



DISTRICT196
One District. Infinite Possibilities.

Welcome to KINDERGARTEN 2023



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Welcome to Kindergarten 2023

EARLY LEARNING PHILOSOPHY

The goal of early learning is to nurture the development of children to be inquisitive, eager to learn, creative, confident, compassionate and self-initiating. Early learning experiences provide opportunities for these qualities to develop and lay the foundation for future learning. Early learning should support cooperative learning, socialization, healthy self-esteem and creativity, and maximize the growth of problem-solving, decision-making and communication skills.

Early learning programming consists of teacher-facilitated, hands-on activities that address the individual child's needs and interests, as well as curriculum frameworks. Children assume increasing personal responsibility and independence as they grow and develop.

Essential connections between home, school and the community are acknowledged and strengthened through early learning programming. Families and teachers work cooperatively to encourage and support children on their unique journey of lifelong learning.

EARLY LEARNING BELIEFS

- Early childhood is a remarkable time of psychological, physical, social and academic development as many pathways of learning are being established.
- Learning is a social process where children learn through play, exploration and inquiry.
- Families are a child's first and most influential teacher.
- Each child has unique strengths, which benefit and enrich their family, school and community.
- Children thrive in a safe environment where their needs are met through mutual respect, nurturing and consistency.
- Strong family, school and community partnerships help ensure a child's success in school and beyond.

KINDERGARTEN TIMELINE

May 1, 2023

Immunizations due to school nurse

August 2023

Transportation information sent to households

August 28 & 29, 2023

Kindergarten Transition Days
(half days, first days for K)

August 30 & 31, 2023

Literacy Assessments

September 6, 2023

First Full Day for Kindergartners

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HOW DO I HELP MY CHILD PREPARE FOR KINDERGARTEN?

Parents are their child's first and most important teachers. From the day your child was born, you have been busy teaching him or her skills, language and an understanding of the world.

Children enjoy learning and parents can help foster a love of learning by:

- Reading together, then discussing the story and pictures
- Talking with adults and other children (listening carefully to others, taking turns talking, asking questions, etc.)
- Making up stories, talking about thoughts, needs or questions
- Explaining how things work
- Playing games together and playing on their own
- Singing and learning songs together, providing opportunities to experience all types of music
- Providing a balance of structured and unstructured playtime
- Exposing your child to new places, things and learning opportunities
- Helping your child to express their needs and teaching them to ask for help when they need it

Parents can also help children build practical skills that support success at school:

- Practicing with zippers, snaps, buttons and shoelaces
- Using a tissue and covering coughs and sneezes
- Saying first and last name
- Recognizing name in print with capital letter at the beginning and the rest lower case
- Using crayons, markers, pencils, glue and scissors
- Helping to put things away after using them

Parents play a key role in their child's school success. We ask that each day parents help their child prepare for school. You can do this by noting the kindergarten calendar for special activities or items needed; and ensuring your child is properly dressed, carries a full-sized backpack and is prompt for school. By encouraging your child to attend school regularly, you will help them develop responsible work habits and demonstrate the value of education.

We encourage parents to visit our school. Please contact your child's teacher for visiting/volunteering times. If you would like to volunteer but are unable to come to school, there are also ways that you can help at home. Again, please contact your child's teacher.

There are times throughout the year when parents have questions or concerns about their child's progress or the kindergarten program. Please feel free to call or contact your child's teacher regarding any concerns or questions you may have.

Set aside a special time each day for your child to share their kindergarten day. Encourage your child to tell about a favorite activity and share items brought home in their school backpack. Please take the time to read school communications such as newsletters, calendars and other notes sent home. These will help keep you informed of classroom and school wide activities.

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It is important for parents to reinforce skills and concepts presented to children at school. Reading aloud at home is a key factor in your child's future reading success. Provide a supportive environment for your child by applauding their efforts and success at school.

Labeling

Please clearly label your child's belongings, including boots, mittens, coats, hats, shoes and other personal items.

