

Welcome To Kindergarten

2024-25



We are a learning community dedicated to creating a culture of belonging and educational excellence.

*2455 Country Club Road
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www.losdschools.org*

Lake Oswego School District Elementary Schools

Welcome to Lake Oswego School District! We look forward to working with you and your child. Please use this handbook as a reference and feel free to call or email if assistance is needed.

Forest Hills

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Palisades World Language School

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LOSD Equity Lens Policy

LOSD Equity Statement: We are committed to equity, access, inclusion, embracing diversity, and the success of each and every student. We strive for an inclusive and barrier-free environment, with practices that ensure that each and every person has meaningful access to high-quality education and opportunities to thrive. We align with these commitments by using the following guiding questions.

Guiding Questions *When making decisions and taking action, we apply the following questions:*

1. How does this decision align with our mission of being a learning community dedicated to creating a culture of belonging and educational excellence? How does this decision support our strategic priorities to 1) create a culture of belonging; 2) achieve equitable academic outcomes; 3) promote health & resiliency; and 4) teach & practice sustainability?
2. Who does it impact? For example, who are the socioeconomic, racial, ethnic, ability, disability, gender identity, and sexual orientation groups affected by this practice or decision? What are the potential impacts on these students, staff, families, and community members? Who has opportunities and who does not?
3. Does this policy, program, practice, or decision ignore, worsen or disrupt existing disparities and opportunity gaps? Does it produce other unintended consequences?
4. How does this decision contribute to a sense of inclusiveness and belonging for all, prioritizing students and families who have been historically underrepresented or marginalized?
5. How will we follow up to ensure this decision has met its intended outcomes? How will we measure success?

[View all policies, including Educational Equity, developed through our Equity Lens by searching the LOSD Policy Manual](#)

American Disabilities Act and Section 504 Coordinator: Scott Schinderle, Executive Director of Special Services, 503-534-2359.

Title IX Coordinator: Lou Bailey, Executive Director of Secondary Programs, 503-534-2305.

What you should know about Dyslexia

What is Dyslexia? An unexpected struggle learning to read, write, spell, and/or do arithmetic is the hallmark of dyslexia. Sometimes it involves trouble with spoken language as well. Dyslexia is a disability protected by state and federal law.

The Formal Definition of Dyslexia according to IDA: Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.” Adopted by the IDA Board of Directors, Nov. 12, 2002.

Characteristics of Dyslexia

Signs of Dyslexia in Preschool

- Mispronounces words, like saying “beddy tear” instead of “teddy bear”
- Struggles to name familiar objects and uses general words like and instead
- Has a hard time learning nursery rhymes or song lyrics that rhyme
- Has trouble remembering sequences, like singing the letters of the alphabet
- Tells stories that are hard to follow; has trouble talking about an event in a logical order
- Has difficulty remembering and following directions with multiple steps

Signs of Dyslexia in Grades K–2

- Has trouble learning letter names and remembering the sounds they make
- Often confuses letters that look similar (, ,) and letters with similar sounds (/; /; /)
- Struggles to read familiar words (like or), especially if there aren’t pictures
- Substitutes words when reading aloud, like saying when the story says
- Has trouble hearing the individual sounds in words and blending sounds to make a word
- Has trouble remembering how words are spelled and applying spelling rules in writing

Signs of Dyslexia in Grades 3–5

- Confuses or skips small words like “and” when reading aloud
- Has trouble sounding out new words and quickly recognizing common ones
- Struggles to explain what happened in a story or answer questions about key details
- Frequently makes the same kinds of mistakes, like reversing letters
- Has poor spelling; may spell the same word correctly and incorrectly in the same exercise
- Avoids reading whenever possible or gets frustrated or upset when reading

Signs of Dyslexia in Teens and Tweens

- Reads slowly, leaving out small words and parts of longer words when reading aloud
- Struggles to remember common abbreviations, including ones on social media
- Often seems to be searching for words; may use substitutes like instead of
- Often doesn’t “get” the joke; has trouble understanding idioms and puns
- Has an easier time answering questions about a page of text if it’s read aloud
- Takes a very long time to complete reading assignments

IDA Fact Sheets <https://dyslexiaida.org/fact-sheets/>

State and Federal Laws Relating to Dyslexia

Federal and Oregon laws create minimum requirements for Oregon public schools in serving students with dyslexia. The following are key pieces of state and federal legislation and guidance that govern our work.

The Oregon Legislature passed Senate Bill 612 in 2015. SB 612 did the following:

- Required the Oregon Department of Education (ODE) to designate a Dyslexia Specialist to provide school districts with support and resources to assist students with dyslexia and their families
- Required ODE to develop and communicate annually a list of training opportunities for districts related to dyslexia
- Required each school district to ensure that at least one K-5 teacher in each K-5 school receives training related to dyslexia
- Required ODE to develop a plan to ensure that every student who is first enrolled at a public school in the state for kindergarten or first grade receives a screening for risk factors of dyslexia. The plan was developed and presented to the legislature in September of 2016

The Oregon Legislature passed Senate Bill 1003 in 2017. SB 1003 did the following:

- Carried forward the dyslexia-related training requirements from SB 612
- Extended the deadline for completion of the training
- Included requirements for districts to universally screen for risk factors of dyslexia in kindergarten
- Required ODE to develop guidance for districts regarding instructional support for students who demonstrate risk of reading difficulties, including dyslexia
- Required ODE to submit a report to the legislature related to best practices for screening and instructional support.

