routines</b>  |
| <b>2. Participate in group activities</b>   |
| <b>3. Use bathroom and wash hands independently</b>                                       |
| <b>4. Care for own belongings and clean up after oneself</b>                              |
| <b>5. Dress self</b>  |
| <b>6. Separate from parents/caregiver</b>   |
| <b>7. Utilize self-soothing/self-regulation skills</b>                                    |
| <b>8. Interacts with peers in a safe way, keeping hands, arms, legs and teeth to self</b> |
| <b>9. Accepts ideas for peers/teachers</b>  |
| <b>10. Communicate basic needs and wants</b>  |
| <b>11. Follow 2 step directions</b>   |
| <b>12. Use toys and equipment in the room for their intended purpose</b>                  |
| <b>13. Works cooperatively with other participants</b>                                    |