



SACRED HEART GREENWICH

Lower School Early Childhood–Grade Four

*Grounded in
tradition...*

*Building for
the future...*



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DEAR PROSPECTIVE SACRED HEART GREENWICH FAMILY,

The Lower School at Sacred Heart offers a truly differentiated approach to learning, where our teachers and curriculum adapt to the individualized needs of each student. There is no academic ceiling, and each student can achieve at his or her developmental level. Just like an Upper School student might add elective courses in her areas of greatest strength and interest, so too do we customize our curriculum to challenge our students.

In the following pages, we will outline foundational concepts and skills by grade level to give you an indication of the Lower School curriculum year by year. We provide a developmental approach rooted in traditional instructional practices by exposing our young learners to new concepts and then moving into skill work to apply those concepts.

This learning style is process-based, and we believe that process has to be personally and intimately reached by each student. Through a challenging curriculum and extensive specials program, Lower School students not only acquire and master foundational skills and concept understandings to continue their education, but also gain a love of learning and the ability to apply their knowledge to moral, intellectual and social questions.

What sets the Lower School at Sacred Heart apart is that we approach learning in a mindful way. Self awareness and strong interpersonal skills are vital components to our curriculum. The students learn how to be aware of themselves in a group, with the materials they study and with their experiences. We teach students not to settle for simply the answers, but to learn how to explain their strategies, reasoning and lines of thinking. Equally important to this mindfulness approach is each student's spiritual compass, how they learn to treat themselves and one another in the small and in between moments.

I hope that as you discover more about the Lower School curriculum you will reach out to me directly with any questions about the skills and concepts highlighted as well as any questions about the larger community environment of our School.

All best,

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Convent of the Sacred Heart, Greenwich, founded in 1848, is an independent Catholic, college preparatory school for young women from kindergarten through grade 12, with a coed preschool and prekindergarten.

Sacred Heart, steeped in a solid academic tradition, educates women to have independence of judgment, personal freedom, and strength of character so that they can become leaders with broad intellectual and spiritual horizons.

The school welcomes students of all races, socioeconomic backgrounds, and religious beliefs. True to its international heritage, the school provides students with experiences of diversity.

Cultivating prophetic leaders is a compelling commitment of our education, and the entire school community, as a member of the Sacred Heart Network of Schools, is dedicated to the *Goals and Criteria*:

- ◆ A personal and active faith in God;
- ◆ A deep respect for intellectual values;
- ◆ A social awareness which impels to action;
- ◆ The building of community as a Christian value;
- ◆ Personal growth in an atmosphere of wise freedom.

Approved by the Board of Trustees – September 29, 2014

The School's educational philosophy emanates from its spiritual and educational heritage as well as its commitment to meet the challenges of a changing world. The educational goals of Sacred Heart Greenwich direct the development of each student's potential in five areas: spiritual, intellectual, creative, social and moral. Every student, regardless of religion, is encouraged to recognize the spiritual dimension of one's personality and to grow in a personal and active faith in God that is relevant in today's world.

Each division focuses its academic instruction on the quality of its instruction and the level of student engagement in the learning process. Lesson plans drive conceptual understanding over factual knowledge, in order to teach students how to apply understanding to real-world challenges. Students take ownership over their learning, and classrooms are focused on the process of learning, not just the end product. As a School, we focus on continually adapting to meet the needs of our students and the current society in which they live. Deeper learning in classrooms creates motivated and challenged students who can see how their classwork relates to life beyond our campus. Students graduate from Sacred Heart with a mastery of core academic content, critical thinking and problem solving skills, collaborative and effective communication, self-directed learning and an academic mindset.

FREQUENTLY ASKED QUESTIONS

What are the Arrival/Dismissal times?

School begins promptly at 8:15 a.m. for all Lower School classes and the Barat Center. We encourage parents to walk their children into the Barat Center to assist with the transition from home to school. Classrooms are open to students in kindergarten through fourth grade at 8 a.m. At 7:45 a.m., an early room is available for those children who must arrive early.

Students are dismissed between 3 p.m. and 3:25 p.m. depending on how they are being picked up. Barat Center students and Kindergarteners who are being picked up in cars are dismissed at 3 p.m. Students in grades 1–4 who are being picked up in cars are dismissed at 3:10. All students who are taking the bus are dismissed at 3:25 p.m.

What are the Extended Day and After School options?

For an additional fee, children may be enrolled in our Extended Day/Supervised Study Program or participate in after-school activities such as sports, swimming, embroidery, or arts and crafts. Extended Day/Supervised Study Program and after-schools activities begin at 3:25 p.m.

Do you hold Parent Conferences or send home Progress Reports?

To keep you informed of your child's progress, parent conferences are scheduled in November and February. Written progress reports are sent in

January and June. We value open communication between home and school, and conferences can be scheduled at any time. We believe in a partnership among parents, teachers, and school administration that involves joint communication and coordination on behalf of the child. Therefore, we are always available to discuss any school or personal concern that might have an impact on a student's well-being or performance in school.

Will my child be assigned homework?

Teachers assign homework in order to help the girls develop responsible attitudes toward their work, to learn to organize themselves and budget their time effectively, to reinforce a newly learned concept, and prepare for an in-class discussion. Homework also helps the teacher assess a student's understanding. All assignments vary based on student developmental level, grade and age. Students should be able to complete all assignments with little to moderate parental involvement and guidance. We encourage you to request a meeting or conversation with your child's teacher if issues, difficulties or conflicts arise due to the assignment or if there are extenuating circumstances that prohibit them from completing their work. It is intended to be a positive extension of our learning day. Specific homework will not be assigned prior to a long weekend or holiday, nor will major assessments be scheduled for the day of return.

What is Singapore Math?

Singapore Math is a program designed in the 1980s and 90s by Singapore's Ministry of Education and perfected over the course of 20 years. It may be best described as an approach that focuses on student exploration, discovery, problem-solving and critical thinking skills. Number bonds, bar models and mental math strategies are among the major components explored in depth throughout the grades.

What are Reader and Writer Workshops?

In a Columbia Teachers College Workshop environment, students explore reading and writing through in-depth units of study in narrative, informational, and persuasive genres. Hallmark of a true Teachers College Workshop is the student's choice of book according to her independent reading level and choice of writing topic within the genre. These genre-specific units are designed to complement one another so that students experience the rich world of English language from the perspective of a writer and a reader. Whether reading or writing, the structure of the workshop is the same—a highly focused lesson, followed by independent time for students to practice reading or writing that is supported by individualized teacher conferences. While our Teachers College Workshops are the core of our language arts program, we supplement the K-2 reading workshop with guided reading as well as a phonics/word study program. Word study is continued through grade 4.

Barat Center for Early Childhood Education

The Barat Center for Early Childhood Education, a dynamic early educational experience, recognizes children's widely different developmental stages. The Barat Center is a multi-aged, full or half day program that honors the developmental and individual needs of young boys and girls.

Located in Barat House, the program provides a transition between home and school. The homelike atmosphere creates a sense of family that nurtures the socialization skills of our youngest students. The fundamental goal is to provide an early childhood experience that is challenging and developmentally appropriate in an atmosphere that is both stimulating and nurturing. We believe that young children learn best through play – be it cooperative, individual or constructive. The curriculum includes all core academic areas such as math, science, language arts and social studies. Our young children learn through observation, exploration, discovery, and dramatic play. The program is enhanced and broadened by a specials curriculum taught by professionals in various areas.

Play and Socialization

Much of the learning that takes place in early childhood stems from play, and each day includes opportunities for the children to self-select activities that engage them and allow them to interact in a variety of group settings, building a sense of classroom community and developing positive relationships. Much of the activity is cross-curricular, and the skills, concepts, knowledge and attitude acquired by each child support a number of areas of learning. It is important for young children to have dramatic play experiences that develop their social, emotional, physical, intellectual and creative needs: dressing up using the dramatic play corner, playing with puppets, constructing with blocks, exploring the classroom and dancing all contribute to this experience for our students.

