

LifeCubby Aligns to North Carolina's Pre-Kindergarten Program

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The LifeCubby software platform serves early education programs with management systems and classroom apps for daily documentation, observations, assessments, portfolios, reports, tuition tracking and more.

The following pages detail how LifeCubby aligns to **North Carolina's Pre-Kindergarten Program Requirements:** (see http://ncchildcare.dhhs.state.nc.us/pdf_forms/ncpre-kprogramreq8242011.pdf).

NC Pre-Kindergarten (NC Pre-K) Program Requirements		
Section 4: The NC Pre-K Site (pg 15)		Met by LifeCubby
C. Program Attendance Policy	Child attendance must be taken daily and submitted monthly for reimbursement. ...	LifeCubby's Attendance Tool documents attendance daily and can produce monthly reports.
Section 5: The NC Pre-K Classroom (pg 17-19)		
A. Child Health Assessments	A health assessment is required to be on file at the NC Pre-K site within 30 days after a child enters the NC Pre-K program and must have been conducted within 12 months of program entry. The health provider is responsible for making appropriate referrals as indicated by the health assessment. The health assessment must include: <ol style="list-style-type: none"> 1. Physical examination 2. Updated immunizations 3. Vision screening 4. Hearing screening 5. Dental screening All health assessments must be reviewed to ensure that all necessary referrals related to the results have been made.	Children's Health Records are stored in LifeCubby, including: Allergies, Immunizations, Growth Charts, Sizes, Health History, etc. All LifeCubby records transfer with the child.

<p>B. Developmental Screening</p>	<p>All children enrolled in NC Pre-K must receive a developmental screening using an approved screening instrument, unless the child has an existing Individualized Education Program (IEP). Children must be screened within 90 days after the first day of attendance in the program or within 6 months prior to the first day of attendance.</p> <p>The NC Pre-K program requires that screening be used solely for the purpose of identifying children who should be referred for further evaluation and testing based on concerns in one or more developmental domains.</p>	<p>LifeCubby offers 18 comprehensive methods of formal assessment plus informal methods of observation, through anecdotal journaling. LifeCubby's assessments are customizable to include North Carolina's developmental domains. LifeCubby is a tool designed to be used on an ongoing basis.</p> <p><i>See Attachment A</i></p>
	<p>Children shall be screened using one of the approved screening instruments listed below:</p> <ol style="list-style-type: none"> 1. Ages & Stages Questionnaires, Third Edition (ASQ-3) or Ages & Stages Questionnaires (ASQ) 2. Parents' Evaluation of Developmental Status (PEDS) 3. Developmental Indicators for the Assessment of Learning, Third Edition (DIAL-3) or Fourth Edition (DIAL-4) 4. Brigance Early Childhood Screen II (3-5 Years), or Brigance Head Start Screen, or Brigance Preschool Screen – II, or Brigance K & 1 Screen – II 	<p>LifeCubby allows for any screening instrument to be uploaded into a child's account.</p>
<p>C. Early Learning Standards And Curricula</p>	<p>NC Pre-K programs must be knowledgeable about Foundations: Early Learning Standards for North Carolina Preschoolers and Strategies for Guiding Their Success, and use these early learning standards to guide their planning of developmentally appropriate, high-quality prekindergarten experiences for children. Foundations is available at http://www.ncprek.nc.gov/Foundations/pdf/BW_condensed.pdf</p> <p>In addition, each NC Pre-K classroom shall use an approved curriculum.</p> <p>...</p>	<p>LifeCubby's Lesson Plan Tool is completely customizable, can be used with any approved curriculum, and can be aligned to Foundations: Early Learning Standards for North Carolina Preschoolers and Strategies for Guiding Their Success.</p> <p>Teachers can use LifeCubby's Lesson Plan tool to create developmentally appropriate, high-quality pre-kindergarten experiences for children.</p>

D. Instructional Assessment	Classrooms are required to conduct ongoing assessments to gather information about each child's growth and skill development, as well as inform instruction. ...	LifeCubby offers 18 comprehensive methods of formal assessment plus informal methods of observation, through anecdotal journaling to provide teachers with valid and reliable feedback regarding children's growth and skill development. LifeCubby Teachers use the easily accessible assessment data to guide instructional decisions. <i>See Attachment A</i>
E. Staff-to-Child Ratio and Class Size	The classroom will not exceed a maximum staff-to-child ratio of 1 to 9 with a maximum class size of 18 children, with one teacher and one assistant teacher per classroom. Classrooms that provide for inclusive settings for children with disabilities may require an adult to child ratio smaller than 1 to 9. For LEA-administered public school exceptional children's preschool classrooms, ratios must be in compliance with the North Carolina Policies Governing Services for Children with Disabilities, Section 1508-2, (Appendix B). http://www.ncpublicschools.org/ec/	LifeCubby Classroom and LifeCubby's Director's Dashboard constantly monitor attendance and provide immediate visual indicators of staff-to-child ratio for every classroom.
F. Rest Time	A rest/quiet period is required for each child every day, the length of which shall be determined according to the individual needs of each child. During rest time, the staff/child ratio is considered in compliance if at least one staff is in the classroom with children while resting or is visually supervising all children. The second person needed to meet the 1 to 9 ratio must be on the premises, within calling distance of the classroom to remain in compliance.	LifeCubby's Daily Events track naps for every child, while LifeCubby Classroom and Director's Dashboard monitor staff-to-child ratio.
G. Indoor and Outdoor Learning Environments	Classrooms shall provide high-quality indoor and outdoor learning environments that support the implementation of Foundations: Early Learning Standards for North Carolina's Preschoolers and Strategies for Guiding Their Success, as well as the chosen curriculum. The outdoor classroom is considered an extension of the learning environment. Both indoor and outdoor environments shall address curricular objectives by encouraging child-initiated, teacher-supported, active learning experiences. Teachers shall arrange for children to be outdoors each and every day, for a minimum of one hour, weather permitting.	LifeCubby Locations and Tracker features provide schools the means to document the movement of children around indoor and outdoor learning environments each and every day.

