Kindergarten Handbook 2011 - 2012

St. Andrew Academy
7724 Columbine Dr.
935-4578

TABLE OF CONTENTS

	Page
Introduction……	3
Program Philosophy……	4
Program Goals……	
Characteristics of the Kindergarten Child……	5
Emotional……	
Physical……	
Fine Motor……	6
Social……	
Cognitive……	7
Operations……	
Uniforms……	8
School Supplies……	
Lost and Found……	9
Report Cards……	
Testing Assessment……	

Promotion/Progression……
Communication…… **10**
Parent Involvement……
Behavior Management……
Rules/Consequences…… **11**
Homework Policy……
Classroom/Learning Center…… **12**
Daily Schedule……
Transportation……
Nutritional Break…… **13**
Field Trips……
Teacher Assistants……
Special Notes…… **14**

Introduction

Saint Andrew Academy Kindergarten is dedicated to setting and achieving a standard of Christian educational excellence for all students whom our school serves.

Our Kindergarten offers a program of planned activities to promote total growth through the learning-center approach and teacher-directed activities. The operational and instructional procedures for implementation of the Kindergarten program are summarized within this handbook.

May God bless each of us in our efforts to serve the children.

Program Philosophy

We believe that Kindergarten is an integral part of the elementary school program. The Kindergarten program strives to provide for the child's present needs as it builds on earlier experiences to lay the foundation for future learning. The instructional environment stimulates the spiritual, cognitive, emotional, social, and psychomotor growth of each child. This environment provides activities that focus on faith development, language development, reading readiness, math readiness, and other curriculum areas. The spiritual, social, emotional, and physical needs of each child are constantly considered and integrated in the cognitive activities and experiences. Readiness and psychomotor skills are taught through direct instruction and are reinforced by the use of learning centers and other activities. The Kindergarten program is planned to foster the child's social and emotional growth providing a positive atmosphere and ensuring opportunities for interaction between peers and adults. Overall, the Kindergarten program strives to help the child acquire the values and skills needed to succeed in school in a multicultural world.

Program Goals

1. To develop an awareness of God in our world and to know that He is the Creator of all; To learn that to be like Jesus is to be loving and kind; To encourage prayer as the basis of our spiritual life;

2. To foster a positive self-image by providing a variety of successful experiences for the child;
3. To increase the child's independence in solving problems;
4. To develop an appreciation for learning;
5. To help the child increase language development skills;
6. To foster the child's creative abilities and curiosity;
7. To provide concepts, skills, and knowledge that lay the foundation for future skills;
8. To foster the development of motor coordination;
9. To help the child exercise emotional control appropriate for the age, and to realize that demonstrations of emotions, both positive and negative are healthy;
10. To appreciate the worth and uniqueness of each individual;
11. To help the child assume responsibility for actions;

Characteristics of the Kindergarten Child

Emotional

Is versatile and inconsistent (can be: quiet/noisy, silly/serious, independent/social/, secure/anxious, cooperative/stubborn)
Brags and exaggerates;
Is beginning to acquire a sense of right and wrong;
Confuses truth and fantasy;
Expresses sympathy;
Retains many fears and anxieties;
Is often very assertive;
Craves affection and approval especially from adults;
Is interested in birth and death—does not comprehend meaning;
Pretends to be someone else as part of the process of developing own self identity;
Has already begun to establish a sense of own self-worth;

Shows pride in accomplishments (tying shoes, working puzzles) or products he or she has created;

Physical

A. *Gross Motor:*

Runs freely;
Climbs, jumps, hops, and dances;
Begins to learn to skip and jump rope;
Goes up and down stairs, using alternate feet;
Can throw overhand;
Keeps time with music;
Learns to pump a swing;
Tries motor stunts (e.g. somersaults, cartwheels);
Rides tricycles, wagons, and scooters;
Cannot sit still for long;
Catches a large ball;
Is toilet-trained;

B. *Fine Motor:*

Zips, buckles, snaps, laces shoes, and dresses self;
Begins to learn to tie shoes;
Apt to be farsighted;
Cuts on a line;
Washes and dries face and hands, bathes, and brushes teeth;
Handles small objects easily;
Uses crayons, felt-tip pens, chalk, and pencils;
Feeds self;
Threads beads and spools on a string and follows a pattern;
Paints, makes a collage, pounds clay;
Hammers nails into a board and uses other simple tools;
Puts together simple puzzles;