Federal Summer Food Service Program

Federal Summer Food Service Program provides free meals for anyone 18 and under. To find the closest school offering this service please go to <http://www.district196.org/services/food-and-nutrition-services>

PERSONAL SAFETY – GETTING TO AND FROM SCHOOL

It is important to your child's safety that they know the following:

- Their name, phone number, street and house number
- Students should accept rides only with parents or other drivers approved by the school or parents

If your child walks to school, please be sure they are aware of the following:

- The safest place to walk is on the sidewalk
- How to cross the street
- The meaning of traffic signals
- The importance of crossing streets only at crosswalks under the supervision of the crossing guard or school patrol
- The most direct and safest route to school
- That they should not make any unscheduled stops or visits on their way to or from school

If your child rides the bus to school, they should know:

- They should wait for the bus off the street
- They should be careful boarding and leaving the bus
- That school bus patrols are organized for safety, to help students cross the street and to leave and enter the bus at busy intersections
- To go directly to the bus stop in the morning and directly home after end of day drop off
- Notes are required for any change in transportation plans, (i.e., staying after school, picked up after school by a parent, getting off at a friend's stop, riding a different bus, riding home with a neighbor, etc.) unless a note authorizing a change has been submitted, the school must follow the normal routine for sending children home or to daycare
- The majority of our kindergarten students walk home safely from the bus stop unsupervised each day. If you choose to meet your child(ren) at the bus stop you must arrive five minutes before the scheduled drop off time. If you regularly meet your child(ren) at the bus stop and are running late, please call Transportation at 651-423-7685.

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HEALTH INFORMATION

Good health is basic to sound and productive living. The purpose of the school health program is to maintain, improve and promote the health of the school-age child and reduce barriers to education.

A licensed school nurse (LSN), is available during the school day to assist your child. The LSN is a four-year registered nurse, with a public health nurse certificate and is available to assist you with any and all concerns regarding your child's health. Advise the nurse of any health conditions, such as asthma, diabetes, seizure disorders, severe allergies, eye and ear problems, or other chronic health conditions. Please feel free to contact the school nurse at any time.

For more information on District 196 health policies and regulations, visit district196.org/about/districtpolicies

Report an Absence

School absence notification can also be done through a mobile web form. To report an absence from your mobile phone or desktop computer navigate to your child's school website and click on **Menu** in the top navigation. Click on **Contact**. Then click on the **Report an absence** button to access the form on your mobile phone or computer.

Emergency Contact Information

Emergency information is required prior to the start of each school year and should be promptly updated with any changes. You will be notified in the event your child experiences an accident or sudden illness and remaining in school is inadvisable. It is your responsibility as a parent or guardian to make arrangements for proper care of your child.

The student emergency information will be collected through Campus Parent Portal. A Campus Parent Portal activation key will be given to you during August assessments, if you don't already have a Campus account for other District 196 students in your household. Once you have an access code, steps to set up your account can be found at district196.org/community/families.

Physical examination

The School Board strongly recommends that each child have a physical examination within 12 months before entering kindergarten. It is advisable that you make an appointment as soon as possible.

- Complete the health history portion of the History and Physical Examination Form in black ink prior to your appointment, and take this form to your doctor.
district196.org/services/health-services/immunizations
- Upon completion of the physical exam, the doctor should complete and sign the "Findings on the Professional Examination" section.
- Mail or bring all completed forms to the school by May 1st.

Immunizations

Minnesota law requires ONE of the following in order to attend school:

- A month-day-year record of required immunizations, signed and submitted by parents;
- A signed statement from a physician or clinic stating the child has had at least one dose of each vaccine and is in the process of completing the series, or
- A notarized statement of conscientious objection or a physician's signature stating medical exemption to vaccination.

Please complete the required documentation and return to the school by May 1. If your child has a birthday after this date, provide the nurse with the most current information and a date when your child's immunizations will be up to date.

Your child may not attend school on the first day if they are not compliant with the immunization requirements. For more information, refer to regulation 501.5.5.2P, Notification of Immunization Law Requirements for Incoming Kindergarten Students. To access the Student Immunization Form use link <https://www.district196.org/about/districtpolicies/policy/~board/policies/post/50152p-student-immunization-form>

Establish healthy habits early to ensure your child's success

Instilling healthy habits and routines (adequate sleep/nutrition) and consistent attendance ensures a student's success in school even as early as kindergarten. We know that too many absences/tardies, for whatever reason, can cause children to fall behind both academically and social

Guidelines for whether or not to send your child to school

We want children in school and ready to learn. The following guidelines have been established to help determine when children should remain at home. They may need to rest at home if they have:

- Fever
- Vomiting
- Diarrhea, or are
- Not feeling well enough to participate in the school day.