<p>H. Family Engagement</p>	<p>NC Pre-K classrooms shall provide meaningful opportunities for families to be engaged in their child's education.</p> <p>NC Pre-Kindergarten programs shall develop a comprehensive plan for family engagement to implement strategies designed to develop partnerships with families and build reciprocal relationships that promote shared decision-making. The following are examples of meaningful opportunities for families to be engaged in their child's education:</p> <ul style="list-style-type: none"> (1) Home visits; (2) Formal and informal parent/teacher conferences; (3) Classroom visits and options for parents and families to participate in classroom activities; (4) Parent education; (5) Family involvement in decision making about their own child and about their child's early childhood program; and (6) Opportunities to engage families outside of the regular service day. <p>A log of activities, opportunities, or communications made for family engagement must be on file at the NC Pre-K site.</p>	<p>LifeCubby is a comprehensive Family Engagement tool, and is the preferred mode (electronic & mobile) of communication for today's families. Programs use LifeCubby to build reciprocal relationships with families by providing daily, meaningful opportunities for families to be engaged in their child's education. Teachers provide parents information about their child and about upcoming opportunities such as family conferences and classroom activities and keeps a log of these communications.</p> <p>LifeCubby's communication tools include: eMail, Daily Sheets, Sharing of Photos & Videos, Assessments, eBlasts, etc., involving parents in all aspects of their child's education.</p> <p>LifeCubby has a tool for parents to create their own Educational Goals for their children.</p>
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DISCLAIMER:

This Alignment Document provides information that is current as of the publication date, pursuant to the state information available at that time. If this document is out-of-date, please be aware that we are likely working on an updated version. Should you like to alert us to the need to update this alignment document pursuant to any new rules/regulations or updates, please contact us at:

contact@lifecubby.me

For an Outline of LifeCubby's Assessments, See Attachment A (next page)

LifeCubby's Comprehensive Suite of Assessments

Attachment A

LifeCubby offers the following three (3) series of **Evidence-Based** Assessments:

- Vine Progress Recording Assessments
- Desired Results Developmental Profile - 2015 (DRDP) - *used by permission*
- Common Core Kindergarten and Common Core 1st Grade Assessments

Photo/Video evidence can be posted to any Indicator. Overlaps exist between these Assessments, and programs can choose to use any of the Assessments in any combination.

Vine Assessments - Total Number of Indicators							
Domains	Counts by Domain						
	1-3 Months	4-7 Months	8-12 Months	1 Year	2 Years	3 Years	Pre K
Approaches to Learning	5	6	7	8	8	8	8
Social & Emotional Development	6	7	7	9	9	9	9
Language & Communication	2	3	4	6	7	6	6
Literacy Knowledge & Skills	1	1	3	3	4	4	4
Cognition: Mathematics	1	2	4	4	6	8	8
Cognition: Science	1	2	5	6	6	9	9
Social Studies	1	1	2	2	2	5	5
Perception, Motor & Physical	10	10	10	14	14	14	14
Creative & Cultural Arts	2	2	3	4	4	4	4
TOTAL	29	34	45	56	59	67	67

Desired Results Developmental Profile – 2015 (DRDP) Infant & Toddler	Domains	Measure Count
<i>Used by Permission</i>	Approaches to Learning – Self-Regulation	5
	Social and Emotional Development	5
	Language and Literacy Development	5
	Cognition, Including Math and Science	11
	Physical Development - Health	8
	TOTAL MEASURES	34

Desired Results Developmental Profile – 2015 (DRDP) Preschool	Domains	Measure Count
<i>Used by Permission</i>	Approaches to Learning – Self-Regulation	7
	Social and Emotional Development	5
	Language and Literacy Development	10
	English - Language Development	4
	Cognition, Including Math and Science	11
	Physical Development - Health	10
	History – Social Science	5
	Visual and Performing Arts	4
	TOTAL MEASURES	56

Desired Results Developmental Profile – 2015 (DRDP) Kindergarten	Domains	Measure Count
<i>Used by Permission</i>	Approaches to Learning – Self-Regulation	4
	Social and Emotional Development	5
	Language and Literacy Development	10
	English - Language Development	4
	Cognition: Math	6
	Cognition: Science	4
	Physical Development	4
	Health	5
	History – Social Science	5
	Visual and Performing Arts	4
	Language and Literacy Development in Spanish	4
	TOTAL MEASURES	55

Core Kindergarten	Domains	Indicator Count
<i>Based on The Common Core</i>	Reading Standards: Literature	9
	Reading Standards: Informational Text	10
	Reading Standards: Foundational Skills	14
	Writing Standards	7
	Speaking and Listening Standards	7
	Language Standards	17
	Counting and Cardinality	9
	Operations and Algebraic Thinking	5
	Number and Operations in Base Ten	1
	Measurement and Data	3
	Geometry	6
TOTAL INDICATORS		88

Core 1st Grade	Domains	Indicator Count
<i>Based on The Common Core</i>	Reading Standards: Literature	9
	Reading Standards: Informational Text	10
	Reading Standards: Foundational Skills	19
	Writing	7
	Speaking and Listening	9
	Language	27
	Operations and Algebraic Thinking	8
	Number and Operations in Base Ten	9
	Measurement and Data	4
	Geometry	3
	TOTAL INDICATORS	