Learning to get along and to respect the rights and feelings of others, to share, to communicate positively, to express feelings appropriately, to organize them-

selves and to make wise, informed choices and decisions are all aspects of self-awareness and socialization that are supported by the Barat Center.

Language Arts

The use of language is integral across the Barat Center curriculum. Language acquisition and development, phonological awareness and comprehension, vocabulary extension and the familiarization of the children to instructional discourse are key components in developing the students' abilities to communicate.

Encouraging conversation, developing listening skills, inviting the children to speak in front of the group, reading to them, playing games, enjoying musical activities and poetry are all daily activities that facilitate communication about learning and positive relationships with others.

As they further develop their literacy skills and understandings, the girls and boys are introduced to the foundations of writing and emergent reading. Writing is encouraged through the use of manipulatives, drawing and painting, an informal writing center, and student-dictated stories. They work on phonological development and basic phonemic and phonetic skills. The students are introduced to the alphabet, in which they learn to recognize, identify and form the letters and manipulate the sounds. Both creativity and logical thinking are promoted in language arts. The students are in a print-rich environment that fosters an interest in reading readiness activities. Such activities allow the child to become familiar with comparison, spatial relationships, letter name recognition, and sound discrimination. Daily opportunities foster development of hand/eye coordination, left/right progression and organizational skills. Children's literature plays an important part in the day and is purposefully woven into every subject area of development. Boys and girls are encouraged to choose books from the book corner or listening center, enjoy story time with classmates, and participate in library activities.

Mathematics

The mathematics program is an activity-based, child-centered program. The students are given the opportunity to connect real-world discoveries with mathematical concepts and operations, such as numbers and operations, geometry, patterns, and data analysis. They create charts and graphs to document and illustrate their learning. The daily routines of calendar math, counting, sorting, sequencing, and matching all serve to build a strong foundation for future study. The students also explore one-to-one correspondence as they develop their understanding of quantity and recognition of numerals. Cooking activities provide wonderful opportunities for them to learn to follow directions, sequence, measure, and prepare culinary delights. Building with blocks supports and strengthens their spatial awareness, hand-eye coordination, and motor skills.

Science

Science nourishes the students' natural desires to explore and discover through project-based investigations. The children are encouraged to be curious about the world around them. A variety of scientific skills are introduced through three major threads, building, nature and water. The curriculum is supplemented with appropriate children's literature, both fiction and non-fiction. The students work with the Lower School science specialist to extend their study of classroom topics.

Social Studies

In the early childhood years, the learning of social studies arises from play situations and carefully crafted experiences. Each student's world is enlarged from home and family to school, from self to classmates and then to the Lower School community and the entire culturally diverse school. Teachers sow the seeds of social studies skills by creating activities that encourage thinking about where things are located, how people and animals adjust to where they live and how people, things and ideas move from place to place. In addition, students are introduced to age appropriate maps and globes. The boys and girls explore our beautiful campus and become familiar with

the Lower School building and the faculty and staff who work here. They are each encouraged to recognize their self-worth as a unique gift from God and to be part of our Sacred Heart Greenwich family.

Technology

Barat Center students get an early start developing computer awareness and technology-based skills by visiting our computer lab. Children learn how to operate both computers and iPads, as well as how to navigate through creative software and computer graphics programs. Students are introduced to Bee-Bots for the first time, an award-winning programmable floor robot. The Bee-Bot's simple and child-friendly layout is the perfect starting point for teaching the students control, directional language, and programming. The students explore digital storytelling, as he or she will co-create digital books with photos of their classmates' play and work accompanied by their own personal narration. In addition to these concepts, the important groundwork is laid for ensuring your child's online safety.

World Languages

Students have the opportunity to explore Chinese, French and Spanish. Students are exposed to each language on a trimester basis, two times each cycle. The goals of this introduction are to develop an interest in different languages and inspire future language study in our students. In this exploratory class, children learn basic words and phrases in each of the three languages, develop listening skills, and acquire cultural and linguistic awareness. The curriculum and thematic units determine the content of study in each of the languages studied.

Art

For the child, drawing and painting are major means of communication and expression of his or her feelings. Art, therefore, is an essential part of our curriculum, taught through a series of thematic units, and a variety of media is always available in the classroom to encourage visual learning and expression. In art class, the girls and boys are introduced to the following elements of art: line, shape, texture, color and space. These elements

are explored in a variety of media including painting, collage, drawing, printmaking and sculpture. One of the key objectives of all the projects is to develop independent-thinking and problem-solving skills. Students are encouraged to develop ideas to completion and to think of solutions to the technical problems they face, when putting together their artwork.

Theology

In weekly theology classes and throughout the day, children are introduced to the wonder of God's love and the many gifts God has given us. Formal and informal prayers are offered through music, dance and art. The children are taught the meanings of Christmas and Easter. They learn about Jesus, Mary, St. Madeleine Sophie Barat, and St. Philippine Duchesne.

Library

Students visit the library once during every six-day rotation to listen to a story read by the librarian. Included are follow-up activities and introductions to the rules of the library and different types of books, including classic picture books and animal books. Boys and girls receive guidance in the selection of books to take home.

Physical Education

In physical education classes for children, there is an emphasis on movement concepts in general space and

self-space, exploring directions, levels and pathways. Throwing and catching, dribbling with feet, volleying and striking with body parts are also introduced in the form of relay races and simple games. General class rules and social skills are practiced with clear safety guidelines. Beginning swimming instruction and simple water safety skills are introduced.

Movement and dance rhythm, directional exercises, coordination, and locomotor skills are all part of our beginning exploration of movement and dance. The children enjoy make-believe stories and use music, and sometimes scarves, to inspire creative expression.

Music

Through a series of thematic units, the children are brought into contact with as many music-making experiences as possible, including instruments, voice/body music, sounds in the environment, CDs and tapes, percussion, animal/bird music and computer and electronic sound. They develop the ability to sing for pleasure and, on special school occasions, in front of an audience of parents or Lower School students. The girls and boys acquire a repertoire of songs, nursery rhymes, action songs and games. They experiment with body music and learn to discriminate among different sounds. Through music, they acquire the social skills of listening, sharing, appreciation, and the joy of making music together.

At the kindergarten level, classes are grouped heterogeneously. Individual skill levels and learning paths among students are addressed through small class size and frequent interactions with our language arts, science, math, and learning specialists.

Language Arts

In kindergarten, the literature-based language arts program encompasses reading, writing, illustrating, listening, and speaking. The students are given opportunities throughout the day to use these skills across the curriculum. Students are immersed in rich language experiences through a balanced literacy approach. Writing workshop is introduced this year. Girls learn the steps of the writing process, as they explore written language. Moving through narrative, nonfiction and poetry, students create and celebrate published pieces of writing throughout the year.

Reading instruction includes phonemic awareness, letter names and sounds, and beginning sight word recognition. At the core of the program is guided reading instruction and reading workshop. Through mentor texts, students learn explicit strategies that successful readers use in a variety of genres including narrative, nonfiction and poetry. They are guided and supported in the application of these strategies at their individual developmental levels. Students are regularly given book selections for their independent reading. Readers and writers blossom in this highly literate environment.

Mathematics

In kindergarten, with the Singapore Math curriculum serving as the basis of the program, students explore concepts and skills using calendar math and concrete materials in the context of their everyday lives, physical exercises, and literature. Students work on sums to 10 and 20, with continued attention to quantity recognition, patterning, and sequencing. Word problems and number stories play a central role in helping students develop both concrete and pictorial understanding of arithmetic, geometry, measurement, money, and time. The important addition of Smart Board instruction, iPads and computers develops and enhances students' fluency in the language of technology.