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Registration

ONLINE REGISTRATION AND ENROLLMENT GUIDELINES

Register for kindergarten on the District's online registration portal. Kindergarten registration for the 2024-25 school year will open **Wednesday, January 17, 2024**. Please direct any enrollment inquiries to your **resident school**.

Enrollment Guidelines

- Students must be five years old by September 1 to enroll in kindergarten.
- Parents of children with a fifth birthday on or between September 2 and September 15 may request consideration for early admission. Please visit our [Kindergarten Early Admission webpage](#) for more information.
- Lake Oswego elementary schools offer a full-day kindergarten program to all students.

Online registration **SHOULD** be used if:

- You are registering a new student who has never attended an LOSD school or program at any time in grade K-12.
- You live within LOSD boundaries.
- You are registering your student for one of the District's six elementary schools. If you are interested in applying for Palisades World Language School, you must first apply to your resident school, then complete a separate application. See instructions on page 4.

Online registration should **NOT** be used if:

- **Returning Student:** your student withdrew from an LOSD school in the past, is not currently enrolled in LOSD, and is now returning to an LOSD school. Use the paper registration form.
- **Early Admission:** you wish to enroll your student into a grade level that is above the student's age. Please visit our [Kindergarten Early Admission webpage](#) for more information.

GEOGRAPHICAL BOUNDARIES

Geographical boundaries determine the attendance area for each school in Lake Oswego. Search your address in our [School Search Boundary Database](#).

LOTTERY

- On May 1st, any school that has more age-eligible registered kindergarten students than capacity will conduct a lottery.
- **Lottery Deadline:** Friday, April 26, 2024.
- Lottery Tier 1: Applicants with age-eligible siblings currently attending the same resident school will be given priority and will not go into the lottery but **MUST** register by the April 26 deadline.
- Lottery Tier 2: Age-eligible registrations received by April 26, 2024.
- Lottery Tier 3: All registrations (including sibling and early admission) received after April 26, 2024 are subject to availability.
- **Lottery Date:** Wednesday, May 1, 2024.
- **Lottery Notification Date:** Friday, May 3, 2024.
- All enrollments not selected in the lottery or received after the April 26 cut off, whose school is at capacity, would then be automatically overflowed to other schools in the district.
- Overflow schools won't be finalized until summer and we will notify families as soon as school assignments are determined.
- Most families are enrolled and attend at their resident school.
- Bus transportation will be provided for overflow students.

- Early-admission candidates must be assessed and pass the approval process. Approved early-admission students will be placed at the end of the applicant list for placement in their resident school and are not included in the lottery process.
- Any students who are overflowed for kindergarten will return to their home school for 1st grade.

KINDERGARTEN MANDARIN CHINESE & SPANISH IMMERSION PROGRAMS

Registration opens for Mandarin Chinese & Spanish Immersion Kindergarten on **Thursday, January 25, 2024**. The application deadline is 3:30 pm on Friday, March 8, 2024. For more information, please refer to the [LOSD Language Immersion Programs](#) webpage. In order to be eligible for the Mandarin Chinese and Spanish Immersion programs, your child must also be registered for kindergarten at their [resident school](#). If your child is selected in the lottery to enroll in either Immersion Program, all registration paperwork you turned in to your resident school will be transferred.

- **Application Deadline:** March 8, 2024 by 3:30 pm
- **Lottery Date:** March 13, 2024
- **Lottery Notification:** March 15, 2024

KINDERGARTEN TRANSITION PROGRAM

The Lake Oswego School District offers a Kindergarten Transition Program through the Community School. It is an optional, registration-based program to provide additional preparation for new kindergarten students. For more information, please refer to the [Kindergarten Transition Program webpage](#) and visit the [Community School webpage](#) to register. Registration opens on March 1.

Immunization/Vision/Dental

The following forms will need to be completed and either uploaded via online registration portal or turned into your child's school.

- A copy of a birth certificate, passport, or some other official record of birth.
- Proof of residency (current utility bill, sales agreement for purchase of home or rental agreement).
- [Dental Screening Certification Form](#) – State law now requires a child who is 7 years of age or younger to have a dental screening before entering school for the first time. (HB 2972 (2015)).
- Vision Screening Certification Form – Oregon Administrative Rule 581-021-0031 states that each school must require a student **age 3-7** and entering a school for the **first time** to submit a vision certificate within 120 days of beginning school. **You may have your child's vision screening done at the doctor's office, or you may have your child's vision screening done in the fall at school.**
- Kindergarten students are required to provide "evidence of immunization" or exemption(s) on the [Certificate of Immunization Status \(CIS\) form](#). This form must be completed and signed by parent or guardian and/or a health care practitioner and submitted to school prior to the first day of attendance.
- For Oregon's immunization requirements for students in grades K-12, please refer to the Oregon Health Authority's or Clackamas County Public Health Department websites for updated information:
<http://public.health.oregon.gov/PreventionWellness/VaccinesImmunization/GettingImmunized/Pages/school.aspx#flyer> or <http://www.clackamas.us/publichealth/immunizations.html>

IMPORTANT IMMUNIZATION INFORMATION – EXEMPTIONS

In compliance with OAR 333-050-0020, **all students entering school for the first time are required to submit a signed [Oregon Certificate of Immunization Status \(CIS\) form](#) to begin attendance.** At initial enrollment, the CIS form must show at least one dose of each of the following vaccines: Dtap (Diphtheria, Tetanus, Pertussis), Polio, MMR (Measles, Mumps, Rubella), Varicella, Hepatitis B, Hepatitis A, and Hib (Haemophilus Influenza Type B - for children under 5 years of age). The form should show all immunizations the student has received to date.

