



# Kinder Info

# Agenda

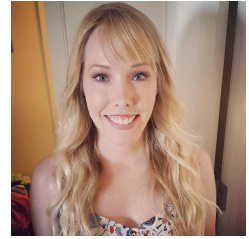
- Introductions
- Who we are
- Logistics
- Curriculum
- Behavior
- Ways you can help to prepare
- Q & A
- Tour

## Principal Tonya Bruce

- ★ I'm Jeffco grown educator and leader.
- ★ I have been an educator in this district for 19 years.
- ★ I've been fortunate to have held many different roles over my career, I have taught 4th, 5th, and 6th grade, been an instructional coach, been an Assistant Principal and now a Principal.
- ★ Family is so important to me. I am married. I have two daughters who are both at Lakewood High School and a stepdaughter who is at St. Anne's.
- ★ We love to spend time in the mountains and at sports games for hockey, volleyball and basketball.
- ★ We also have three dogs, Belle, Maya and Lola.
- ★ I'm excited to spend everyday at Betty Adams and with your children, I truly have the best job ever.



## Mrs. Jesica Coleman



- ★ I have lived in Colorado for 5 years. I am originally from Georgia.
- ★ I am married with two dogs.
- ★ I have been teaching for 8 years. I have taught grades pre-k, kindergarten, 2nd, 4th, and 5th. Kindergarten is my favorite!
- ★ I also love to read, cook and spend time with my family.

# Mrs. Therese Mayer

- ★ I have been teaching for 21 years. I have taught Kindergarten, 2nd, 3rd and 4th grade.
- ★ This is my 9th year teaching kindergarten.
- ★ I am married and have 5 children and 3 grandchildren.
- ★ When I have free time I like to read, cook and work in my garden. Most of all, I love spending time with my family.
- ★ I believe I have the best job in the world. Every day is a new adventure with my kindergarteners. They continue to amaze me with their unique and individual personalities.