Science

The kindergarten science program introduces the students to science and builds on the skills of observing, recording, describing, questioning, and interpreting through active investigation. The science curriculum begins with a unit on trees. Through this unit, the concepts of tree structure, habitat, animal homes, and behaviors are explored. The science of astronomy is introduced, and the students visit our on-campus observatory and develop a better understanding of both the day and night sky. To round out the year as the students write persuasive letters that convince us to visit a chosen animal at the zoo, models are built as the animal's special adaptive features are studied. The unit culminates with a year-end visit to their animals at the zoo. The kindergarten science curriculum is supplemented with appropriate children's literature, both fiction and non-fiction. The campus, particularly the garden and observatory, provide rich resources for scientific units of study.

Social Studies

The kindergarten program begins by emphasizing the girls' awareness of themselves as members of their families and their circle of friends. They develop an appreciation of individual differences and learn to identify family structures and roles. They then look closely at a town and the people; places and the rules that make it work. Students look at basic maps and globes, and learn how symbols are used in map reading. Finally, students learn to locate the United States on maps and globes, and learn about the important symbols of our country.

Technology

Kindergarten students build upon their recently developed technology skills through visual and interactive learning in the classroom. They begin to discover proper keyboard and mouse techniques, word processing, special effects, age-appropriate Internet navigation, and more. We continue to use the Bee-Bot's robot, this time to allow the students to learn the basics of code as a medium of human expression. Through this process, students learn to think, feel, and communicate in new ways. Problem solving and personal expression are major goals for kindergarteners in the computer lab.

World Languages

Kindergarten students study French, Spanish or Chinese for four half-hour sessions per rotation. The program is designed to instill in the students the love of language and help them feel self-confident using these languages. Although the beginning stages of a language are gradual, the children are quickly able to communicate in very simple sentences, after which more complex vocabulary is introduced. Counting, the alphabet, colors, and self-description are taught through cultural tales, poems, and songs with motion.

Art

The curriculum focuses on a deeper understanding of the following elements of art: line, shape, texture, color and space. These elements are explored in a variety of media including painting, drawing, collage, printmaking and sculpture. One of the key objectives of all of the projects is to develop independent thinking and problem-solving skills. Students are encouraged to develop solutions to the technical problems they face when creating artwork.

Theology

Simple Bible stories are used to learn of God's enduring love. The students learn that their families, friends, talents and the beauty of creation are all God's gifts. They are encouraged to participate in all-school liturgies and prayer services. They explore the chapel, discover that prayer is talking and listening to God, and learn different ways of praying. To support the active living out of *Goal 1*, fostering a personal relationship with God, special attention is given to daily prayer and reflection. Woven into the routine of the students' daily lives are the celebrations of St. Madeleine Sophie Barat, St. Philippine Duchesne and Mater, as well as Sacred Heart traditions. In addition to theology classes, chapel time builds community and gives the students opportunities to focus on the concerns of the larger community and to pray for the needs of the world. Chapel is part of the weekly schedule. Additionally, liturgies are scheduled throughout the year. All liturgies provide the students with opportunities to share their gifts whether through song, written word, dance, drama or personal reflections.

Library

Students have library instruction once a rotation. They are introduced to the rules of the library and different types of books, such as fiction and non-fiction. They learn about authors, illustrators, and the different roles they play in creating a book. Girls receive guidance in the selection of books and take part in regular storytelling sessions. They have access to iPads and computers and experience their first foray into research on the Internet in their study of animals to find animal sounds and pictures.

Physical Education

Physical education provides every child with an environment in which to develop age-appropriate gross and fine motor skills. Emphasis at this level continues to focus on movement, hand/eye coordination and balance. Children work on running, hopping, skipping and galloping. Rudimentary ball skills are developed and the students play non-competitive games. Teamwork and cooperation are emphasized. Swimming and water safety skills are taught and reinforced.

Music

The music program emphasizes rhythmic speech and movement along with the reading of simple rhythmic notation. Varieties of songs are taught, and attention is given to accurate pitch production and singing accompanied by movement and classroom instruments. The students are introduced to Orff xylophones, and they learn to play simple patterns. Dramatic movement and pantomime, along with folk dances, complete the program.

Dance

The creative movement/dance program enables the girls to develop a sense of how their bodies move through space. With creative exploration, they gain the ability to express their ideas and feelings through movement and rhythm. The students explore directional exercises and develop locomotor and non-locomotor skills. Students improvise to a wide variety of music and create dances.

First grade is an exciting year as its during this year that their reading and writing skills start to solidify. The students begin to acquire information from reading and learn to communicate with one another in writing.

Language Arts

First-grade students explore and increase their familiarity with language. The emphasis is on listening and speaking skills, handwriting, written expression, spelling, and the beginning study of grammar and punctuation. Language skills are reinforced through dramatization and storytelling. Through writing workshops, students learn and practice strategies to create narrative, nonfiction, fiction, and poetry pieces. In all of these projects, the writing process is practiced and emphasized.

The reading program in first grade uses balanced literacy techniques that include phonetic and multisensory methods and materials. The children practice all the main sounds of the English language and their associated spellings. In reading workshop, the girls develop reading fluency and gain confidence. Guided reading provides opportunities for small group instruction. Literary genres, including nonfiction, fiction and poetry, are explored independently and through guided instruction.

Mathematics

In first grade, with the Singapore Math curriculum serving as the basis of the program, students discover intricate and complex problem-solving techniques, as they continue their study of numeracy and mathematical operations. More extensive presentations and explorations of fractions, geometry, graphing, measurement, time, and money combine to challenge them and broaden their thinking. Students focus on essential number properties, theories, and strategies in basic addition and subtraction problems, fact families, and computation with two-digit numbers.

Students are also introduced to the basics of algebraic reasoning. They work with equalities and “unknown values” called variables. The emphasis on number bonds and mental math, as well as the deconstruction of numbers encourages students to develop a deeper understanding

of addition and subtraction. Smart Board instruction, iPads and computers continue to develop and enhance students’ fluency in the language of technology.

Science

The first-grade science program is inquiry-based, encouraging the students to look at the world around them. Their units of study build on science and technology skills taught in kindergarten. The year begins with a unit on balancing and weighing, incorporating math skills and building on the physical science skills introduced last year. As winter begins, the science of weather is introduced; this includes a study of clouds, temperatures and wind, culminating with a visit from a meteorologist. A unit on physical and chemical changes follows in which the students study the concepts of evaporation, rust, mixtures, and solutions. The year culminates with a unit on living organisms. Plants and animals are studied by using the school garden and maintaining terrariums and aquariums in the classrooms. To enrich the unit further, chicks are hatched and the students visit a working farm.

Social Studies

First-grade social studies begins with an in-depth look at neighborhoods, learning to read simple neighborhood maps, identifying map symbols and measuring distance. Then, they delve into some basic economics – distinguishing between wants and needs, and discovering the places and people who provide goods and services in a neighborhood. Students then use globes to explore concepts, such as day, night, north, south, east and west. Finally, students take a look at the United States, its symbols, presidents, history, and holidays.

Technology

In first grade, the focus in the computer lab shifts to the ethical and proper use of computers, in order to ensure that the students will be able to access information safely and wisely as they continues to grow and learn new technologies. Students will then extend their keyboarding and word processing skills, as well as take on more creative projects, such as learning the art of animation to create their own slide shows and make graphs from data. In addition, students are exposed to

fun and self-guided games through programming software such as Kodable. These interactive programs help to further instill coding abilities, allowing students to work and learn on their own developmental level. First grade students also have a rare opportunity to participate in our very own broadcast studio, complete with green screen technology, where she may do her own video-taped book discussion and review.