In exception to this rule, some students may have immunity documentation (the student has had the disease or a lab test indicating immunity) or an appropriate medical or non-medical (previously called religious) exemption to one or more immunizations.

MEDICAL EXEMPTIONS

Some children cannot be vaccinated because of medical conditions. The parents of those children must submit a medical exclusion letter (from their child's doctor) to their child's school, along with the child's completed CIS form.

NON-MEDICAL EXEMPTIONS

Some parents claim non-medical exemptions to vaccines for their children for various reasons. Parents must receive education about the benefits and risks of vaccines before choosing to sign a non-medical exemption. Parents may receive education in either one of two ways:

- **Talk to a healthcare provider:** The provider can sign a Vaccine Education Certificate that parents will submit to their child's school, along with the child's completed CIS form.
- **View an online vaccine education module:** Parents can print a Vaccine Education Certificate at the end of the module, to be submitted to their child's school, along with the child's completed CIS form. The link to the module is www.healthoregon.org/vaccineexemption.

During disease outbreaks, unimmunized children may be excluded from school or child care until the outbreak is over. This is for their protection and the protection of others.

For more information about school vaccine requirements, please speak with your healthcare provider or contact a school district nurse.

Policies & Procedures

ATTENDANCE

It is important to achieve regular attendance so positive attitudes toward school can be established early. Arriving at school on time for class is also important. If children need to accompany you to appointments, please plan these activities before or after school. Absences cause a break in the planned program and adjustments must be made after returning to school.

Please notify the front office at your child's school. If the attendance secretary has not received a call or email for an absent/tardy child, an automated phone call will be generated asking about your child's attendance status. While it is always a good idea to let the teacher know when your child will be out, your first contact should be with the school's main office.

If a student has been absent without illness or is unexcused more than four days in a month, it is viewed as excessive absences. Excessive absences or tardies may affect a child's success at school. The importance of regular daily attendance as a basis for academic achievement cannot be over emphasized. The regular contact of students with one another in the classroom and their participation in well-planned instructional activities are vital to the learning process. If a problem exists that may cause your student to have excessive absences or tardies, please discuss the matter with your school principal. Our schools maintain positive attendance expectations for all students and are always willing to discuss difficult situations that may be impacting student attendance.

Tardy: Students who are tardy on a regular basis are missing the first instructions of the school day and late arrival also may be disruptive to the class with students entering after instruction is underway. Please make every effort to have your children arrive at school on time. The first bell rings at 8:10 a.m. Students are tardy if they are not in the classroom at 8:20 a.m., when the school day begins. Students must "check-in" with the office when they arrive late. The teacher and/or the principal may contact parents concerning a student's absences or late arrivals in an attempt to problem-solve this situation and get students to school on time.

HEALTH

Success in school depends on many factors, one of which is health. Most five-year-olds need ten to thirteen hours of sleep every night. Limit screen time before bed for a better night's sleep. Tired children are less successful and less able to cope with school activities.

Proper nutrition, with a special emphasis on a good breakfast and lunch, is essential for fast-developing five-year-olds. In case of illness, do not send your child to school. Until the nature of the illness is determined, it is best to avoid exposing other students.

WHEN TO KEEP YOUR CHILD HOME FROM SCHOOL

School age children occasionally have signs and symptoms that may be related to communicable diseases. Only a licensed health practitioner can determine a diagnosis and/or prescribe treatment and provide instructions regarding the students' return to school. Very few illnesses mandate exclusion from school. However, students should be excluded from school participation if:

- **Illness prevents student from participating in school activities;**
- **The student requires more care than the school can provide;** or
- Any of the symptoms listed below are observed:
 - ✓ **Fever:** temperature by mouth greater than 100.4 degrees
 - ✓ **Skin Rash** or open sores
 - ✓ New **cough** illness
 - ✓ **Diarrhea:** 3 loose or watery stools in one OR newly not able to control bowel movements.
 - ✓ **Vomiting**
 - ✓ **Headache with stiff neck and fever;** OR with recent head injury
 - ✓ **Jaundice:** (new) yellow color to eyes or skin
 - ✓ **Red eyes or eye discharge;** yellow or brown drainage from eyes
 - ✓ **Acting different without a reason:** unusually sleepy or grumpy OR acting differently after a head injury
 - ✓ **Major health event,** like surgery OR an illness lasting 2 or more weeks

Students may return to school with written clearance from a health officer, licensed physician, school district nurse, or if they are in treatment and symptom-free per Oregon Department of Education Communicable disease and exclusion guidelines. Please see the [Guidelines for keeping Ill Students Home](#) document and call the school district nurse if you have any concerns or questions.

BREAKFAST & LUNCH PROGRAM

All students have a breakfast and lunch meal program available daily. They may also purchase milk, an individual piece of fruit, or a cheese stick. All students eat lunch in their homeroom and under the direction of a staff member.

Meals may be purchased through the school cafe meal account system. Parents can deposit money in student accounts online via [school cafe](#) or by dropping off a check or cash at the deposit box near each school office. The check should be made out to LOSD Nutrition Services and please include your student's name and/or student ID number.

If the cost of meals is a financial hardship for any family, free meals may be available through a free & reduced meal application. You can find instructions and the online application on the [Nutrition Services web page](#). The application opens on July 1 for the following school year. A hard copy is available in the school office at the end of August.

You may access more information regarding the [Nutrition Services Program](#) on the [LOSD website](#).