Who we are

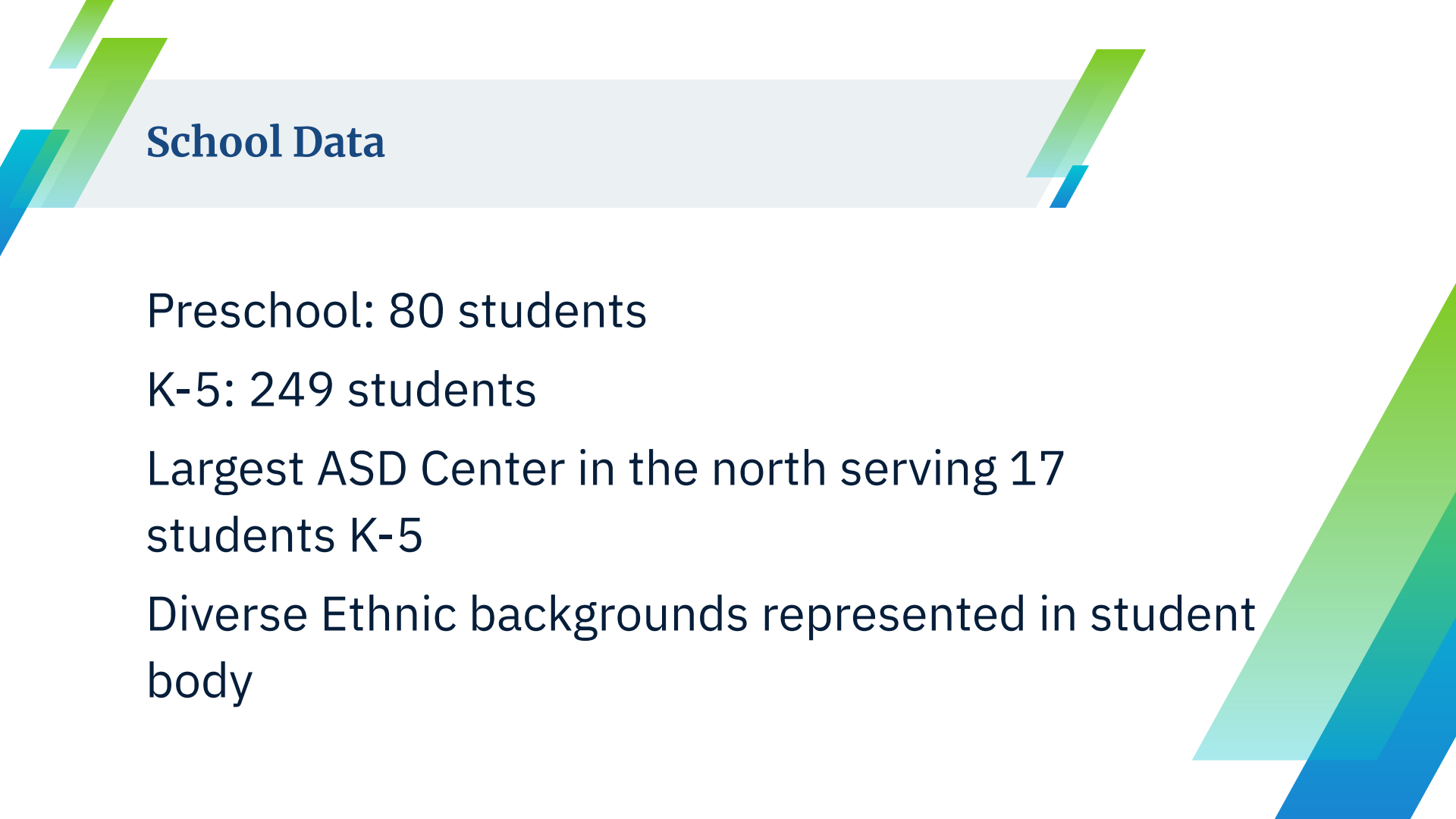
## *Betty Adams Mission*

**We Belong**  
**We Achieve**  
**We Empower**

## *Betty Adams Vision*

We are a safe community dedicated to fostering inclusivity for all learners. When we **belong**, we **empower** ourselves and others to persevere, accept responsibility, and contribute to the collective growth and goodness of the school. When we feel empowered, we can **achieve** our highest potential.