World Languages

Children in the first grade study French, Spanish or Chinese for four half-hour sessions per rotation. Emphasis is placed on building students' comfort, ability and self-confidence in both speaking and understanding. Songs, stories and movement reinforce lessons in both spoken grammatical skill and culture.

Art

Students in the first grade are introduced to the color wheel. They learn to identify primary and secondary colors and warm and cool colors. The curriculum exposes students to a variety of media such as printmaking, painting, drawing, sculpture and collage. Students continue to develop independent thinking and problem-solving skills by imagining solutions to the technical problems they face as they develop their artwork.

Theology

The children learn to experience God as the Creator, the giver of gifts, including God's gift of Jesus to the world. Through Bible stories, the children learn about Jesus' love. The meaning and ceremony of baptism are taught, and the girls learn more about Sacred Heart saints and traditions. To support the living out of *Goal 1*, students develop their own personal relationships with God through prayer and reflection. Woven into the routine of the students daily lives are the celebrations of St. Madeleine Sophie Barat, St. Philippine Duchesne and Mater, as well as Sacred Heart traditions. In addition to theology classes, chapel time builds community and gives the girls opportunities to focus on the concerns of the larger community and to pray for the needs of the world. Chapel is part of the weekly schedule. Additionally, Eucharistic liturgies are scheduled throughout the year. All liturgies provide the students with opportuni-

ties to share their gifts through song, written word, dance, drama or personal reflections.

Library

First-grade students have library instruction once a rotation. They continue to explore different types of literature and participate in regular storytelling sessions. In addition, the girls receive instruction in and have access to the online catalog of the School's books, Smart Board, iPads, and audio-visual materials. They also have available a dictionary, encyclopedias and atlases on the computer. At this level, the girls study the contributions of the author, illustrator and publisher. They also learn about the title page and the table of contents.

Physical Education

Physical education provides every child with an environment in which to apply basic fundamental motor skills to activities in both individual and cooperative settings. Sharing equipment, taking turns, and sharing ideas with a partner or small group are developed throughout the curriculum. Manipulative activities, striking with short and long-handed implements and motor skills are taught in team and individual sports. Basic swimming strokes are practiced and developed, while increasing individual endurance in the water.

Music

The music program is based on singing, movement and dance, rhythmic and pitched instrument playing, and drama. The students identify rhythmic notation, practice simple patterns of xylophone playing, learn a variety of songs and use rhythmic instruments as accompaniment. Listening skills are developed along with ear training and round singing. The students are periodically given opportunities to present short musical performances.

Dance

The creative movement/dance program enables the girls to develop a sense of how their bodies move through space. With creative exploration, they gain the ability to express their ideas and feelings through movement and rhythm. The students explore directional exercises and develop locomotor and non-locomotor skills. Students improvise to a wide variety of music and create dances.

As the girls master the basics of reading and writing, they are called upon to evaluate and offer opinions about what they are learning. At this level, they are expected to work independently as they apply skills.

Second-graders are increasingly aware of the world around them and their place in it. This sense of community continues to grow, especially within their classroom. The sacraments of First Reconciliation and First Communion are joyous celebrations in which Roman Catholic students, as well as girls of other faiths, play important roles.

Language Arts

Reading and written expression are integrated into the literature-based language arts program in the second grade. Children learn to read, write and communicate independently, as well as to respond to literature. The girls are introduced to many literary genres including fables, folk and fairy tales, legends, mysteries, poetry and non-fiction reading in many subject areas, as guided reading groups and reading workshop continue. Trade books enrich the reading program, and independent reading at home becomes a requirement.

The second-grade curriculum focuses on writing as a process, as the writing workshop continues. The girls develop the ability to write clear and detailed sentences as they learn to revise and edit their work more independently. They write pieces in narrative, fiction, non-fiction, persuasive, poetry, and journal entries. Writing is emphasized across the curriculum. Spelling, grammar and punctuation are taught in conjunction with the writing process. An emphasis on listening and speaking skills continues as the girls share their writing and opinions.

Mathematics

The Singapore Math curriculum in second grade places particular emphasis on more advanced problem-solving and reasoning skills. The students continue to use manipulatives to construct meaning and integrate new understandings with their prior knowledge. The topics covered during the school year include numeration,

basic operations, patterns, data, problem solving, two-step equations, units of measure, place value, mental math, and properties of geometric shapes. The work the students began in first grade with fractions, estimation, graphing, and units of time is reviewed and expanded. In conjunction with their deepening comprehension, students are encouraged to describe their strategies and solutions in writing and during class discussions. Smart Board instruction, iPads, and computers continue to develop and enhance students' fluency in the language of technology.

Science

The second-grade science program continues to encourage each student's curiosity about the world around her. The year begins with a study of the lifecycle of the Monarch butterfly. Monarch caterpillars are reared in the classrooms. The students care for the caterpillars and study the concept of metamorphosis. The butterflies are then tagged, released, and registered so their migration patterns can be tracked. Students also participate in a symbolic migration sending paper butterflies to a classroom in Mexico. Other units include rocks and minerals, during which the physical properties of rocks and minerals are studied. Students learn about how different rocks are formed and are encouraged to find samples in the schoolyard and at home, reinforcing the understanding that they are surrounded by science. A hands-on unit about Long Island Sound rounds out the year, emphasizing concepts of environmentalism, ecosystems and social responsibility.

Social Studies

Second-graders begin the year exploring types of communities and the places, workers, and leaders that all communities need. In learning about wants and needs, producers and consumers, and earning and saving money, students build an understanding of basic economic concepts. An even deeper understanding of maps and globes is built with the introduction of map grids, and looking at natural and cultural features on a U.S. map. Students then move on to explore the United States, its government, history and leaders. The focus is then broadened to look at the whole world, including an exploration of continents and oceans.

Technology

Second grade students continue to learn about the safety and proper use of technologies and the information they access as they are introduced to more advanced keyboard techniques, word processing, editing tools, and age-appropriate Internet navigation. Students are introduced to digital cameras for the first time and learn how to operate the camera, download pictures and add them to text. The students are exposed to coding practices with Scratch and Pivot StickFigure Animator, where they create their own interactive stories, games, and animations. The second grade students take on a special Wax Museum project as well, where they use technologies to research a famous person of their choice, acquire images, and ultimately record a video as they perform their own autobiographical interpretations of the historical figures.

World Languages

Second-grade students receive instruction in French, Chinese or Spanish for four half-hour sessions per rotation. The students learn to hold simple conversations through enjoyable activities that reinforce previous skills and continue to build new skills. Writing and speaking are practiced and reinforced through short readings and repetitions, increasing word recognition. Sentences that are more complex are developed through visual aids, culturally authentic stories, songs, and plays.

Art

The second-grade curriculum is designed to provide a deeper understanding of the color wheel. Students continue to use their knowledge of primary, secondary, warm, and cool colors. The curriculum exposes students to a variety of media such as printmaking, painting, drawing, sculpture and collage. Second-grade students are also introduced to observational drawing. Students continue to develop independent thinking and problem-solving skills by imagining solutions to the technical problems they face as they develop their artwork.

Theology

Theology classes focus on stories about Jesus, His love and forgiveness. The students learn that Jesus wants us to love and forgive others. They also gain knowledge about the Liturgy of the Eucharist and the Last Supper. The Roman Catholic girls prepare to receive the sacraments of Reconciliation and Holy Communion. The religious experiences of the girls of other faiths are deepened through opportunities to share their own beliefs and participate fully in the celebrations. To support the active living out of *Goal 1*, fostering the students' personal relationships with God, special attention is given to daily prayer and reflection. Woven into the routine of the girls' daily lives are celebrations of St. Madeleine Sophie Barat, St. Philippine Duchesne and Mater, as well as Sacred Heart traditions. In addition to theology classes, chapel time builds community and gives the girls opportunities to focus on the concerns of the larger community and to pray for the needs of the world. Chapel is part of the weekly schedule. Additionally, liturgies are scheduled throughout the year. All liturgies provide the students with opportunities to share their gifts through song, written word, dance, drama or personal reflections.