Social

Enjoys playing with children in small groups;
Is able to entertain self for a short period;
Begins to be able to take turns and share;
Likes to play games and assume adult roles;
Is learning to accept own responsibility within the group;
Forms friendships;
Is apt to share own possessions with “best friends”;
Is capable of asking for own wants and needs;
Is beginning to recognize needs of others;
Is developing a sense of humor, but cannot laugh at self;
Can often work out own problems;
Can play simple organized games with teacher help;
Has difficulty coping with competitive situations;
Is eager to help with routine tasks at school;
Stands up for own rights in group; will not let others take advantage often;

Cognitive

Language and Thought:
Uses compound sentences;
Asks questions (Who? What? Where? When?);
Displays vivid imagination;
Uses more refined language and abstract terminology;
Expresses feelings;
Has difficulty focusing on more than one characteristic of an object;
Is beginning to be able to sort objects by color, shape, size, texture, etc;
Becomes absorbed in explanation, experiments in problem solving;
Can produce simple patterns;
Begins to sequence events in three or four steps;

Operations

Eligibility

Saint Andrew Academy may serve any student eligible for kindergarten. Enrollment can occur at any time during the school year (space permitting).

Upon registering for kindergarten, all students shall present the following documents to verify eligibility:

1. Birth Certificate & Social Security Card

   Students must be 5 years of age on or before October 1.

2. Medical Information

   A. *Valid Immunization Certificate*

   Students must have a valid Kentucky immunization certificate prior to initial school entry. This may be obtained from any public health department or family doctor, by presenting the child's record of shots.

   B. *Medical Examination Record*

   Students must present a Medical Examination Form completed by their physician or clinic prior to initial entry.

Uniforms

The Kindergarten uniform is as follows:

- ☑ **Shirts:** T-shirts (St. Andrew Academy – Gray with Logo)
  Sweatshirts (St. Andrew Academy)
- ☑ **Pants:** Sweat shorts or sweat pants (St. Andrew Academy – Royal or Gray)
- ☑ **Shoes:** Tennis shoes

Materials and Supplies

Adequate instructional materials and equipment are provided for each kindergarten child. However, the children are expected to bring the following supplies for personal use:

School Supplies for Kindergarten:

- ☐ 2 boxes Crayons - 16 colors
- ☐ 10 #2 pencils (**Sharpened PLEASE)**
- ☐ 5 small glue sticks
- ☐ Scissors (fiskars are best - either round or pointed tip)
- ☐ Zippered pouches for crayons and pencils (**No Boxes Please)**
- ☐ Sleeping bag
- ☐ Pillow (small travel size)
- ☐ Paper towels (2 heavy duty rolls)
- ☐ Kleenex (4 large boxes)
- ☐ Hand Sanitizer (1 small bottle)
- ☐ Box of Tall Kitchen Bags (2 boxes / white with draw strings)
- ☐ Backpack (**Please no wheels** / we have a storage problem)
- ☐ **2** packages Clorox Wipes
- ☐ **4** pkgs. Stickers
- ☐ **4 (** Pocket Folders) **(Sturdy Ones)**

Lost and Found

A lost and found box is located in each classroom. Lost and found items may also be found in the cafeteria or in the school office. **Please help keep these items to a minimum by writing your child's name on all personal belongings that are brought to school.**

Report Cards

The kindergarten report card will be completed and distributed to parents on the same schedule as the elementary grades.
The report card contains a representative sampling of the skills introduced in kindergarten. The kindergarten curriculum is far more comprehensive than the skills recorded on the report card.
There are two scheduled and one optional PTS conference throughout the school year.

Testing/Assessment

After meeting with parents, if a child is experiencing difficulty, it may be decided to refer the child to Jefferson County Public Schools for testing. This is a free testing service available for all children. Parents must initiate the process with teacher recommendation.

Promotion/Progression

The purpose of the kindergarten program is to provide opportunities for the five-year-old to experience growth spiritually, emotionally, cognitively, and physically through planned learning activities. However, if necessary, provision is made for allowing students more time for skill acquisitions.

Progression to the first grade classroom or continuation in the kindergarten program should be based on the child's total growth. **The kindergarten program is not totally an academic oriented program; therefore, progression should not be based on academic achievement alone.**

The parent will be notified in advance, through a conference, if continued kindergarten curriculum is deemed appropriate for the next school year.