Your child should remain at home for 24 hours after their symptoms have subsided. This helps prevent the spread of communicable diseases and allows the student the opportunity to rest and recover fully from the illness.

When your child is feeling ill please don't hesitate to call the school nurse with questions or concerns.

The school district will follow the guidelines from the Minnesota Department of Health for recommended exclusion and notification for vaccine-preventable diseases such as mumps, shingles, polio, measles, rubella, pertussis, diphtheria, viral hepatitis, chickenpox and meningitis otherwise, there are no exclusions from school. The school district will continue to relay the Centers for Disease Control (CDC) guidelines to families regarding COVID-19 and report as required to the MN Department of Health.

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Head lice information for schools

Students diagnosed with live head lice do not need to be sent home early from school; they can go home at the end of the day, be treated and return to class after appropriate treatment has begun. Nits may persist after treatment, but successful treatment should kill crawling lice. There is no exclusion or notification of students with head lice.

Head lice can be a nuisance but they have not been shown to spread disease. Personal hygiene or cleanliness in the home or school has nothing to do with getting head lice.

Both the American Academy of Pediatrics and the National Association of School Nurses advocate that “no-nit” policies should be discontinued. “No-nit” policies that require a child to be free of nits before they can return to schools should be discontinued for the following reasons:

- Many nits are more than ¼ inch from the scalp. Such nits are usually not viable and very unlikely to hatch to become crawling lice, or may in fact be empty shells, also known as ‘casings.’
- Nits are cemented to hair shafts and are very unlikely to be transferred successfully to other people.
- The burden of unnecessary absenteeism to the students, families and communities far outweighs the risks associated with head lice.
- Misdiagnosis of nits is very common during nit checks conducted by non medical personnel.

More on: <https://www.cdc.gov/parasites/lice/head/treatment.html>. The informational materials on this website are in the public domain and can be printed for further copying and distribution.

Medication

The school nurse will administer medication when necessary to your child during the school day.

- Review Administrative Regulation 506.2.2.AR, Administering Medication;
- Complete the appropriate paperwork: District Procedure 506.2.2.IP, Authorization for Administration of Prescription Medication at School, and
- Provide the nurse with a pharmacy-labeled bottle containing the medication.
- Inform the nurse if ibuprofen or acetaminophen have been given before school.

Make an appointment with your school nurse to discuss any special arrangements for your child. It is necessary for your nurse to be aware of any special needs of your child.

Food allergies

Children are the largest population group affected by food allergies. The foods that most commonly cause allergic symptoms in children are peanuts, tree nuts, milk, eggs, soy, fish and wheat. Most children outgrow their food allergies, however, an allergy to peanuts, tree nuts (almonds, pecans, walnuts, etc.) and seafood can be lifelong. There is an increasing awareness of allergic reaction to peanuts, tree nuts and other allergens throughout the country and in schools. In order to provide a safe environment for all students, inform your child’s school if your child has a food allergy.

We encourage parents to be involved with planning of special classroom events where store-bought food may be served.

We are also asking parents to make sure your child’s face and hands are washed before coming to

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school, especially if they have just eaten peanut butter or a peanut product. If your child attends a daycare before school, please advise them of this practice for the safety of your child's classmates.

If your child requires dietary accommodations due to a disability, please work with your appropriate health care provider and school nurse.

Latex allergies

For the safety of all our students, please do not send latex balloons to school. Latex balloons pose significant hazards to children. With repeated exposure to latex, a natural rubber found in many products, an increasing number of people are becoming sensitive to latex and developing latex allergies. These allergies may be as minor as a skin irritation or as life threatening as respiratory and heart difficulties. The only way to prevent an allergic reaction to latex is to strictly avoid exposure.