FOOD ALLERGIES

If your child has a food allergy, please contact your child's school office for more information.

MEDICATION AT SCHOOL

All medication (prescriptive and non-prescriptive including cough drops) needs to have an "authorization to administer" form on file – either a staff administration form or a self-administration form (available at

the school office or [here](#)). Medications must be brought in the original containers and the directions on the bottle must match the directions you provide. The container should be labeled with your student's name. Prescription medications must have a pharmacy label. Schools cannot administer expired medication. A parent/guardian needs to bring the medication to the school office. A Parent Guide to Medications at school and Medication Administration forms are available at your school office, on the LOSD website, or [here](#).

SAFETY

Encourage your child to come home immediately after school is dismissed. Please remind children of the following safety guidelines:

- Never accept rides or gifts from strangers.
- The police officer is the child's friend and helper.
- Learn basic safety regulations, including proper bicycle riding and proper bus behavior.

CHANGE IN ROUTINE

Please notify the school prior to any changes in your child's established school routine. Notify the office and your child's teacher if there are changes in destination, meeting places, absences, dates, etc.

SUPPORT SERVICES

Every school has a team of professionals who provide support services to parents and teachers. The team may include a learning specialist, speech/language pathologist, school psychologist, school counselor, occupational/physical therapist, or nurse. If you or your child's teacher feel any of these services are appropriate for your child, you will be part of the screening team. Feel free to call the school principal about any and all services.

SCHOOL SUPPLIES

A list of basic school supplies can be found on individual school websites. In addition to regular school supplies, all students are asked to have a pair of tennis shoes and to wear shorts or long pants for physical education classes. Periodically, you may receive information from your child's teacher that supplies may need to be replenished or additional items may be needed for special activities or projects. Should this impose a hardship on any family, please contact your school principal.

PROGRESS REPORTS

Parent/Teacher conferences are scheduled each semester. Parents are expected to use this time to meet with their teachers during the fall conference window, and again in the spring. This scheduled conference time provides a predictable opportunity to discuss your child's social and academic growth, and conferences are placed approximately half-way between the beginning and end of each semester. This provides a perfect time to check in and discuss your child's progress prior to the scheduled Progress Report Cards being mailed home twice during the year. We ask that you honor these scheduled times available to teachers for these meetings.

Report Cards will be mailed home in grades kindergarten through 5 at the end of each semester (twice per year). Teachers also communicate students' progress throughout the year through folders, notes, emails, phone calls, etc.

TRANSPORTATION

Bus

Please check the District website for information on bus services for your child. The bus routes for the school year are published by the local newspaper prior to the opening of school and can also be found

on the Lake Oswego School District website under the link, Bus Routes. Kindergarteners require a parent or guardian to meet the school bus at pick-up in order for the driver to release the student.

Bicycles, Skateboards, etc.

The decision to permit a student to use a bike, a skateboard, Heelys (shoes with built in wheels), etc. and the duty to see that the student complies with policy and basic safety rules relating to their use are the responsibilities of the student and their parents. The School District does not undertake any responsibility for the safety of students when they are not on school grounds. Parents are solely responsible for giving permission to their child to come to or leave school on bikes, skateboards, Heelys, etc.

Parking Lot

Each of our schools has their own parking and traffic flow patterns for cars and for buses. Restricted areas are also well defined and procedures for drop off and pick up are communicated by each individual school. All schools ask that you not leave your vehicles unattended any place other than a designated parking space.

WORKING TOGETHER

Back-to-School Night

Back-to-School Night is held early in the fall. This is an opportunity to become acquainted with your child's teacher, classroom routine, and ask questions.

Volunteers

Volunteers are an important factor contributing to the success of our kindergarten program. Your child's teacher will provide more information about how you can help.

Meet and Greet

Please plan on attending Meet and Greet which is held at your neighborhood school. Dates and times are determined at each school. This will give you and your child the opportunity to meet their teacher and check out the classroom. Students are encouraged to bring their school supplies as well.

Kindergarten Readiness

Your child may have already begun to practice or may have mastered some of the following skill sets associated with kindergarten:

Skills of Independence:

- Button shirts, pants, coats independently
- Use the restroom alone
- Clean up after eating

Learning Behaviors:

- Follow directions first time
- Take turns and share
- Ask and answer questions
- Take turns to speak

Academic:

- Recognize and write their first name
- Say and recognize all letters of the alphabet
- Count to 20
- Count 20 objects
- Hold a pencil correctly
- Hold and cut with scissors correctly

The above skills are a sampling of those that children need in order to function independently. Children also need to learn social skills, to solve problems, and to make good choices for themselves and others. Considerable learning takes place before school begins. The experiences below are some that parents can provide children that will enable them to make an easier transition from home to school:

- Provide opportunities to make friends with other children. It may help to leave your child at a friend's home for an occasional morning or afternoon. This also provides practice at sharing and taking turns.
- Encourage activities in which your child is successful and feels good. Self-esteem is important. Use setbacks as opportunities to teach your child how to deal with disappointment and emphasize that practice leads to improvement.
- Read to your child frequently. Encourage your child to express ideas through drawings, dramatics, or other activities that require the use of the hands. Encourage your child to share experiences and stories.
- Give responsibilities such as the following:
 - ✓ Putting toys away and hanging up clothing
 - ✓ Doing small jobs such as helping set the table, putting away books, etc.
 - ✓ Going to the bathroom alone
 - ✓ Dressing self, tying shoelaces

PRE-READING READINESS ACTIVITIES

“Reading aloud to your child is the single most important activity in building reading success and enjoyment.”

