

KINDERGARTEN HANDBOOK



2018-2019

Primary General Information

Communication

A “Monday Folder” will come home every Monday containing all school newsletters and fliers. A “Daily Folder” will come home daily containing your child’s work and any homework for that evening. Each side of the folder is labeled: “Leave at Home” and “Bring Back to School”. It is very important to check your child’s folder daily for homework assignments or other important letters. We also communicate daily via e-mail called the “K Questions of the Day”, which will inform you of what your child does daily in the class and give reminders/updates. In order to receive this e-mail we must have a good e-mail for all those wishing to receive the daily classroom news. If you do not have an e-mail please let us know so we can copy the e-mail and send it home in a paper copy.

Grading Scale

The following grading scale will be used for grades Kindergarten through Second Grade.

H	High, Outstanding, Excellent Progress
S+	
S	Satisfactory Progress
S-	
I	Progress improving
N	Needs Improvement
•	Not Applicable

Personalized Education Plan (PEP)

The Personal Education Plan (PEP) is a developmental tool that establishes a student’s goals for the school year. Students are tested in reading and math during the first two days of school. This information and student work samples are taken into account when establishing goals in writing the PEP for each student. The PEP is reviewed with the student and parents during the Fall Parent/Teacher Conference. The goals on the PEP will guide instruction focus at school as well as needed at home practice of skills. At the Spring Parent/ Teacher Conference the PEP is reviewed and discussed in regard to meeting goals and/or continuing goals.

RtI

Response to Intervention (RtI):

RtI is the procedure under No Child Left Behind, to provide interventions for students who are not working at grade level. If a student does not respond to the interventions, s/he may be recommended for special education. RtI intervention is a three-tiered process. The three tiers are Universal, Targeted, and Intensive.

Universal:

Expectation is that 80% of the students in the classroom can perform at or above grade level, with little to no interventions.

Targeted:

Expectation is that 15% of the remaining students will require some type of outside intervention. Crown Pointe has graphed test results for each student and determined which students are consistently below grade level. We are currently providing small group instruction in struggling areas on top of the general education instruction to see if the “gap” closes. This intervention is provided during specials classes, so students are not taken out of core class instruction. We continually look at new data and graph new results to see if the intervention is making a difference; if so, we continue the intervention, if not, we increase the intervention (more time, more days, etc.).

Intensive:

If we determine that students are not making progress toward being on grade level, even with a variety of interventions in the targeted level, the student moves to the third tier. This tier provides students with intensive individual interventions. This is also the tier in which teachers can bring all data to the RtI team and ask that the student be considered for special education. Approximately 5% of the students in each class might need intensive interventions.

The RtI process allows students to receive appropriate interventions to help bring them up to grade level. Most students will be successful. However, we can assume that those students who continue to struggle, even with additional interventions, probably have a true learning disability and need special education services.

Retention Procedure

Students progress from grade to grade usually spending one year at each grade level in order to meet grade level standards. However, some students will benefit from spending additional time on material at a particular grade level, or from progressing more quickly through the material. Students who exhibit definite and documented deficiencies in both academic and social areas will be considered for retention. Retention decisions will be based upon: 1) teacher documented anecdotal information, 2) parental anecdotal information, and 3) developmental and achievement test scores. Students considered for retention will receive RtI interventions. Parents will be informed in writing no later than the end of the third quarter and/or at spring conferences.

WOW Days

As a school we have set aside a special day (“WOW Day”) for each child. This allows every child to pick a special day to celebrate themselves. (The “WOW” day may be your child’s birthday if it falls during the school year). Ideas to bring in on your child’s WOW day are pictures, a personal poster collage, a favorite stuffed animal or toy, special items or hobbies, etc. **No pets are allowed.** Healthy snacks can also be a part of this celebration; however, in the best interest of student’s health and nutrition, and in an effort to meet Wellness Policy guidelines, alternatives are suggested. “WOW” days are celebrated according to each classroom’s unique schedule. Refer to your classroom teacher(s) or look for information in their newsletters.

Your child’s WOW day will be listed on the snack/volunteer calendar. If you have not signed your child up for their WOW Day, please write us a note and send it to school with your child so that it may be scheduled. If that day is already taken we will call you to re-schedule another day. The monthly snack schedule will list the scheduled Wow Days. If it is not listed on the calendar please call us to confirm as sometimes we miss passing it on to our calendar scheduler. Every year the time varies as to the specific time during the day we celebrate Wow days according to the teacher and their daily schedule. This information will be communicated at the beginning of the year when we have our schedules.