## School Data

Preschool: 80 students

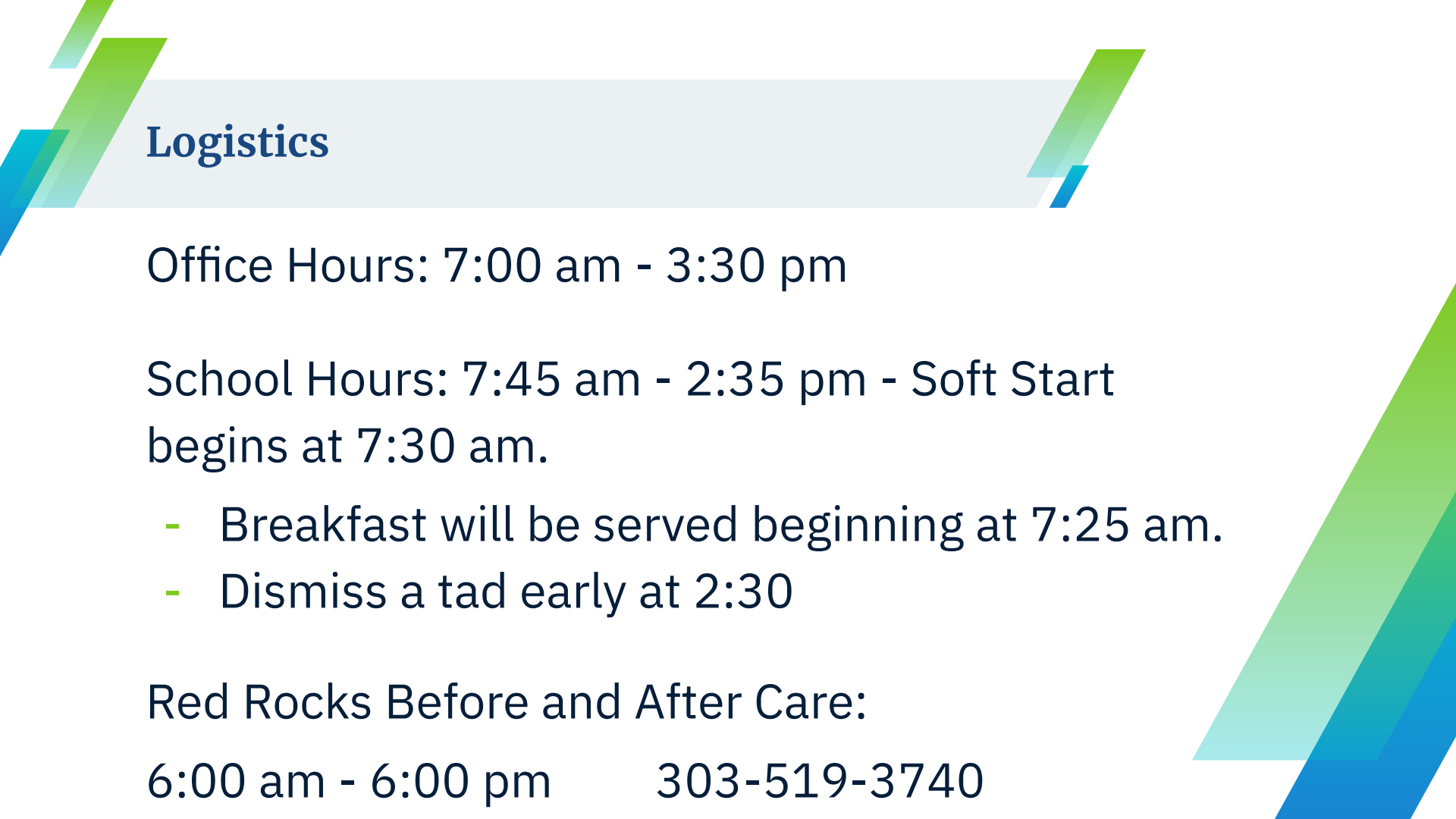
K-5: 249 students

Largest ASD Center in the north serving 17  
students K-5

Diverse Ethnic backgrounds represented in student  
body

## Our Story

- ★ Historical neighborhood school of 35 years.
- ★ Strong, supportive PTA
- ★ Teaching the WHOLE Child
  - PBIS-*Positive Behavior Intervention System*
    - *SOAR* - **s**afe Environment, **O**utstanding Effort, **A**ccepting Responsibility and **R**espect for self and others
  - Social Emotional Learning
    - Second Step and Zones of Regulation
- ★ SOAR Awards monthly



## Logistics

Office Hours: 7:00 am - 3:30 pm

School Hours: 7:45 am - 2:35 pm - Soft Start begins at 7:30 am.

- Breakfast will be served beginning at 7:25 am.
- Dismiss a tad early at 2:30

Red Rocks Before and After Care:

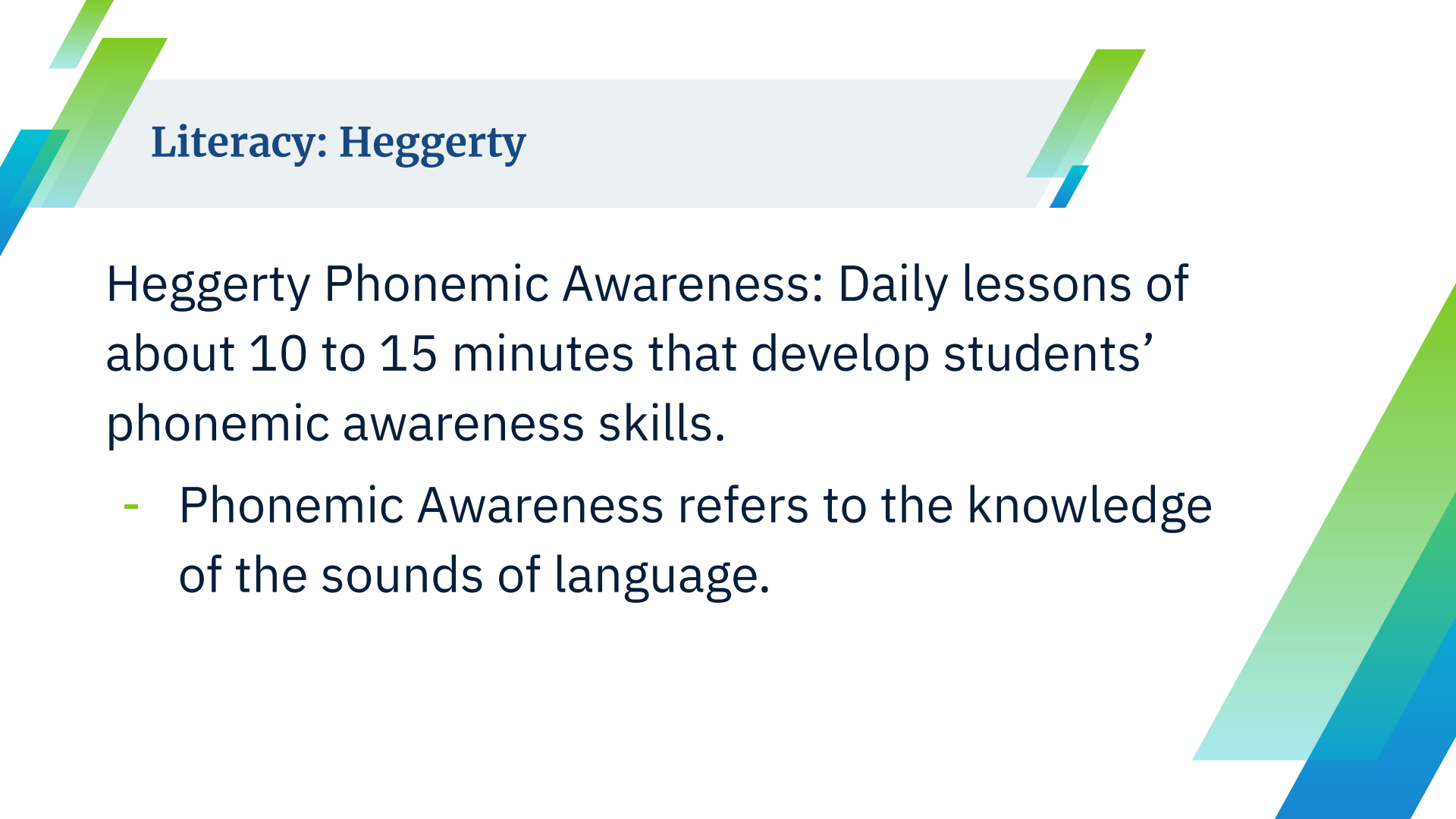
6:00 am - 6:00 pm      303-519-3740

# Daily Schedule



shutterstock.com • 1233364771

Arrival/Soft Start  
Morning Meeting  
Foundational Skills  
Reading  
Morning Recess  
Math  
Lunch/Recess  
Small Group Time  
AMP - Art, Music, P.E.  
Heggerty  
Writing  
Science/Social Studies/SEL  
Snack/Purposeful Play  
Clean-Up/Dismissal