Communication

Communication is an integral part of our success. The following are examples of communications used:

a. Monthly calendars
b. Weekly envelopes from the office
c. Student folders (To be checked nightly by parents)
d. Special notes home (Check to see if signature is required.)
e. Conference notes
f. Phone calls when necessary
g. Assignment books designed for daily communication
h. Email (Optional)
i. Communication cards

*If you need to speak to a teacher, please call the office and leave a message or send a note with your child. The teacher will then contact you.

Parent Involvement

Parent participation in the classroom may take the form of Room Parent, Field Trip Chaperone, and Holiday Party Supervisor.

Behavior Management

The kindergarten will adhere to the Discipline Plan implemented throughout the school. See the **Family Handbook** for additional discipline information. The students are given a set of rules and consequences so they will know what is expected of them.

The following is a set of rules and consequences used in the kindergarten classroom

Rules:

1. Show respect to self and others.
   Some examples include: words, actions, feelings, space, and belongings.

2. Listen to and follow directions.
   Some examples include: instructional and transitional time.

3. Work to achieve your personal best.
   Some examples include: complete and check your work, stay on task, and turn work in on time.

Consequences:

Students will start out with their name on a chart. If a rule is broken, the following steps will be taken:

1. Cover name on chart.
2. Write name on chart and serve a five minute "time out". *****
3. Put a checkmark next to name and receive a communication note home.

****It is up to the teacher when a time out will be served.****

If misbehavior persists, a conference with the teacher, student, and parents will be set up. At the conference, a behavior plan will be established. If no substantial change is made, the student will receive one demerit.

NB: This system does not include automatic demerits. Refer to School Handbook for Policy on Automatic Demerits.

Homework Policy

The purpose of homework is two-fold: To teach the children responsibility and to reinforce instruction.

*If homework is not turned in on the due date, a homework note will be issued. The student will be required to complete the work during the day at a time the teacher deems appropriate. If the homework note is not returned, a behavioral communication card will be sent home.

*If the behavior persists, the parents will receive a phone call from the teacher or a conference will be requested.

Classroom & Learning Center

The Kindergarten classroom is structured into three disciplines: Large Group instruction, Small Group instruction, and Learning Center activities. The classroom instruction consists of Religion, Reading, Language Arts, Handwriting, Math, Science, Social Studies, Spanish and Music. In the learning center, the children engage in Computer programs, Dramatic Play, Social Interaction and Skill Building activities.

Daily Schedule

The school day begins promptly at 7:50 a.m. and ends at 2:40 p.m. All children should be here between 7:30 and 7:45. The cafeteria opens at 7:00 a.m. for all those needing to arrive early for breakfast. Should your child arrive after 7:50 a.m., he/she needs to be walked to the office to be signed in. There your child will obtain a tardy slip. The office personnel will see that your child gets to the classroom.

Car Riders

Transportation

The teachers will escort the students to the cars at 2:30, before other students are dismissed. After-care students will be taken directly to their designated area.

Aftercare

Nutritional Break

A juice break will be provided for the Kindergartners each day. This will take place in the classroom, after the students get up from their nap.

Field Trips

Field trips are an important part of kindergarten education and are related to the curriculum. The trips provide children with actual experiences of the world around them. Careful planning and preparation are made by the teachers to ensure a successful field trip. The teachers are familiar with the places to be visited and the children are prepared in advance. Listening to the teachers tell briefly what they will see helps them to feel comfortable and secure in a new situation. Any money due for field trips will be collected in advance of the trip.

Teacher Assistants

Teacher assistants are assigned to the kindergarten classes to:

a. Conduct reinforcement and maintenance activities correlated to skills and concepts initially introduced by the teachers.
b. Supervise learning centers while the teachers instruct.
c. Encourage child's healthy self-image through positive direction.
d. Tutor individual students when help is needed.

Special Notes

* Upon arrival for school each day, parents are to bring their children to the cafeteria and say their goodbyes there. Parents will not be allowed to escort their children to the classrooms. As soon as you feel your child is ready, encourage him/her to come alone. The sooner children attain this independence the more comfortable they become.

* Birthday party invitations are **not** to be passed out at school.

* Students take a nap each day. The total time is about 1 hour. The children are expected to lie quietly and not to disturb others.

* Sleeping bags will come home at the end of each month. Please wash them and return by the next school day.