Starting school checklists

For All Parents and Students:

- Make sure immunizations are up to date.
- Review hygiene tips to prevent the spread of infections (wash hands often and cough/sneeze into your elbow).
- Establish a bedtime and wake-up time to ensure adequate and consistent sleep.
- Develop a routine for homework and after-school activities.
- Eat breakfast each day at home or at school.
- Help make appropriate clothing choices, for example, wear comfortable and safe shoes. We strongly discourage flip flops at school.
- Keep an open line of communication with your child to ensure that he/she feels safe at school. If a concern arises, contact the teacher or principal immediately.
- Get involved! Sign up for the parent organization (PTA/PTO), and mark events such as a back-to-school night and parent/teacher meetings on your calendar.

For parents who have children with a health concern:

- Make your child's health concerns known to the school and school nurse.
- Introduce yourself and your child to the school nurse.
- Bring current signed health care provider orders.
- Give permission for the school nurse to communicate with your family's health care provider.
- Provide parent/guardian contact information and update the school with any changes.

Adapted from National Association of School Nurses

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A TYPICAL DAY OF KINDERGARTEN

(6 hours and 20 minutes)

Opening/morning meeting

Interactive read aloud

(Building language and habits of book discussion)

Reader's workshop and managed independent learning

(Science and Social Studies are integrated into this block of time)

Extensions and enrichments

Lunch and recess

Music/gym/art

Number corner

Community writing and writer's workshop

(Science and Social Studies are integrated into this block of time)

Math

Clean up/dismissal

Opening

Opening includes announcements, attendance, morning meeting, calendar, sharing and community building activities.

Literacy

Students begin their kindergarten year with a unit of study that focuses on building community through learning about myself and others. Reading, writing, word study, research, critical thinking, problem solving, speaking and listening are foundational to our literacy program. Students are engaged in units of study that integrate science and social studies in a literacy-rich environment. Students explore trees, weather, animals and materials in our world by experimenting with hands-on science extensions. Taking into account the unique needs of each child, we work hard to nurture the development of "managed independent learners" who see themselves as readers, writers, mathematicians, scientists and all around thinkers.

Math

The elementary mathematics curriculum builds on students' math understanding, skills and proficiency at each grade level. It integrates concepts such as number and operations, patterns, geometry and measurement. Visual models and student conversations are used to help students construct and create understanding of mathematics. Students engage in problem solving, reasoning and communicating ideas while making connections to the world around them.

Art

Art for the kindergarten child is more about the process rather than the product of the artistic experience. Through experimentation with a wide variety of media, the child has opportunities to explore the artistic elements of line, shape, color, texture, value and space.

Music

Our music program focuses on making music and listening to and responding to music others have produced. Students sing, play instruments, move and create music.

Physical education

The physical education activities, as well as those provided in the classroom and on the playground, will help children develop large and small muscle skills, as well as cooperative play and sportsmanship. Children participate in activities using equipment such as bean bags, balls, the parachute and scooters.

We will go outdoors for games, movement or play. Keep this in mind, so that shoes for active play and work might be worn daily. Sandals, clogs and flip flops are not recommended due to concerns for student safety.

Health

Our health curriculum is a comprehensive program designed to provide students with knowledge, life skills, consumer skills and thinking skills they need to maintain and achieve good health.

Digital information and technology

Children are introduced to computer instruction in kindergarten. Each class is exposed to computer activities both in our school computer lab and in each classroom. Digital citizenship and making positive choices when working with technology are also part of these learning opportunities.