## Literacy: Heggerty

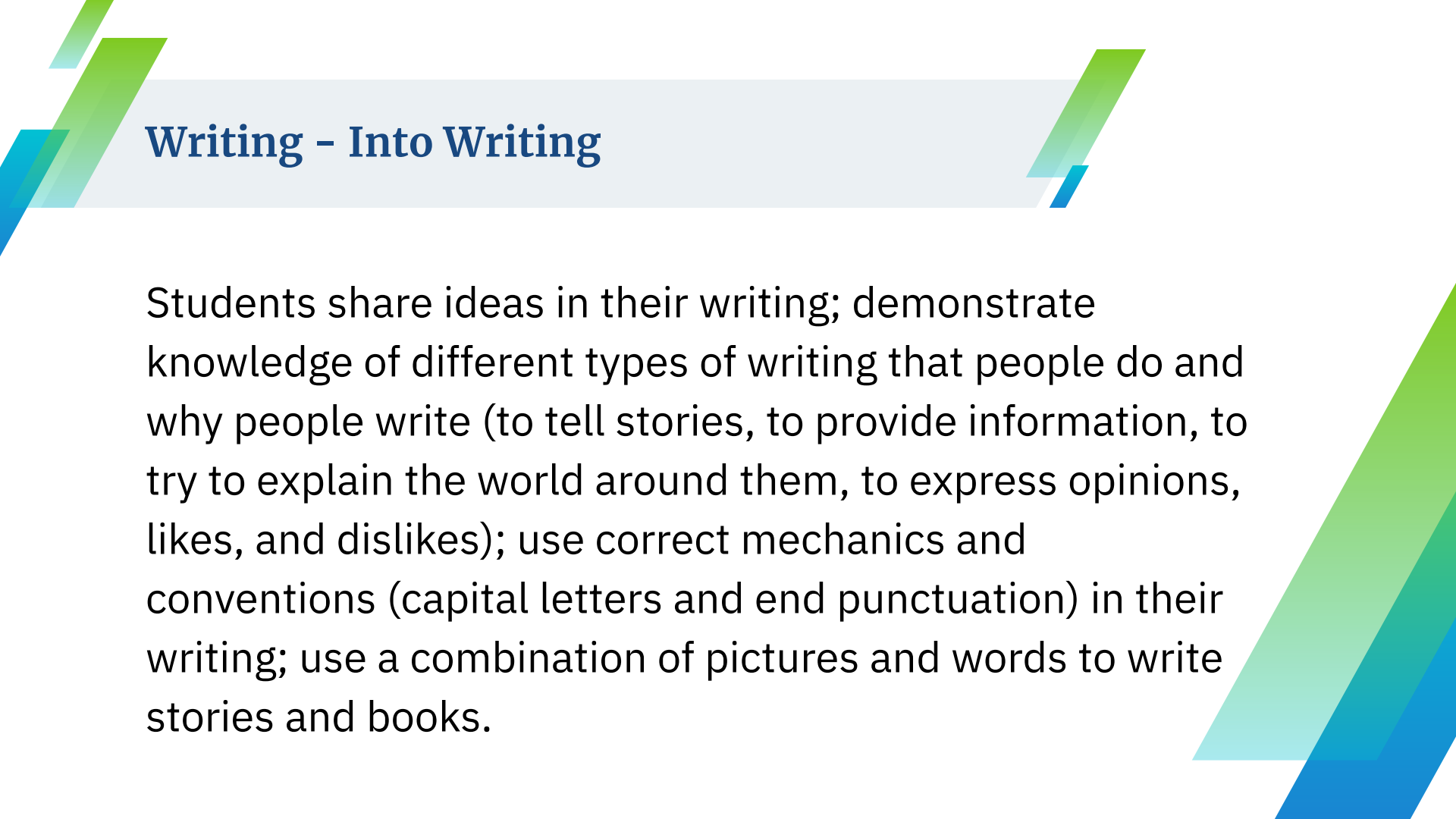
Heggerty Phonemic Awareness: Daily lessons of about 10 to 15 minutes that develop students' phonemic awareness skills.

- Phonemic Awareness refers to the knowledge of the sounds of language.

# Literacy: Into Reading (Reading, Foundational Skills, Writing)

## Colorado State Expectations for Kindergarten Students:

- ★ **Oral Expression and Listening:** Use effective oral language (vocabulary and grammar) and non-verbal communication skills (gestures, expressions); use their voice to show phonemic awareness (knowledge of the sounds of language, such as long and short vowel sounds, consonants); show how vocal sounds produce words (the word “cat” has three sounds – /k/-/a/-/t/).
- ★ **Reading for All Purposes:** Demonstrate knowledge of all the letters of the alphabet; use letter sounds to decode (sound out and pronounce) words on the printed page; show understanding of the “concept of print” (read from left to right, letters make words, words make sentences, books have a front and back cover).
- ★ **Research and Reasoning:** Use different resources to find information to answer their own questions of interest about a topic; ask good questions to become a better reader and listener.