- Teach your child nursery rhymes and songs.
- Read daily to your child (15+ minutes).
- Before beginning to read, read the title and author of the story. Make predictions: “What do you think this story is going to be about?” Talk about the story: “This looks like it is going to be a funny story. Why do you think so?”
- Let your child hold the book and turn the pages.
- As the story becomes familiar, encourage your child to join in and read too.
- Help your child to tell the story from the pictures in the book.
- After reading the story, have your child retell the story. Guide your child to start at the beginning and progress through the events in the story.
- After the reading, leave the book in a prominent place so it can be read again independently by your child.
- Make sure your child sees all members of the family reading.
- Encourage your child to choose the books you read together and help him/her to tell or retell the story from the pictures in the book.
- Select books that describe familiar experiences, concepts and objects, as well as fairy tales and fantasy stories. Books that use repetition capture the rhythm of language (The Three Billy Goats Gruff).
- Talk about the books as you read – the people, things, and animals in them.
- Draw attention to the illustrations when reading.
- Purchase books as gifts. Let your child help you choose them. School book orders are an inexpensive source for new books.
- Put magnetic letters on the refrigerator (lower case and capitals). Have your child spell their name and other familiar words. You can write words on post-it notes and have your child copy the word with the magnetic letters.
- Read alphabet books. Help your child make his own by cutting out and pasting magazine pictures on individual pages.
- Create a writing basket. Have plenty of markers, crayons, pens, paper, and other materials on hand to encourage your child to make books, write and draw.
- Keep favorite audio stories and songs in the car to play. Use books and writing paper at home when your child needs something to do.
- Encourage your child to write about what they have drawn. At this stage your child will be spelling phonetically. It may look like nothing more than random letters, but this is how children connect sounds to letters.
- Visit the library with your child weekly. Let your child have their own library card. Make it a habit to visit the local bookstore. Many stores carry used books.
- Talk about everyday print. “We are going shopping. Look at the grocery store sign.” Ask, “What does the sign say?” (Fred Meyer, Safeway, Zupans, etc.). Have your child say the names of the letters in the sign.
- Fill your child’s room with posters, books, and pictures of book characters.
- Get a cloth book bag. Take books with you wherever you go.
Make books and reading to your child a relaxed, fun activity. Keep the interaction short and geared to your child’s interests.
- Add reading readiness games to your tablet for occasional use.

Suggestions for reading with your child(ren):

Front of book	Give a book to your child. Say: "Show me the front of this book."
Print contains message	Show your child the first page in the book. Say: "I'll read the story, you help me. Show me where I start to read."
Where to start on a page	Say: "Show me where to start reading the story."
Which way to go on the page	Say: "Which way do I go?"
When coming to the end of a line	Say: "Where do I go after that?"
Word by word matching	Using a book that has only one sentence on the page, say: "Point to the word while I read." (Read slowly but fluently.)
Left page before right page	Read along in the book until you come to a part of the book that has two pages of text. You want to know if your child knows that the left side of the page comes before the right side of the page. Say: "Where do I start reading?"
Frames a letter	At the end of the story, say: "Show me a <u>(name a letter)</u> on this page."
Frames a word	Say: "Show me the word <u>(name a word)</u> on this page."
Locates a capital letter	Say: "Find a capital letter."
Shows and understanding of grammatical marks (. ? ! , ")	Point to a period, question mark, exclamation point, comma or quotation marks on any page. Say: "What's this for?"

PRE-WRITING SKILLS

The mastery of handwriting requires development of pre-writing skills. Addressing these skills through activities, play, and instruction will help build a strong foundation for handwriting. Pre-writing skills needed for handwriting include:

- An established hand dominance for coloring, drawing, or using a fork.
- The ability to cross the midline of the body.
- A functional pencil grasp.
- An understanding of directional terms and the ability to recognize similarities and differences in forms.
- The ability to copy basic lines and shapes.
- The ability to use two hands in an activity.
- The ability to coordinate eyes and hands together.
- The ability to maintain an adequate sitting posture.
- Orientation to print.

Activities to promote these and other underlying skills can be easily incorporated into the day.

Activities such as playdough promote hand strength and fine motor skills which are pre-requisites for good hand writing. Make sure your child has enough time to play!

Playdough Recipe

1 cup flour
1/4 cup salt
2 tablespoons cream of tarter
1 tablespoon vegetable oil
1 cup water
Food coloring
Any flavoring for smell – optional

Mix all ingredients in a pan over medium heat. Stir over medium heat 3 to 5 minutes. When mixture forms a ball in the pan, remove. Knead until smooth. Store in a plastic bag.

SPEECH AND LANGUAGE DEVELOPMENT

Sound Acquisition

Generally, children should articulate the following sounds by the ages indicated:

Age:	3 to 4 years	m, b, n, t, d, k, g, w, h, and vowels
	5 to 6 years	sh, ch, l, l blends
	7 to 8 years	v, j, th, s, z, r, s blends, r blends

Vocabulary and Sentences

Age:	12 to 18 months	first words
	2 years	2-word sentences
	3 years	3 to 4-word sentences, 400 to 900 words
	5 years	5 to 6-word sentences, 1500 to 2500 words

After age 5, the child rapidly advances. Children understand many more words than they can say.

Fluency

Hesitations in speech are normal from ages 3 to 6. Listen to your child; encourage and praise your child. Don't appear anxious about speech. Ordinarily, children do not become concerned about nonfluencies or fear them, unless they have been made unduly aware of them. Try to keep your own speech clear and unhurried. If you are very concerned, consult a speech and language pathologist for help.