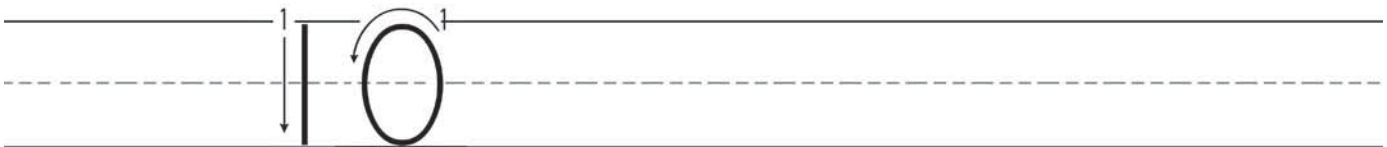
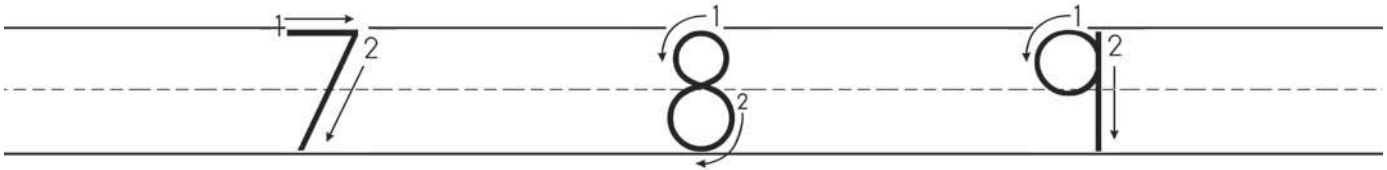
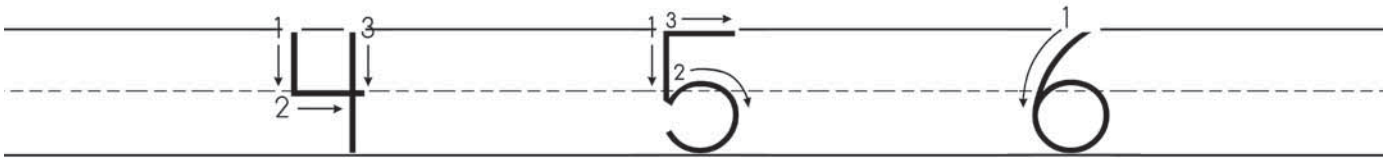
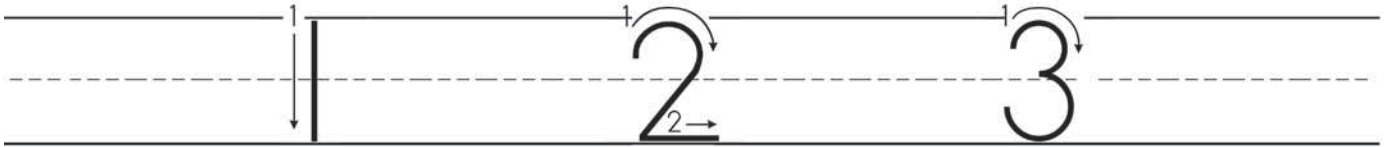
NAME WRITING AND EXPLORING WORDS

We have children write their names using an upper case letter at the beginning and the remaining letters in lower case. The children usually need lots of practice with this, so we appreciate any help you can give at home! According to current research, we encounter lowercase letters 98% of the time in text. Helping your child practice their name with the initial upper case letter and the remaining lower case letters would be helpful as they learn to take on print. If you explore writing other words with children, please have them learn the word in all lower case letters, so that your child hears consistent instruction. An alphabet chart is included to help you with proper letter formation (handwriting prompts), as used within our writing and word study program.

Children begin writing on blank white paper. Blank white paper provides children with the opportunity to look closely at print. It is important that they learn how to see size, shape and formation of letters without the visual clutter of lines. This allows a child to see the letters and words as they are visually represented in early reading books. Children will transition to lined paper as they gain control of these early concepts in launching print.

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NUMBERS



Curr. Serv/Literacy/Handwriting/K1/Numbers
District 196 Graphics 8/30/2006

Handwriting Prompts for Numbers

0 – Circle back

1 – Pull down straight

2 – Curve forward; slant left; slide right

3 – Curve forward; curve back; curve forward; curve back

4 – Pull down straight; slide right; lift; pull down straight

5 – Pull down straight; curve forward; curve back; lift; slide right



6 – Circle back; curve back

7 – Slide right; slant left

8 – Curve back; curve forward; curve back; slant up

9 – Circle back; push up straight; pull down straight

The Alphabet

| | | | |
|--|--|---|---|
| a  apple | b  ball | c  car | d  duck |
| e  eggs | f  fish | g  gum | h  hat |
| i  igloo | j  jelly | k  kite | l  lemon |
| m  monkey | n  nest | o  octopus | p  penguin |
| q  quilt | r  rainbow | s  sun | t  tiger |
| u  umbrella | v  vegetables | w  watermelon | x  box |
| y  yo-yo | z  zebra | | |