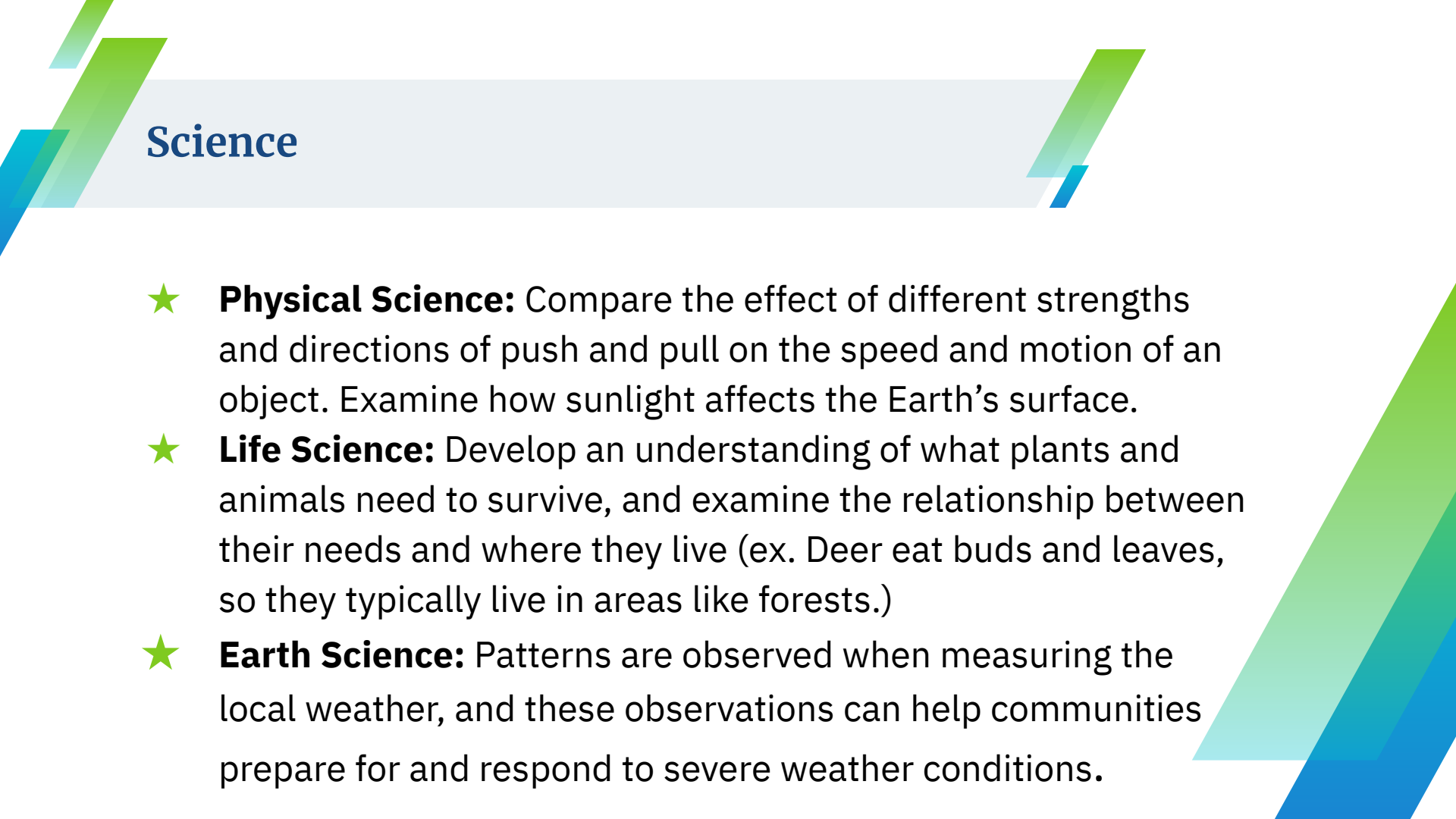


## Writing - Into Writing

Students share ideas in their writing; demonstrate knowledge of different types of writing that people do and why people write (to tell stories, to provide information, to try to explain the world around them, to express opinions, likes, and dislikes); use correct mechanics and conventions (capital letters and end punctuation) in their writing; use a combination of pictures and words to write stories and books.

## Math - Illustrative Math

- ★ Problem-based curriculum where students spend most of their time working on problems, independently and collaboratively.
- ★ Teachers pose questions that push students thinking and encourage them to communicate their ideas both verbally and in writing.
- ★ Warm up, Activity, Synthesis, Cool Down
- ★ Develop flexible thinking and multiple ways to approach problems.



## Science

- ★ **Physical Science:** Compare the effect of different strengths and directions of push and pull on the speed and motion of an object. Examine how sunlight affects the Earth's surface.
- ★ **Life Science:** Develop an understanding of what plants and animals need to survive, and examine the relationship between their needs and where they live (ex. Deer eat buds and leaves, so they typically live in areas like forests.)
- ★ **Earth Science:** Patterns are observed when measuring the local weather, and these observations can help communities prepare for and respond to severe weather conditions.