Library

Second-grade students have library instruction once a rotation. They continue to learn about different types of literature, including folk tales, fairy tales and legends. They study the dedication, table of contents, index, glossary, verso and appendix. The girls receive guidance in the selection of books and take part in a regular storytelling session. The students' work in library skills is integrated into their biography research unit. They receive instruction in using the on-line catalog of the School's books, the iPad and audiovisual materials. Also available are computer encyclopedias and other reference materials related to the curriculum.

Physical Education

Physical education provides every child with an environment in which to develop fitness and skills with an emphasis on teamwork and good sportsmanship. As the grade level increases, so does the level of skill

expected. The second-grade-swimming unit offers practice in basic stroke mechanics while developing strength, endurance, and confidence in the water.

Second-grade students participate in various sports including soccer, field hockey, basketball, volleyball and softball. Each child also advances in swimming and water safety skills. Students who are exceptional athletes may be permitted an extended absence from school to participate in training for their particular sport. In order for the School to give permission for this extended leave, a letter must be written to the division head. Students who are interested in pursuing this option must provide an approved daily tutoring program, which is aligned with our curriculum. In addition, the student must be affiliated with a program/coach. This program is solely for girls who have shown a high level of accomplishment and dedication to the sport.

Music

Musical activities develop vocal ability with the introduction of syncopated rhythms and simple part-singing. Orff instruments are played in a variety of patterns using learned notation. The students have frequent opportunities to perform, often incorporating creative movement and dance in the process. Second-graders take part in the “Celebration of the Arts.”

Dance

The creative movement/dance program enables the girls to develop a sense of how their bodies move through space. With creative exploration, they gain the ability to express their ideas and feelings through movement and rhythm. The students explore directional exercises and develop locomotor and non-locomotor skills. Students improvise to a wide variety of music and create dances.

Grade Three

During third grade, an important shift occurs from learning basic skills in reading, writing and mathematics to using those skills to access, evaluate and share information.

Language Arts

In the third grade, the focus of the language arts curriculum shifts in a subtle way. Going beyond basic reading and writing, students now read to learn and write so they can communicate effectively. Reading workshop and guided reading continue to provide the structure of the reading program. Students continue to learn word attack and syllabication skills. They read independently and in groups to acquire knowledge in a variety of fields as well as for personal enjoyment. The comprehension skills emphasized include recognition of main idea, locating details to support the main idea, summarizing information and identifying topics. Students learn to use the dictionary and thesaurus. They are expected to apply these references in practical situations. Independent reading is required and students are encouraged to choose from a variety of genres. Children are increasingly expected to respond in writing to what they have read.

In the third grade, correct use of grammar, punctuation and spelling is emphasized for effective writing. Through writing workshop, children use the writing process to write daily, using different styles, such as journal writing, expository writing, narrative writing, persuasive writing and poetry. As part of the writing process, the students develop skills of peer editing and learn to offer constructive criticism that will improve a fellow student's writing. Writing is also used in the content areas of mathematics, social studies and science. The students are introduced to research skills. They produce research projects that are shared with the class. Students continue building their skills of listening and speaking. Instruction in cursive writing begins at this level.

Mathematics

The Singapore Math curriculum in third grade expands the students' understanding of place value and the concepts of numbers and numeration. The girls work extensively on the basic operations of addition, sub-

traction, multiplication, and division with whole numbers. They explore new concepts including fractions, decimals, estimation, rounding, and graphing. Their work on problem solving becomes more complex as they collect data, formulate questions, and strategize to solve multistep problems. The students deepen their understanding of time, money, measurement, and geometry, particularly through the use of manipulatives. Algebra concepts and operations are examined through a hands-on approach while problem solving with bar modeling is introduced. Smart Board instruction, iPads and computers continue to develop and enhance students' fluency in the language of technology.

Science

The third-grade science program begins with a unit on electrical circuits. Series and parallel circuits are covered, as well as safety. Students build a variety of circuits culminating in a project that allows the students to wire a room electrically – on their own. Antarctica and the Arctic are studied, while students create an interactive display of animals that have adapted to these extreme climates. The concepts of animal adaptation, both behavioral and physical are studied in detail. Flags are created and sent to a research station in Antarctica to aid in wind research being conducted there. The year ends with a unit on the water cycle along with erosion and dam structure. Stream tables are built and the unit culminates with the construction of a dam.

Social Studies

Third-graders start their study of social studies by looking at methods of transportation and communication – and how they have changed over time – within a community. They also look at how communities elect government officials to make rules and laws for the benefit of the community. The focus is then broadened to the United States, and students learn to read and use landform and land use maps. The three branches of government and their functions are introduced. Finally, students explore the whole world, learning about the hemispheres, latitude and longitude, using globes to understand the seasons, and taking an up-close look at the natural and cultural features of various continents.

Technology

Third grade students experience the Makerspace, a collaborative workspace that allows them to create something out of nothing using high tech and no tech tools. Students work with a 3D laser printer using a design tool called Tinkercad. They utilize shapes to replicate, design and print their own models in real-time. This experience fosters hands-on learning, helps with critical thinking skills and boosts self-confidence. Third grade students undertake other special projects in the computer lab and begin to implement their knowledge according to computer, iPad, and Smart-Board instruction. Students communicate and collaborate with others by taking class surveys and inputting the data into Excel. They continue to learn the art of animation through Stykz, a frame-based stick figure animation program that lets students work on individual frames to make their creations just right and also perform safe online research using Libguides and sites like Pebble Go. By the end of the year, students have learned touch-typing to aid in keyboarding proficiency, as well as more complex tools in word processing such as altering and formatting documents and PowerPoint presentations.

World Languages

Third-grade students study French, Chinese or Spanish for four half-hour sessions per rotation. The emphasis at this level is on further developing skills in speaking and listening comprehension through peer conversations. Students are also encouraged to take chances with new vocabulary by reading aloud and writing content-related sentences. Culture and grammar are presented in context, through visual aids and authentic stories, songs, and plays.

Art

Students continue to deepen their understanding of the color wheel. They learn how to make objects advance and recede using opposite colors in the wheel. A key component of the curriculum is the emphasis placed on the process of developing an idea to its completion. Students create initial sketches

of an idea and translate them into a two- or three-dimensional piece. In addition, students draw from observation and learn one point perspective.

Theology

Students study the early Church, reading New Testament stories of the coming of the Holy Spirit to the Church and Jesus' promise that the Spirit will always guide the people of God. The Liturgy of the Eucharist is studied more closely, and the students' participation in the all-school liturgies increases. Their prayer lives grow, as they learn more forms of both traditional and spontaneous prayers, and as they seek to express themselves in music, drama and art. To support the active living out of *Goal I*, fostering the students' personal relationships with God, special attention is given to daily prayer and reflection. Woven into the routine of the girls' daily lives are celebrations of St. Madeleine Sophie Barat, St. Philippine Duchesne and Mater, as well as Sacred Heart traditions. In addition to theology classes, chapel time builds community and gives the girls opportunities to focus on the concerns of the larger community and to pray for the needs of the world. Chapel is part of the weekly schedule. Additionally, Eucharistic liturgies are scheduled throughout the year. All liturgies provide the students with opportunities to share their gifts, whether through song, written word, dance, drama or personal reflections.

Library

Students have library instruction once a rotation. They study different types of fiction, such as modern, historical, science, fantasy, mystery and adventure. They learn to work with basic reference tools such as the dictionary, encyclopedia and almanac, many of which are on the computer. The students continue to have instruction in and access to the on-line catalog of the School's books and audio-visual materials. Smart Board and iPad use is part of their integrated studies. They are introduced to Dewey decimal classification. They study a poetry unit. The students' work in library skills is integrated into the social studies curriculum during their research project on holiday celebrations in foreign lands.