Uniforms

Be sure to check the policy for accepted uniforms. Be especially aware of:

- Character and light-up shoes; Crocs are NOT allowed at any time.
- Jewelry
- Crown Pointe sweatshirts only in the classroom
- Extreme hair styles
- Socks
- Cargo pants
- Snow boots
- Trim on shirts

After ten (10) uniform violations of the same offense, the student will be assigned an after school detention.

Water Bottles

Your child is allowed to bring a water bottle to class every day. We ask that it be in a sealed container, labeled with your child's name on it and that it be in every morning before coming to school. We will send them home each day so that they may be washed and refilled for the following day. If your child forgets to bring in their water bottle, they will be allowed to go to the water fountain in the hall.

Attendance

Regular and punctual daily attendance is important for the school interest, social adjustment and academic achievement of your child. Therefore, children should not be kept home from school unless they are ill or the family is faced with some emergency. Continuity in the learning process is seriously disrupted by excessive absences. Please see the Parent Handbook for information on reporting absences and requesting excused absences.

Excessive Unexcused Absences:

A phone call/letter will follow to parent(s)/guardians, after 4 unexcused absences in a month or 10 unexcused absences in a year, notifying them of the requirements of the state attendance law.

Excessive Tardies:

Students will be excused for arriving late to school ONLY for appointments. Habitually late students will receive a phone call/letter after 4 unexcused late arrivals in a semester. After 4 tardies, a phone call will be made home. After 7 tardies, a letter will be sent home. After 10 tardies, the student will serve after an after school detention will be assigned as well as for each additional tardy. If late arrivals continue, out of school suspension may result.

Pick-Up – Holding Room – Walking – Riding Bikes

Walking / Riding Bicycles:

Children are permitted to walk and/or ride their bicycles to school at the discretion of their parent(s)/guardian. Bicycles are to be parked in a space designated by CPA Staff. All bicycles are to be locked. Students are not permitted to ride bicycles during school hours nor on the school grounds either before or after school. A form from the parent(s)/guardian granting permission for the student to walk/ride to and from school must be submitted to the school office before permission is granted for the student to walk/ride his/her bicycle to school.

Pick-up / Holding Room:

At 3:30 p.m., teachers will release students from school. Students will walk in an orderly manner to their designated pick-up points. Teachers will remain with the students until 3:45. At 3:45, remaining students will go to the office. For students not picked up by 3:45, there will be a **\$5.00** charge assessed for each child for each 15 minutes until they are picked up.

Release to Persons Other Than Parents:

Please make arrangements for after school play dates, etc. before your child arrives at school. We will not release your child to someone unless their name is on the pick-up list or we have a note from you.

Party Invitations

Invitations given out at school for personal parties such as Birthday parties must be for the entire class. **If the whole class is not invited, invitations must be sent to each child's home address.** Invitations may not be handed out on school grounds to only some children or parents before or after school. Please be sensitive to the feelings of children not invited.

After School Activities

Students have the opportunity to participate in various after school activities. Watch the Monday folder for offerings.

Medication

Any medication sent to school must be in the original container and must be brought to the school office for safekeeping. A school authorized form signed by the parent(s) or guardian and doctor must accompany necessary medications. The following information must be written on the container: name of child, time medication is to be taken, and dosage. This includes cough drops and any topical ointments such as lotions and chapstick.

Volunteers

We welcome classroom volunteers ANYTIME after the 1st week of school. If you would like to volunteer, please make arrangements with the teacher. If you are unable to help in the classroom and would like to be a "Brown Bag Parent" this would also be greatly appreciated. A brown bag parent is one who cannot help in the classroom but is available in the evenings to help cut materials out, assemble, clean, etc. If you sign up as a brown bag parent we will periodically send home items with your child. Please return the project by the date asked. This time will be counted toward your 60 hours (30 if a single parent) of volunteer time. These hours should be logged on the sheet sent home at the beginning of each month.

Field Trips

All field trips tie into the curriculum. There are approximately three field trips for the school year depending on the classroom budget. Permission slips will be sent home to be filled out and returned. Your child will not be allowed to attend any field trips without a permission slip.

Some field trips are limited to the amount of adults, while others are not. **Siblings are not permitted on field trips** per the school policy. We ask that parents refrain from using cell phones while chaperoning. We also ask that parents who chaperone field trips do not purchase food or other items for the students. Thank you for your understanding in this matter. Parents must submit paperwork for Background check (CBI Report) at least 2 weeks prior to driving on a field trip.