What Parents Can Do:

- Talk to your child about everything. Children need a lot of verbal stimulation from infancy onward. Play games with sounds and words including rhyming games.
- Listen to your child and expand on the language used by your child. Use well-formed sentences that are a little longer than the ones used by your child. Use new vocabulary.
- Read to your child frequently. Talk about pictures and situations in books. Your child learns new vocabulary, concepts, and the patterns of language as you read. Use the library and make reading a part of your daily home life.

- Play games with your child. Through games, children can learn coordination, following rules, communication with others, and new concepts.
- Classify. Help your child make scrapbooks or sort things to learn concepts of color, size, matching, and comparisons.
- Provide new experiences. Take field trips, make things, cook, do science experiments. Talk about all of these.
- Make language and speech fun for your child. Reinforce your child's attempts and use praise.

KINDERGARTEN WRITING READINESS SKILLS

Occupational and Physical Therapy

Children need to have many whole body experiences to provide the trunk, shoulder, arm, wrist, and finger control necessary to learn to write, attend to developmental activities and table work in kindergarten. Large wooden blocks for construction, swings, slides, climbing structures, sandboxes, tricycles, and other large muscle activities are basic play activities. They provide the normal physical activity needed for developing postural stability and upper body strength that is so important in writing and other fine motor skills.

Chalkboard activities, easel painting, ceramic clay, and other pre-writing experiences provide the opportunity to use the whole arm instead of just bracing the wrist on the desk while making tiny (tiring) finger movements. Readiness for writing begins on the playground and the park, not in the classroom at a desk.

Pre-writing skills require children to understand directions: top, bottom, middle, up, under, side, etc. They should be able to cross the midline of the body, use two hands together and coordinate their eyes and hands. Playground activities promote these skills.

Encouraging a mature grasp when coloring/writing and providing a variety of fine motor experiences helps a child develop a mature/efficient. The small muscles (intrinsic muscles) of the hand are vital for skilled movement and efficient functional grasp of a pencil. As the hand develops, the thumb side becomes more skilled in precision while the other side, the power side, becomes stronger for static holding. Use of a large pencil/marker/crayon supports the balance of the intrinsic muscles of the hand and helps keep the web space open and rounded. Sometimes, a long pencil/marker encourages a fistful/power grasp or try short/little pieces of crayon/pencil to get the normal fingertip grasp. Activities that encourage small muscle development in the hand include the normal play activities of: snapping fingers; finger songs; spinning a top; mold, roll, play with clay; play games with cards, coins, chips, or pegs; work on stringing, lacing; use tweezers or eye droppers; use a hole punch, etc.

A multisensory approach in learning to trace and copy shapes is another prewriting skill. Working in shaving cream, painting on an easel, using a small piece of chalk on a chalkboard, air writing with the whole arm, etc. to learn these basic shapes supports learning the letter formations later.

If your child appears interested in printing letters, then practice correct letter formation using a multisensory approach. Model the correct grasp and correct letter formation, with letters being formed from top to bottom and from left to right. Encourage your child to imitate you and guide them to practice correctly. Developmentally, it is easier to learn capitals first: FEDPB-RNM-HKL-UVWXYZ-COQG-SAITJ.

Continue reading for more suggestions for readiness activities for your child. We do believe that a child's work is their play...enjoy and support your child through play.

“GET READY TO LEARN”

All children need large doses of small and large motor tasks to help their bodies develop and learn. Children learn first by doing. The more variations of movement that children perform, the better they can organize and learn about themselves and the world around them.

Research shows that our children are becoming less fit and their choice of activities tend to be non-motor tasks: TV and computer games. The Physical Therapy and Occupational Therapy Motor Team of Lake Oswego School District recommends and encourages the following “ing” words for FUN activities for your children:

Doing: Through games and on the playground – running, jumping, leaping, hopping, skipping, climbing, hanging swinging, rolling, spinning, balancing, bouncing, throwing, catching, kicking, hitting balls.

Planning: Going forward, backward, sideward, blindfolded obstacle course (over, under, through, around, between).

Feeling: Variety and opportunity to explore water, sand, mud, shaving cream, rice, dried beans, clay, playdough, silly putty, cookie dough.

Living: Daily learning skills – sorting silverware, putting away clothes, wiping/washing dishes, carrying groceries, sweeping, raking, making bed, stirring, mixing, measuring, pouring.

Manipulating: Finger skills – pegs, blocks, beads, cards, puzzles, Lego, tinker toys, coloring, cutting, pasting, tracing, dot-to-dot, buttoning, snapping, zipping, lacing, tying, touch thumb to each fingertip, finger games, finger puppets.

Writing: All of the above are foundation skills for writing. Encourage pencil grip with thumb pad and fingertip. Use large primary pencil, grip stix pencil, Stetro pencil grips, draw letters in the air, in finger painting, in playdough.

The above, normal play activities, promote alertness, orientation, and organization needed for classroom tasks. The “work” of a child is Play. Through small and large motor play activities, you are promoting school readiness.

Kindergarten Curriculum

Each day, kindergarteners will be challenged to develop their skills across the curriculum. Oregon State Standards outline the concepts students are learning throughout the year supported by developmentally appropriate best practices to meet the needs of diverse learners.