Physical Education

Physical education provides every child with an environment in which to develop fitness skills in various sports and cooperative games. Students recognize the importance of good sportsmanship, playing fairly, and having fun. The children participate in and learn the skills of field hockey, soccer, basketball, volleyball and softball. Each child advances in her level of swimming and water safety skills.

Students who are exceptional athletes may be permitted an extended absence from School to participate in training for their particular sport. For students to be considered, parents must write the division head for permission. Students who are interested in pursuing this option must provide an approved daily tutoring program, which is aligned with our curriculum. In addition, the student must be affiliated with a program/coach. This program is solely for girls who have shown a high level of accomplishment and dedication to the sport. Decisions to permit such an extended leave are made on a case-by-case basis.

Music

The music program gives the children an understanding of the basic elements of style, meter and note reading using symbols and letter names. Development of vocal ability and improvisation through sound and movement are important parts of this course. Special emphasis is placed on notation and simple composition. Students continue to use the Orff instruments and participate in various musical performances.

Dance

The creative movement/dance program enables the girls to develop a sense of how their bodies move through space. With creative exploration, they gain the ability to express their ideas and feelings through movement and rhythm. The students explore directional exercises and develop locomotor and non-locomotor skills. Students improvise to a wide variety of music and create dances.

In grade four, students take on increasing responsibility for their own learning. Homework assignments become more rigorous. Long-term assignments become a larger part of the curriculum, and students are expected to be more responsible for their own work and for budgeting their time.

Language Arts

The reading program in fourth grade builds on previously taught concepts and skills and aims at providing students with versatility in word skills, as well as developing study and research skills. Reading workshops and small strategy groups provide the foundation for the girls to hone their skills. Students apply strategies such as looking for context clues, making inferences and predictions, and drawing conclusions through a wide variety of literature. Independent reading is required and increasing reading stamina is emphasized.

The writing workshop continues, as students delve more deeply into the art of writing. Through the writing process, girls create multi-paragraph pieces of narrative and expository writing, with emphasis placed on the independent development of revision and editing strategies. Students write for a wider audience and some writing projects appear in school-wide publications. In addition, students write for literary response and across the curriculum in mathematics, science, and social studies.

Mathematics

The Singapore Math curriculum in fourth grade emphasizes speed, accuracy of computation, and problem-solving skills. One main focus, therefore, is mastery of the basic operations and facts of addition, subtraction, multiplication, and division. The students apply this mastery to their study of number theory, problem solving, rounding, and estimating with large numbers, fractions, decimals, and percents.

They focus on topics of geometry while paying particular attention to the measurement of angles, the properties of solid shapes, and the art of graphing. Students explore aspects of measurement, time, and

money in greater detail as well as in the context of their daily lives. Word problems that involve not only probability and statistics, but also essential mathematical operations are studied in depth. The students continue their exploration of algebra through a hands-on program, developing both a logical and intuitive understanding of the abstract concepts they will encounter in Middle School. Smart Board instruction, iPads and computers continue to develop and enhance students' fluency in technology.

Science

The fourth-grade year in science begins with a study of ecosystems during which students take advantage of our beautiful campus. Self-sustaining ecosystems are designed and built by the girls, helping them to understand the relationships that link organisms to one another and to their natural environments. A unit on earth movements introduces students to the concept of plate tectonics. The layers of the earth, the movement of plates, and the effects they have on the earth are discussed. Ocean floor spreading, earthquakes and volcanoes are covered. In the Micro World unit, the girls learn to use their powers of observation more accurately and carefully. They are introduced to the microscope and a fascinating new world – the cellular structure of living organisms.

Social Studies

Fourth grade social studies begins with an in-depth look at a wide variety of maps and globes, including political maps, physical maps, elevation maps, climate maps, and population density maps. Maps and globes, engaging real-world photos, and carefully crafted discussion starters are designed to build critical thinking skills. Students then move on to an in-depth look at the regions of the United States, with a detailed look at the land, water, people, and places of each region.

Technology

Fourth grade students are involved in a variety of multimedia presentations, research assignments, graphics and photo editing, website creation, narrated slideshows, video screen capture, video editing, word

Grade Four

processing, typing, and more. The students are introduced to the world of robotics using Mindstorm EV3. They learn the importance of teamwork and brainstorming as they use the program to build and program real-life robotic solutions. Elements include a programmable EV3 Brick, interactive motors, ultrasonic sound, light, and two touch sensors. This provides cross-curricular opportunities in science, technology, and math, as well as allows for creativity in design, while ultimately enabling students to explore the world of engineering at a young age by building complex control systems. The students are also given opportunities to produce and present news broadcasts in the broadcast studio. Collaborating on a team of four to five students, the girls take on the roles of camera crew, producer, teleprompter controller, and anchor. This video process enables the fourth graders to gain greater media literacy, as well as technical, writing, leadership, and public speaking skills.

World Languages

Fourth-grade students study French, Spanish or Chinese for four half-hour sessions per rotation. Language development and cultural understanding continue in conjunction with an emphasis on speaking, listening comprehension, reading, and precision in writing. At this stage, students are capable of using the language in many written words and sentences. However, the emphasis remains on developing spoken, complex sentences through conversation.

Art

The fourth-grade curriculum continues to broaden the students' understanding of the color wheel. Students learn to mix tints and shades, and practice more advanced color-mixing skills. In addition, fourth-graders are introduced to aerial perspective. A key component of the curriculum is the emphasis placed on the process of developing and seeing an idea through to completion. Students create initial sketches of an idea and translate them into a two- or three-dimensional piece. Students are exposed to a variety of media including painting, drawing, sculpture, printmaking and collage.

Theology

The primary theme this year is God's invitation to share the covenant and to build the kingdom. The students study and reflect on the covenant through stories from both Hebrew and Christian scriptures. The girls learn to become builders of the kingdom by loving one another and by trying to make good choices. They learn the Ten Commandments, the beatitudes, the works of mercy and the rosary. To support the active living out of *Goal I*, fostering a personal relationship with God, special attention is given to daily prayer and reflection. Woven into the routine of the girls' daily lives are celebrations of St. Madeleine Sophie Barat, St. Philippine Duchesne and Mater, as well as Sacred Heart traditions. In addition to theology classes, chapel time builds community and gives the girls opportunities to focus on the concerns of the larger community and to pray for the needs of the world. Chapel is part of the weekly schedule. Additionally, Eucharistic liturgies are scheduled throughout the year. All liturgies provide the students with opportunities to share their gifts through song, written word, dance, drama or personal reflections.

Library

During their library periods, fourth-graders work with basic reference tools: encyclopedias, atlases and dictionaries. The cataloging system is emphasized at this level. In addition to different types of fiction, the girls read biographies and autobiographies. They learn to write a bibliography. The fourth-grade students have instruction in and access to the on-line catalog of the School's books, the iPad and audiovisual materials, as well as the many materials available on the Internet, through the iPad and Smart Board. The students' work in library skills is integrated into the curriculum during their research projects and various reports.

Physical Education

Physical education provides every child with an environment in which to develop fitness, skills in various games, a greater sense of teamwork, and high levels of sportsmanship. The children participate in and learn field hockey, soccer, cooperative games, basketball, volleyball, softball, and lacrosse. Each child continues

her development in swimming. Goals for the program are to develop high levels of skills in various games, increase a level of understanding of game strategies, and cultivate a lifelong interest in physical fitness and well-being.