Lower Case

| | | |
|--|--|--|
| a circle back; push up straight; pull down straight | i pull down straight; dot | r pull down straight; push up; curve forward |
| b pull down straight; push up; circle forward | j pull down straight; curve back; dot | s curve back; curve forward; curve back |
| c circle back | k pull down straight; lift; slant left; slant right | t pull down straight; lift; slide right |
| d circle back; push up straight; pull down straight | l pull down straight | u pull down straight; curve forward; push up; pull down straight |
| e slide right; stop; circle back | m pull down straight; push up; curve forward; pull down straight; push up; curve forward; pull down straight | v slant right; slant up |
| f curve back; pull down straight; lift; slide right | n pull down straight; push up; curve forward; pull down straight | w slant right; slant up slant right; slant up |
| g circle back; push up straight; pull down straight; curve back | o circle back | x slant right; lift; slant left |
| h pull down straight; push up; curve forward; pull down straight | p pull down straight push up; circle forward | y slant right; lift; slant left |
| | q circle back; push up straight; pull down straight curve forward | z slide right; slant left; slide right |

Verbal Pathways Upper Case

| | | |
|--|---|---|
| A Slant left; Slant right; Slide right | J Pull down straight; curve back; lift | S Curve back; Curve forward Curve back |
| B Pull down straight; lift; Slide right; curve forward; Slide left; Slide right; curve forward; Slide left | K Pull down straight; lift; Slant left Slant right | T Pull down straight; lift; Slide right |
| C Circle back | L Pull down straight; stop; Slide right | U Pull down straight; Curve forward; Push up |
| D Pull down straight; lift; Slide right; curve forward Slide left | M Pull down straight; lift Slant right; Slant up; Pull down straight | V Slant right; Slant up |
| E Pull down straight; lift Slide right; lift; Slide right; lift; Slide right | N Pull down straight; lift Slant right Push up straight | W Slant right; Slant up; Slant right; Slant up |
| F Pull down straight; lift Slide right; lift Slide right | O Circle back | X Slant right; lift; Slant left |
| G Circle back Slide left | P Pull down straight; lift; Slide right; curve forward; Slide left | Y Slant right; lift; Slant left; Pull down straight |
| H Pull down straight; lift Pull down straight; lift Slide right | Q Circle back; lift Slant right | Z Slide right; Slant left; Slide right |
| I Pull down straight; lift Slide right; lift Slide right | R Pull down straight; lift Slide right; curve forward; Slide left; Slant right | |

Benchmark Phonics & Word Study Kindergarten High Frequency Word List

| | | | |
|--------|------|------|------|
| a | and | are | big |
| can | come | for | go |
| has | have | he | here |
| I | is | jump | like |
| little | look | me | my |
| no | of | one | play |
| put | said | saw | see |
| she | the | this | to |
| two | want | we | what |
| with | you | | |



DISTRICT196
One District. Infinite Possibilities.

District 196 School Board

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As required by Title IX and other state and federal nondiscrimination laws, District 196 does not discriminate in employment or in any of its education programs and activities, including vocational opportunities, on the basis of sex, race, religion, color, creed, national origin, marital status, familial status,* disability, status with regard to public assistance, sexual orientation, membership or activity in a local human rights commission,* age or genetic information.* District 196 provides equal access to designated youth groups.

The Director of Human Resources, Tom Pederstuen (651-423-7859 – tom.pederstuen@district196.org) is the designated Title IX Coordinator and has also been designated to respond to employment-related inquiries regarding the district's non-discrimination policies. The Director of Elementary Education, Sally Soliday (651-423-7782 – sally.soliday@district196.org) and the Director of Secondary Education, Michael Bolsoni (651-423-7712 – Michael.Bolsoni@district196.org) have been designated to respond to student-related inquiries regarding the district's non-discrimination policies. The Director of Special Education, Janet Fimmen (651-423-7629 – janet.fimmen@district196.org) has been designated to respond to inquiries concerning the rights of a student with a disability. The mailing address for all directors is 3455 153rd Street W, Rosemount, MN 55068. Title IX inquiries may also be referred to the Assistant Secretary of the US Office for Civil Rights (OCR).

*Asterisked categories are limited to employment-related discrimination and harassment.