Breakfast/Lunch

Breakfast is available before school to all students at a cost. Children have the option of participating in the school lunch program or bringing their own lunches to school. Students will eat lunch in the designated area at the designated lunchtime. If you discover your child has forgotten his/her lunch, you may bring it to the front office and it will be delivered to the classroom. Phone calls will not be made home for forgotten lunches. Lunch money should be sent to the school in a sealed envelope. Please see the Parent Handbook for additional information about breakfast and lunch.

Snacks

We have 27 students in our class. On the day you are assigned to bring a healthy snack, please send it in ready to be served. This snack will be served during a recess time. You may also choose to send an extra snack with your child to eat during the other recess. If you choose to do this you may want to let your child know that it is for recess time and not for lunch. Some suggestions for healthy snacks are: graham crackers, raisins, cheese sticks, crackers, fruit (already cut if necessary), carrot sticks, etc. If the snack you send requires spoons, or cups please send them as well.

Accelerated Reader

Kindergarten Students do not participate in the Accelerated Reader Program except under certain circumstances based on teacher recommendation.

Homework

Homework will not be sent over the weekend.

Reading - Your contract with the school states that you will read with your child 15 minutes a night. We will be sending home monthly calendars for the year with your child at the beginning of September, so that you can keep track of your reading time. We will ask you to return the calendar filled out and signed by you at the end of each month. Each month your child will be rewarded for bringing back their reading calendar. We encourage you to ask them questions about the story, or have them re-tell the story in their own words. This is an excellent way to help your emergent reader learn to read.

As your child begins reading, your child will be bringing home a book and reading log containing a word list. The word list and book should be read aloud to an adult and then the log should be signed, dated and both log and book should be returned daily.

Math –Your child will be having one page of math homework per night. Homework should be completed with adult supervision and should not take longer than 20 minutes.

Other – On occasion we will be sending home homework that you can work on with your child. It will be sent home on a Friday and is due back the following Wednesday. This homework will help re-enforce what we are learning in the classroom.

Absent Work

If a child has an excused absence, they are allowed two days for every one day of absence to make up the required work. They may have time at school to make up the work or they may have to complete the make up work at home. It is the teacher's discretion to give assignments prior to a planned, approved absence.

Special Events

Thanksgiving Day Feast: The Kindergarten class has Thanksgiving Day Feast as a culminating activity to our unit on the Pilgrims and English Settlers.

Nursery Rhyme & Music Program: Rhymes are assigned to students. After Winter Break, the students work in class on memorizing their poems for this event. This fun event in January helps make our Core Knowledge nursery rhymes and poems come alive for the students and their parents.

Kindergarten Graduation takes place at the end of the school year starting at 10:00 – 12:00 in the School Gym followed by a picnic at a park.

Art Program

CONTENT:

Core Knowledge Standards in visual arts; state standards in visual arts; art topics that correlate to academic learning in the classroom; exposure to a variety of art media and techniques; introduction of art specific vocabulary and techniques; art history related to studio projects; critique famous artwork and classmates' artwork.

TESTBOOK/MATERIALS:

No textbook, tempera, watercolors, color pencils, markers, oil pastels, chalk pastels, etc.

CLASS PROCEDURE:

Elementary classes rotate between having art once a week and twice a week by the semester. All class periods are thirty minutes in length. Students are expected to:

1. Listen to directions and follow them the first time
2. Raise their hand when they have a question, would like to share something, or need help
3. Share art supplies with their classmates, act politely, and use kind words
4. Use class time to discuss and create art
5. Sit in "artist mode" (freeze, put supplies down, and put eyes on the teacher) when they hear the teacher's cadence clap
6. Respect the classroom, supplies, and tools, and clean-up after themselves

Reading

CONTENT:

Sing Spell Read and Write
SRA "Imagine It"
Core Knowledge Curriculum
 Book and Print Awareness
 Phonemic Awareness (the understanding that the sound of a word consist of a sequence or smaller, individual sounds).
 Decoding (the act of turning the letters into the speech sound they represent) and
 Encoding (the act of turning sounds of spoken language into the corresponding written letters).
 Reading and Language Comprehension
 Writing and Spelling
 Poetry (Mother Goose and other Traditional Poems)
 Fiction (Stories, Aesop's Fables, American Folk Heroes and Tall Tales, Literary terms: author and illustrator)
 Sayings and Phrases

TEXTBOOKS/MATERIALS:

Core Knowledge Curriculum
SRA "Imagine It"
Sing Spell Read and Write Workbooks

CLASS PROCEDURE:

Whole group instruction: phonemic awareness and explanation of seat work.
Small group instruction: reading skills
While a group is with the teacher, the rest of the class is completing their seat work which is monitored by the classroom assistant. Upon completion of seat work the students go to a reading center.