Students who are exceptional athletes may be permitted an extended absence from school to participate in training for their particular sport. For students to be considered, parents must write the division head for permission. Students who are interested in pursuing this option must provide an approved daily tutoring program, which is aligned with our curriculum. In addition, the student must be affiliated with a program/coach. This program is solely for girls who have shown a high level of accomplishment and dedication to the sport. Decisions to permit such an extended leave are made on a case-by-case basis.

Music

Fourth-graders continue to develop vocal ability in pitch accuracy and part-singing. The students begin playing recorders and practice more intricate xylophone patterns. They also explore musical styles and compositions and enjoy creative movement, drama exercises and dances. The students frequently participate in musical performances.

Dance

The creative movement/dance program enables the girls to develop a sense of how their bodies move through space. With creative exploration, they gain the ability to express their ideas and feelings through movement and rhythm. The students explore directional exercises and develop locomotor and non-locomotor skills. Students improvise to a wide variety of music and create dances.

Testing/Special Testing

We use an assessment called Measures of Academic Progress (MAP) by Northwest Evaluation Association (NWEA). The tests measure instructional levels of students that will give us accurate data and information throughout the school year to support our instructional goals, accommodations, and pace. It is our intention to assess three times a year, providing us with a dipstick at the beginning, middle, and end of the school year.

We are also pleased that we will be able to assess students from kindergarten through eighth grade, which will give us a more fluid and aligned evaluative process for both divisions. The test is not timed and designed to accommodate all specific learning needs.

Arrival and Dismissal

School begins promptly at 8:15 a.m. for all Lower School classes and the Barat Center. We encourage parents to walk their children into the Barat Center to assist with the transition from home to school. Classrooms are open to students in kindergarten through fourth grade at 8 a.m. At 7:45 a.m., an early room is available for those children who must arrive early.

Late arrivals for kindergarten through fourth grade are **required** to stop at the Lower School Office before going to class to be signed in. If the Lower School is in the chapel at the time of arrival, parents need to walk their children up to the chapel to join their class. Do not allow students to walk into school or to class after 8:15am. Barat Center students may go directly to the Barat cottage. Tardiness will be noted.

In case of an individual early dismissal, or change of regular transportation, please complete a Change of Departure form online. Here are instructions for accessing the Lower School Change of Departure form:

1. Visit our website at www.cshgreenwich.org and log on.
2. Once logged on, click the “Lower School” button.
3. Click the “Lower School Change of Departure Form” link and complete the form.

Any time a child leaves the school with someone other than family, or by other than the usual means of transportation, a personal, written request is required from the parents or guardian. We will not allow a student to leave the building unaccompanied by an adult. Do not expect a teacher to “send a student out” to meet you in the parking lot.

If your child in kindergarten through fourth grade must leave early, she must be signed out in the Lower School Office. Please do not ask your child to meet you or the driver outside for early dismissal. We cannot supervise her departure that way.

Dismissal Times and Locations:

Barat Center: Dismissal is at 3 p.m.

Kindergarten picked up in cars: Dismissal is at 3 p.m. from the back of the Science Center by bus loop.

Grades 1–4 picked up in cars: Dismissal is at 3:10 p.m. from the front of the Science Center.

All bus students: Barat Center students through fourth grade dismissed at 3:25 p.m. from the bus loop.

Lower School teachers and the Head of Lower School supervise all students during dismissal.

PLEASE NOTE: To ensure adequate supervision of our students, all Lower School students who miss the bus, or are not promptly picked up, are escorted to the Extended Day Program until transportation is arranged. The students are not permitted at that time to return to their classrooms or to go to any other part of the building. Siblings or older Sacred Heart students may not pick up Lower School students. They may not attend sporting events or other Middle or Upper School activities without parental supervision. Your support of these procedures is appreciated.

After-School Programs

For an additional fee, the children may enroll in our Extended Day/Supervised Study Program or Tiger Times. That begins at 3:25 p.m.

Absence

We request that you telephone or email the School before 9:30 a.m. on the first day your child is absent. On returning to school after any absence, she should bring a note to the Lower School Office giving the reason for the absence.

Parents are urged not to make arrangements that will necessitate absence for reasons other than sickness. The best learning experiences are the result of continuity, and absence hinders a child's personal progress.

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Whenever possible, parents should avoid making doctor or dental appointments during school hours.

Families are expected to follow our calendar with respect to holidays and vacations. Assignments will not be provided to students before extended absences, unless it is necessary for a family to be out of town. In the event of a family emergency, assignments will be provided; otherwise, the student will be expected to make up the work upon her return. Parents assume full responsibility for decisions concerning absence, and for the effect that this may have on their child's progress.

Bus Service

Concerns regarding regular bus or van transportation to and from school should be directed to the Business Office. Students who use town school bus service should direct questions and complaints to the transportation divisions of their local Boards of Education. Persistent behavioral problems on the bus should be reported to the Head of the Lower School.

Business Office

The Business Office handles matters pertaining to the lunch program, tuition payments, transportation.

Community Membership

Goal IV states: "Schools of the Sacred Heart commit themselves to educate to the building of community as a Christian value." Further, *Criterion II* states: "The school promotes a safe and welcoming environment in which each person is valued, cared for, and respected." For each community member to have a productive and positive school experience, it is essential that all be treated with respect. We do not accept any form of negative behavior toward others.

1. Students show respect by being kind to others, being on time for all school activities, being careful of the belongings of others and of class materials, and being thoughtful of others.
2. Each student is responsible for maintaining strong academic standards to the degree appropriate for her

age. This means bringing needed supplies and assignments to school, being neat in written work, and being attentive in class.

3. All students are expected to use a courteous tone of voice and manner of speaking with peers and adults.
4. Appropriate behavior in the dining room includes welcoming other students to the table, having good table manners, being courteous toward the kitchen staff and carefully clearing and cleaning the table after meals.
5. Lower School gatherings provide an opportunity to grow in awareness of one's part in a group and in one's responsibility for the degree of dignity that should attend group gatherings. Students are expected to enter the chapel quietly, take their assigned places and participate in the event in an appropriate manner. Students should be on time on these occasions, as a late entrance is particularly disruptive.
6. The parent of any child who displays behavior that is not reflective of our conduct policy will be asked to share in the resolution of the problem. Any recurrence of serious behavioral difficulty may result in the dismissal of the student from the School. Dismissal is at the discretion of the Head of the Lower School, with the final decision resting with the Head of School.

Dress Code

All students are required to wear their uniforms daily. There will be days when your daughter will not be required to wear her uniform. On those occasions, specific guidelines for clothing will be communicated. In order to make birthdays special, your daughter may wear a "party dress" or "dress civvies" on her birthday. On P.E. and dance days, your daughter is asked to wear her P.E. shirt and shorts under her uniform jumper.

Emergency School Closing and Telephone Alerts

Sacred Heart uses an automated phone alert system to notify parents in the event of a school closing, delayed

opening, early dismissal, unforeseen emergency, etc. These calls are placed in addition to the email notifications that you receive.

The School will call the phone numbers listed on your “Parent Emergency Contact Information” form. We will call the “Home Phone” number listed on this form for a “Non Emergency” event and ALL phone numbers for an “Emergency” event.

Non-Emergency Event: School closing or delayed opening due to weather (i.e. snowstorm).

Emergency Event: Early dismissal, lockdown, evacuation, unexpected emergency, etc.

If you would like to change the phone numbers that will be called, follow the steps below.

1. Logon to our website at <http://www.cshgreenwich.org>.
2. Click “Parent/Student Forms” and you will now see the “Parent Emergency Contact Information” form.
3. Click the appropriate “Auto Phone Alert” box next to an existing phone number or type in a new phone number and click the appropriate “Auto Phone Alert” box. You may also select phone numbers to be called for the emergency contacts listed at the bottom of the form.
4. Enter your e-signature at the bottom of the form and click “Submit e-signature”.