ENGLISH LANGUAGE ARTS & LITERACY

Explicit instruction in the foundational reading skills is provided through individual, small group and whole group learning experiences. Through the integration of Common Core English Language Arts Standards (Source: ODE Standards website: [Oregon English Language Arts and Literacy](#)), research based practices and the Houghton Mifflin Harcourt Into Reading curriculum, students are instructed in all areas of literacy learning:

Phonological Awareness

- Child demonstrates awareness that spoken language is composed of words and their smaller segments of sound.

Print and Alphabet Knowledge

- Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).
- Child identifies letters of the alphabet and produces correct sounds associated with letters.

Phonics & Word Recognition

- Child demonstrates knowledge and application of beginning phonics and word analysis skills in decoding CVC words.
- Child reads common grade-appropriate high-frequency words by sight.

Comprehension and Text Structure

- Child demonstrates an understanding of narrative text structure through storytelling/re-telling and identifying story elements: character, setting, major events.
- Child demonstrates an understanding of informational text structure through identifying main idea and key details of a text.
- Child asks and answers questions about a book that was read aloud.

Writing

- Child writes for a variety of purposes using increasingly sophisticated representation, conventions, organization and topic development of narrative, informational and opinion modes.

Attending and Understanding

- Child attends to communication and language from others.
- Child understands and responds to increasingly complex communication and language from others.

Communicating and Speaking

- Child varies the amount of information provided to meet the demands of the situation.
- Child understands, follows, and uses appropriate social and conversational rules.
- Child expresses self in increasingly long, detailed, and sophisticated ways.

Vocabulary

- Child understands and uses a wide variety of words for a variety of purposes.
- Child shows understanding of word categories and relationships among words.

MATHEMATICS

Mathematics provides a foundation for the learning of science and technology as well as for the interpretation of quantitative information in other subjects. It teaches how to reason logically and develops skills that students can carry into other disciplines and many situations in real life.

Mathematics helps students understand how the world works while exposing them to some of its unanswered mysteries. Ensuring all students develop a solid foundation in mathematics is our challenge.

(source: ODE Standards website: [Mathmatics](#))

Lake Oswego uses enVisionMath for kindergarten, which addresses Common Core rigor in a way that's easy for students to understand. Kindergarten math curriculum covers these Common Core Standards:

Counting and Cardinality

- Child knows number names and the count sequence.
- Child recognizes the number of objects in a small set.
- Child understands the relationship between numbers and quantities.
- Child compares numbers.
- Child associates a quantity with written numerals and begins to write numbers.

Operations and Algebraic Thinking

- Child understands addition as adding to and understands subtraction as taking away from.
- Child understands simple patterns.

Number and Operations in Base Ten

- Child works with numbers 11 to 19 to gain foundations for place value.

Measurement and Data

- Child measures objects by their various attributes using standard and non-standard measurement and uses differences in attributes to make comparisons.
- Child classifies objects into given categories; counts the number of objects in each category and sorts the categories by count. (Limit category counts to be less than or equal to 10.)

Geometry and Spatial Sense

- Child identifies, describes, compares, and composes shapes.
- Child explores the positions of objects in space.

HEALTH

THE GREAT BODY SHOP is a comprehensive health education curriculum which is sequential, developmentally appropriate, culturally sensitive, and medically accurate. The lessons align with Oregon's Health Education Standards and are embedded with social-emotional learning.

SOCIAL STUDIES

Social Studies is an on-going interactive curriculum that is integrated throughout the kindergarten day. The National Geographic language arts program is packed with activities that promote community, awareness, positive social clues, vocabulary development and discovery of the uniqueness of the people and environment around us.

SCIENCE

Since kindergarteners are naturally curious scientists and social beings, the primary Science skills are developed through hands-on interactive activities built into the daily routines, seasonal themes, and calendar events that occur throughout the year. Lessons are aligned with the Oregon Science Standards (NGSS). In kindergarten, students visit our Innovation Lab to receive additional hands-on STEM instruction (Science, Technology, Engineering, and Mathematics).

LIBRARY

All students visit the library to hear stories and check out books. Parents are encouraged to share the book with their child.

MUSIC

Kindergarten students in Lake Oswego receive music instruction from a music specialist. A planned, balanced program includes creative rhythmic experiences, listening, appreciation, participation in singing games and dances, and having opportunities to play instruments.

P.E.

Kindergarten students in Lake Oswego receive physical education instruction from a P.E. specialist. A planned, balanced program includes the opportunities to develop fine and gross motor skills, cooperation, participation, good sportsmanship, self-control, listening skills, and practice following game rules.

Kindergarten Frequently Asked Questions

What is the age requirement for enrolling in kindergarten? Children who are five years old on or before September 1st may enter kindergarten in September.

My child's birthday is after September 1st, can I still enroll my child in kindergarten? If your child will be 5 years old on or between September 2nd and September 15th of the school year, you may request consideration for early admission. Please visit our [Kindergarten Early Admission webpage](#) for more information. Children with birthdays after September 15th of the school year are not eligible for enrollment or early admission consideration according to School Board Policy.

How do I register my child for kindergarten? Register for kindergarten on the District's online registration portal. Please direct any enrollment inquiries to your **resident school**.

What documentation is required to enroll my child?

- A copy of a birth certificate, passport, or some other official record of birth.
- Proof of residency (current utility bill, sales agreement for purchase of home or rental agreement).
- Completed and signed Oregon Certificate of Immunization Status.
- Home Language/Recent Arrivers Survey.
- Certification that the student received a dental screening within the previous 12 months.

My child is already in Pre-kindergarten; do I still need to register? Students who are currently enrolled in a LOSD pre-kindergarten program are NOT automatically enrolled in kindergarten. Pre-k students who reside within Lake Oswego may enroll as a new student. Pre-k students who live outside of the Lake Oswego boundary must follow the out-of-district enrollment guidelines.