TESTING:

Students are tested on recognizing the upper-case letters, lower-case letters, letter sounds, and concepts of print, phonics, and phonemic awareness. Testing is done a minimum of three times a year. Students should be able to recognize all the upper-case, lower-case and letter sounds by December to be on grade level. By the end of the year students should be able to understand and demonstrate print awareness skills, read short vowel stories, recognize beginning and ending sounds of words, be able to rhyme both oral and on written work, blend and segment words, recognize the number of syllables in a word. And read some sight words.

HOW STUDENTS ARE GROUPED:

Students are initially grouped according to the amount of letter and letter sound recognition

HOW GRADES ARE DETERMINED:

Grades are determined by the skills mentioned under testing, through teacher observation, student participation, completion of work, and oral questions.

PROFICIENCY EXPECTATIONS BY THE END OF THE YEAR:

By the end of the year students should be able to understand and demonstrate print awareness skills, read short vowel stories, recognize beginning and ending sounds of words, be able to rhyme both orally and visually, blend and segment words, recognize the number of syllables in a word, and read some sight words.

LITERACY PLANS:

Literacy testing in Kindergarten is done Mid-Year. Parents will be notified by letter if their child is being placed on a literacy plan. A conference is then scheduled to go over the concerns with the parents. Students are placed on a plan according to the above skill testing. If a student has not yet mastered all their upper-case, lower-case letters or all their letter sounds or if they are struggling with concepts of print, phonics, or phonemic awareness skills then the child will be placed on a plan. Testing will be conducted again around the spring conference and parents will be notified then if a plan is still necessary or if their child is on grade level.

Spelling

CONTENT:

Students are not given spelling tests in Kindergarten. However, students should be able to write his or her own name (first and last), write all the uppercase and lower case letters of the alphabet, spell short vowel words and some sight words such as the, is, has..., and use letter-sound knowledge to write simple words and messages, consistently representing initial and final consonant sounds (for example, writing “boat” as “bot”).

TEXTBOOKS/MATERIALS:

Core Knowledge units are used
SRA “Imagine It”
Sing Spell Read and Write Reading Curriculum

CLASS PROCEDURE:

Included in the Reading instruction time.

Handwriting

CONTENT:

Handwriting Without Tears uppercase & lower-case

TEXTBOOKS/MATERIALS:

Handwriting Without Tears

CLASS PROCEDURE:

Handwriting is taught throughout the year.

Creative Writing

CONTENT:

Core Knowledge units are used as the basis for class writing projects
Kindergarten students should be able to do the following by the end of the year: Write a simple sentence (noun, verb pattern), write/list facts, events, examples, or ideas on a topic, at least one idea connects to the topic/story, use beginning, ending, and medial letters to make words, consistently use uppercase and lowercase letters correctly, use end punctuation correctly in a sentence.

Step-Up to Writing & Write Traits curriculum are used

TEXTBOOKS/MATERIALS:

Core Knowledge units

CLASS PROCEDURE:

This is done in a variety of ways: Teacher demonstrated color coded (according to the Step-Up to writing curriculum) story web is done after the introduction of the various Core Knowledge Units. Students are also asked to write what they learned about the various Core Knowledge Units. Students are also given a picture or topic to write on. Students are encouraged to write and illustrate their own stories and to share them with the class.

Social Studies

CONTENT:

Core Knowledge Curriculum:

Maps and Globes

Seven Continents and Four Major Oceans

Christopher Columbus

Native Americans

First Thanksgiving

Activity: Thanksgiving Day Feast with First Grade

Democracy

White House

Current President

George Washington

Abraham Lincoln

Thomas Jefferson

Theodore Roosevelt

Teddy Bear Picnic

Mount Rushmore

Statue of Liberty

Flag

TEXTBOOKS/MATERIALS:

Core Knowledge Curriculum

CLASS PROCEDURE:

Topics are introduced on Mondays. The rest of the week we review, write, and complete a variety of activities.

Science

CONTENT:

Core Knowledge Curriculum:

Taking Care of Our Bodies

Five Senses

Magnets

Animals and Their Needs

Jane Goodall

Plants
George Washington Carver
Conservation
The Wright Brothers

TEXTBOOKS/MATERIALS:

Core Knowledge Curriculum
What Every Kindergartner Needs to Know

CLASS PROCEDURE:

Topics are introduced on Mondays. The rest of the week we review, write, and complete a variety of activities. On Fridays the students take a ten question true/false quiz on what they learned.