Field Trips

Field trips are an important part of our curriculum. A general field trip permission form covers excursions that occur during regular school hours. Parents are not permitted to transport students to school-required events. All students are covered by student accident insurance while attending, participating in, and traveling to and from regular, school-sponsored events. When there is an all-day field trip, the School provides lunch for those who are signed up for the lunch program.

Health

At least one school nurse is on duty throughout the school day. She will administer first aid and contact you if your child becomes ill. If it is necessary for your child to return home, please pick her up at the Health Office near the Lower School Office, and sign her out in the Lower School Office.

Connecticut law prohibits the school nurse from administering any medication without written authorization from you and your daughter’s physician. This applies to non-prescription medicines as well as prescription drugs. Medications must be in pharmacy-prepared containers and labeled with the name of the drug, strength, dosage, frequency, physician’s name and date of original prescription. It is also important that we know about any medications that your daughter takes regularly, even if that medicine is not administered during the school day. Occasionally, side effects do occur; and it is important for us to know if health or behavioral changes may be drug-related.

Please have health forms completed by the family physician and returned to the school office before school begins. The State of Connecticut requires that such forms be in the school office prior to the first day of classes. Verification of immunizations is essential; your daughter must comply with Connecticut law. Measles vaccine is required for entrance into the Lower School.

Please notify the school nurse immediately if your child has a communicable disease. Parents of students exposed to such a disease will be notified. Emergency data forms authorize the School to act in the place of the parents should any emergency medical or surgical treatment is required. Parents are requested to complete these forms every year so we can update the information. The School will make every effort to contact you before acting on this authorization.

Homework

When a student is absent due to illness for a long period of time, the teacher will, upon request, send work home with a sibling, or leave it in the Lower School Office for pick-up.

Teachers assign homework in order to help the girls develop responsible attitudes toward their work, to learn to organize themselves and budget their time effectively, to reinforce a newly learned concept, and prepare for an in-class discussion. Homework also helps the teacher assess a student's understanding. Students should be able to complete all assignments with little to moderate parental involvement and guidance. We encourage you to request a meeting or conversation with your child's teacher if issues, difficulties or conflicts arise due to the assignment or if there are extenuating circumstances that prohibit them from completing their work. It is intended to be a positive extension of our learning day. Specific homework will not be assigned prior to a long weekend or holiday, nor will major assessments be scheduled for the day of return.

Lost and Found

Please be sure that all personal belongings (including underwear, outerwear, gym clothes, shoes, and lunch boxes) are carefully marked with your child's name. This facilitates the return of lost articles to the proper owner. Lost and Found is located in the Lower School office. We will also display Lost and Found items a couple of times a year, please look for these announcements.

Lunch Program

Students in preschool bring bag lunches and eat in Barat House. We offer students in kindergarten through fourth grade the option of buying or bringing lunch. If a student comes to school that is not enrolled in the lunch program with an unacceptable lunch, we will provide lunch for them that day, notify the parent, and the parent will be charged for lunch that day.

We have several students with life-threatening, nut allergies in the Lower School. To maintain a safe learning environment for these children, we have developed a "peanut/tree-nut aware" (not free) environment. To this end, we have adapted a lunch program. The food service has been instructed that prepared foods should not contain peanut/tree-nut oils or other peanut/tree-nut products. This policy is extended to snacks, holiday parties and birthday celebrations.

We respectfully request that you follow this policy in preparing bag lunches and snacks for your daughters who bring lunch. Candy, soda and gum may not be a part of a lunch brought from home.

Miscellaneous Rules

1. Students in the Lower School may never cross the roadways without adult supervision.
2. Fire drills, safety drills and bus drills must be carried out exactly as designated by the adults in charge.
3. Students in Lower School should not bring money to school except for prearranged purposes (i.e., field trips, sales, bathing caps, etc.). If money must be brought to school, it must be in a sealed envelope, marked with your child's name and amount, and it should left in the Lower School Office. The School does not assume responsibility for money or valuables that are lost or missing.

Cell phones

Cell phones may NOT be used during the school day by any Lower School student, which also includes all after school programs. If a child requires a cell phone for communications with parents for activities or arrangements for after school, the parent needs to send in a note or email to the classroom teacher explaining the need. If the child uses the cell phone during the school day, including after programs and dismissal time, then the school will confiscate the phone and contact the parents. If a child needs to contact their parent during the school day, they can have access to either a phone in the classroom or an office if privacy is needed. The School cannot be responsible for the loss of any cell phones or other electronic valuables brought to school from home.

Parent Conferences/Progress Reports

To keep you informed of your child's progress, parent conferences are scheduled in November and February. Written progress reports are sent in January and June. We value open communication between home and school, and conferences can be scheduled at any time.

We believe in a partnership among parents, teachers, and school administration that involves joint communication and coordination on behalf of the child. Therefore, we are always available to discuss any school or personal concern that might have an impact on a student's well-being or performance in school.

Parking/Bus Regulations

Parking for the School will be in the lot provided on the exit road. Parking on the roadways is limited to designated spots. Students must observe safety regulations while riding school buses by remaining seated while the bus is moving, keeping completely inside open windows of the bus, and crossing the street only at the bus driver's direction. Students must wear seat belts in all vehicles so equipped. Any serious misbehavior on the bus will be reported to the School, and the student(s) will be subject to suspension from riding the school bus.

Parties

Special holiday parties (such as Halloween and Valentine's Day) are planned by teachers and class parents, and are held in the classrooms. If you wish to have your child celebrate his/her birthday at School, please contact the teacher at least three days prior to the day. We suggest that you bring something simple, such as cupcakes or fruit, or order from FLIK our school's lunch program. Our peanut/tree-nut aware policy extends to any such parties held at School.

Please mail birthday invitations for private parties. Invitations may not be distributed at School, as doing so can cause hurt feelings when not all are included. Lower School students may wear party dresses or dress civvies on the days they celebrate their birthdays.

Physical Education, Dance Classes and Recess

All children are expected to participate in physical education class, dance class and recess. If your child must be excused from these activities, a written note must be brought to school. During the colder months, your son/daughter should wear a hat, mittens, warm coat and snow pants or tights. Boots are appropriate for wet or muddy days. Your daughter is required to have her own gym bag, in which to keep clothing in

her locker or cubby. The gym bag should be left in School from Monday to Friday. The dance uniform is the PE uniform as well. All personal items must be clearly marked with your son's/daughter's name.

Tutoring

At times, it is helpful for a student to be tutored. The Lower School learning specialist coordinates such tutoring. In order to maximize the educational benefit from tutoring, regular communication between the School and the tutor is necessary. Because the School does not provide tutoring as part of the tuition, the family employs the tutor, usually upon recommendation from the learning specialist.

Uniform Requirements

For uniform requirements and ordering information, please access the School web site:
www.cshgreenwich.org

The official outfitters for the school uniform are:

Flynn & O'Hara (sole provider of Lower School jumper)
1-800-441-4122 • www.flynnohara.com

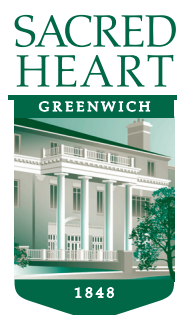
Lands' End
Preferred School Number: 900102385
1-800-469-2222 • www.landsend.com/school

All personal property must be marked with child's first and last name. Permanent marker, handmade labels, or stickers are acceptable. P.E. uniforms should be marked on the outside. Please help us by adhering to uniform regulations.

The Parents' Association operates the Uniform Exchange. Gently used uniforms, blouses, sweaters and gym clothes are available through the bookstore. Donations to the exchange may be made through the bookstore, the receptionist in the front hall, or the Lower School Office.

If you ever have any questions or concerns, please contact your daughter's teachers, the Lower School Office, or the Head of the Lower School.

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