We don't live in Lake Oswego. Can I enroll my child in kindergarten in the Lake Oswego School District? 2024-25 out-of-district transfer and tuition enrollment decisions will be made by the School Board in March 2024. Please check [this webpage](#) for updated information as it becomes available.

Is my child guaranteed enrollment in kindergarten at our resident school? Kindergarten is capped at 26 students per classroom. In the event that the number of kindergarten registrants exceeds the number of spaces available at your resident school, the school will hold a lottery for applications received until the April 26, 2024 deadline. Students who are not accepted into their resident school for kindergarten will be assigned a non-resident school (“overflow”) to attend. If your child attends kindergarten at a non-resident school due to insufficient space at your resident school, transportation will be provided (some exceptions may apply). The number of kindergarten classrooms being offered at each school is typically determined in late spring by the District; however, the number of classrooms can change if there is a significant increase in registrations during the summer. Families will be notified of their kindergarten placement during the summer once the number of classrooms has been established and overflow schools have been identified.

Lottery Important Dates:

- On May 1st, any school that has more age-eligible registered kindergarten students than capacity will conduct a lottery.
- **Lottery Deadline:** April 26, 2024.
- **Lottery Tier 1:** Applicants with age-eligible siblings currently attending the same resident school will be given priority and will not go into the lottery but **MUST** register by the April 26 deadline.
- **Lottery Tier 2:** Age-eligible registrations received by April 26, 2024.
- **Lottery Tier 3:** All registrations (including sibling and early admission) received after April 26, 2024 are subject to availability.
- **Lottery Date:** May 1, 2024.
- **Lottery Notification Date:** May 3, 2024.
- All enrollments not selected in the lottery or received after the April 26 cut off, whose school is at capacity, would then be automatically overflowed to other schools in the district.
- Overflow schools won't be finalized until summer and we will notify families as soon as school assignments are determined.
- Most families are enrolled and attend at their resident school.
- Bus transportation will be provided for overflow students.
- Early-admission candidates must be assessed and pass the approval process. Approved early-admission students will be placed at the end of the applicant list for placement in their resident school and are not included in the lottery process.
- Any students who are overflowed for kindergarten will return to their home school for 1st grade.

If a lottery is necessary, is there a lottery deadline? Yes. The enrollment deadline to be included in the lottery is April 26, 2024.

How do I know which school is my child’s resident school? A student’s resident school is determined by their home address. If you are in question of which school your child should attend based upon where you live, please contact the District office at 503-534-2000 or visit the [LOSD Boundary Search Tool](#) to search for your child’s school using your home address. Students must reside within the school district boundaries for which they attend school. Legal residency is governed by Oregon Revised Statute 339.1333. For school purposes, students are considered residents of the district in which their parents or guardians reside. It is not determined by condominiums, rentals, or businesses that parents own.

Can I enroll my child in a different school in the district other than our resident school? Parents must register their child at their resident school. You may then submit a transfer request form to the District Office seeking permission to transfer to another school. Transfer request forms can be obtained from any elementary school, the District Office or on the District website on the [Registration](#) webpage. Typically, transfer requests are not reviewed until mid-summer. If your child is approved to attend a non-resident school, all registration paperwork you turned in to your resident school will be transferred. Transfer request approvals are valid for one year ONLY and must be submitted each subsequent year for consideration.

How do I enroll my child in Language Immersion Kindergarten? Applications are available at each elementary school and on the District website on the [Language Immersion Kindergarten](#) webpage. In addition to completing the Language Immersion application, you must follow the process for registering your child in your resident school. If your child is selected in the lottery to enroll in Palisades World Language School in a language immersion program, all registration paperwork you turned in to your resident school will be transferred.

When will we receive information on the start of school? Information will be available online on your neighborhood school's webpage. Each school also provides packets of information on or before the first week of school.

My child is nervous about meeting their teacher, can we meet the teacher before school starts? Most definitely! Please plan on attending Meet and Greet which is held at your neighborhood school. Dates and times are determined at each school. This will give you and your child the opportunity to meet their teacher and check out the classroom. Students are encouraged to bring their school supplies as well.

What are the school hours? School doors open in the morning at 8:00 AM, with the tardy bell ringing at 8:20 AM. School concludes at 2:40 PM. Lunch times will be scheduled just before the start of the school year.

Who should I contact about my child's medical condition(s)? Please contact Student Services at 503-534-2359, to discuss any medical issues or concerns. Our nurses may develop a health plan for your child that ensures that their teacher and office staff are informed of this important information. Some examples of conditions warranting an individualized health plan are food allergies, asthma, diabetes, cardiac conditions, seizures.

How do I set up a lunch account so my child can buy hot lunch or milk? On the [LOSD District website](#), under departments, select the [Nutrition Services](#) link. From here, select the [Meal Account Information](#) link. You will need to provide your child's ID number which is a six-digit number in order to establish an account. You can contact the school office in late August for your child's student ID# or access it on ParentVUE. If preferred, payment by check or cash can be made in the school office.

If you have any additional questions, please contact the district's Nutrition Services office by email, nutrition@loswego.k12.or.us, or call 503-534-2361.

If my child is absent, do I need to contact anyone other than their teacher? Communication is very important, especially when it involves your child's safety. If your child is going to be absent, please notify the front office at your child's school. If the attendance secretary has not received a call or email for an absent child, an automated phone call will be generated asking about your child's attendance status.