Character Education

CONTENT:

Lessons revolve around the “Six Pillars” of Character: Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship.

TEXTBOOKS/MATERIALS:

Young’s People’s Lessons in Character

CLASS PROCEDURE:

Character Education is formally taught once a week. All year students are recognized for good character throughout the school day by a sticker to add to their “Character Ed Sticker Chart out in the hallway.

Primary Math

ABOUT *GO MATH!*

We live in a mathematical world. Never before has the workplace demanded such complex levels of mathematical thinking and problem solving (National Council of Teachers of Mathematics, 2009). Clearly, those who understand and can do mathematics will have opportunities that others do not—and building students’ early foundational skills is essential. An analysis of the results of the Trends in International Mathematics and Science Study (TIMSS) and the Program for International Student Assessment (PISA) led researchers to conclude that “countries that want to improve their mathematics performance should start by building a strong mathematics foundation in the early grades” (American Institutes for Research, 2005, p. v).

The Common Core State Standards at the elementary grade levels were written to provide such a foundation for young students. The standards describe the content and skills needed for young students to “build the foundation to successfully apply more demanding math concepts and procedures, and move into applications” (Common Core State Standards Initiative, 2011).

The Common Core State Standards (CCSS) were systematically developed to:

- Be research-based;
- Focus on the critical skills at each grade level;
- Encourage conceptual mastery of key ideas;
- Develop students’ mathematical understanding and procedural skills;
- Prepare students for the demands of the future—in school and work.

The standards detail the knowledge—content and processes—students need at each grade level, but the standards do not describe the instructional approaches needed to meet the standards. Thus, an effective instructional program is needed to bridge between the expectations set out by the standards and the desired student learning and achievement. This alignment between standards,

curriculum, instruction, and assessments is critical. Researchers looking at effective educational practices identified nine characteristics of high-performing schools, and reported that several of these relate to standards and standards alignment. High-performing schools have a clear, shared focus; high standards and expectations for all students; and curriculum, instruction, and assessments aligned to the standards (Shannon & Bylsma, 2003).

Houghton Mifflin Harcourt's GO Math! was developed with the Common Core State Standards for Mathematics as a foundation, and uses research-tested approaches to address the rigors of the Common Core. Throughout **GO Math!** alignment with the Common Core is made explicit. At every grade level, the program is organized around the Critical Areas identified in the Common Core. A special color-coded system in the student and **Teacher Editions** make each Critical Area easy to locate and use. The Mathematical Practices are completely imbedded in the lessons. Teachers who use **GO Math!** can be assured of meeting the expectations of the Common Core. Beyond this alignment with the content and practices of the Common Core, **GO Math!** represents a comprehensive system of mathematics instruction that includes multiple instructional approaches, diagnostic and formative assessments linked to differentiated instructional resources and tiered interventions, and technology solutions designed to support and motivate students.

CONTENT:

Counting and Cardinality: Know number names and the count sequence; count to tell the number of objects, compare numbers. Operations and Algebraic Thinking: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Number and Operations in Base Ten: Work with numbers 11-19 to gain foundations for place value. Measurement and Data: Describe and compare measurable attributes; classify objects and count the number of objects in each category. Geometry: Identify and describe shapes (squares, circles, rectangles, triangles, hexagons, cubes, cones, cylinders, and spheres); analyze, compare, create, and compose shapes.

TEXTBOOKS/MATERIALS:

GO Math

CLASS PROCEDURE:

Math is taught in either large or small group instruction depending upon the students' level and needs.

TESTING:

Math Assessments are taken at the end of each unit.

Primary Physical Education

CONTENT:

Grades K-2 will be following a movement-based curriculum guided by the research based SPARK PE program. They will be learning and developing lots of basic skills in ways that use problem solving and plenty of discovery. There are various areas of focus throughout the year. First, students refine and learn all types of locomotor movement and travel. Second, students practice simple gymnastics or body manipulations. Third, students participate in many fitness and health oriented activities. Next is manipulative skill building, primarily throwing/catching/kicking/dribbling/ striking. Lastly, is plenty of explorations and game play. Students will learn and practice new skills/movements individually and in large groups.

TEXTBOOK/MATERIALS:

All students are expected to wear tennis shoes during P.E. class. Girls must have shorts under dresses or skirts (Skorts are ok!).

CLASS PROCEDURE:

All elementary classes have P.E. twice a week throughout the school year. All class periods are thirty minutes in length. Classes are sometimes taken outside. Students perform a structured warm-up, often followed by fitness exercises. Then practice activities or games follow. During class students are expected to:

1. Be safe
2. Be Responsible
3. Be Respectful