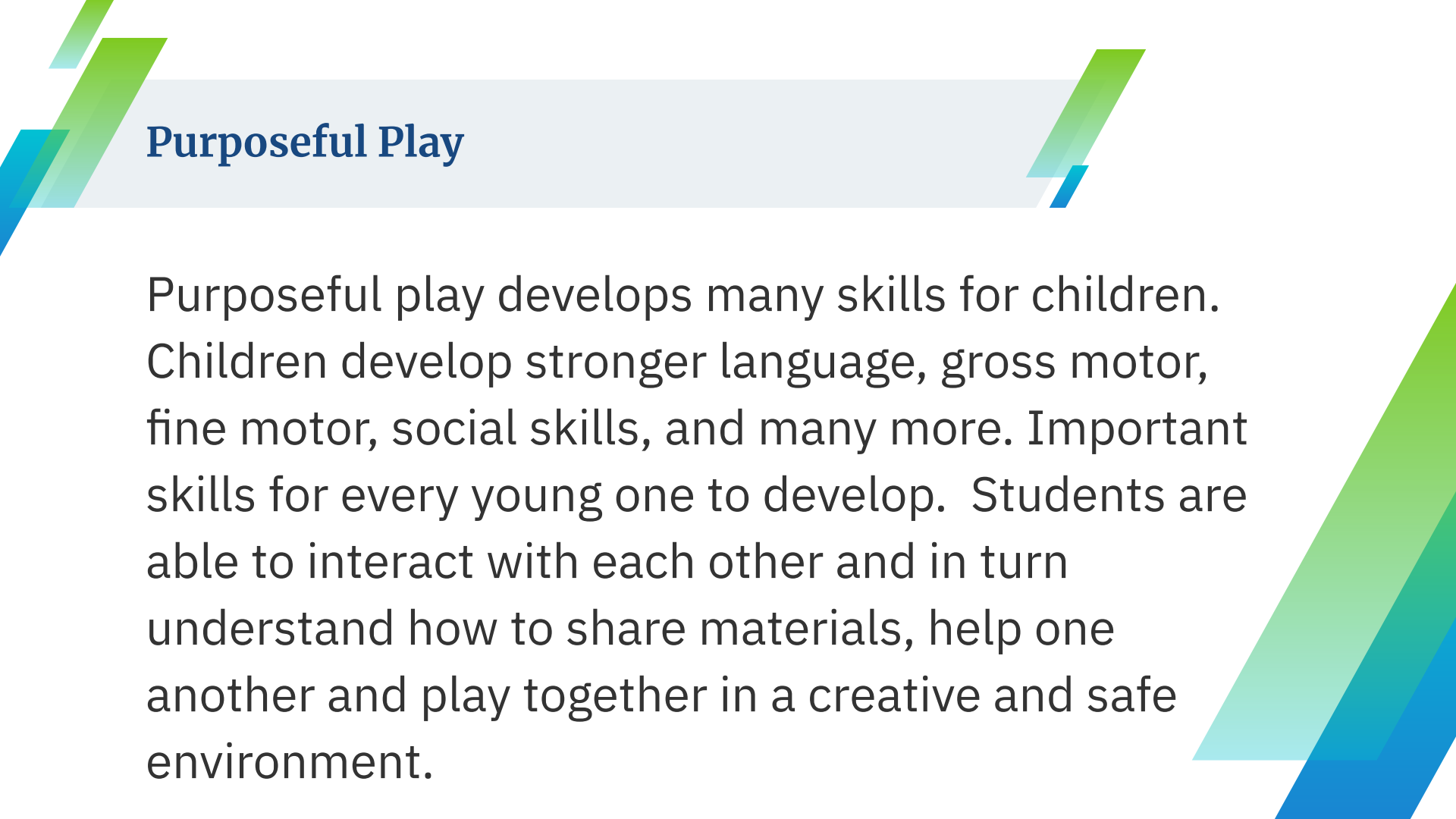
## Social Studies

- ★ **History:** Ask questions, share information, and discuss ideas about the past; put events in chronological (time) order.
- ★ **Geography:** Identify the basic characteristics of maps and globes and point out their similarities/differences; discuss how people live in different settings and interact with their environment based on location.
- ★ **Economics:** Describe choices individuals make based on wants.
- ★ **Personal Financial Literacy:** Describe choices people make about how to use the money they earn.
- ★ **Civics:** Explain that groups have rules; interact positively with others; recognize membership in family, neighborhood, school, and team; discuss the characteristics of an active and helpful member of the classroom and school; follow class rules.

## Technology and Library Time

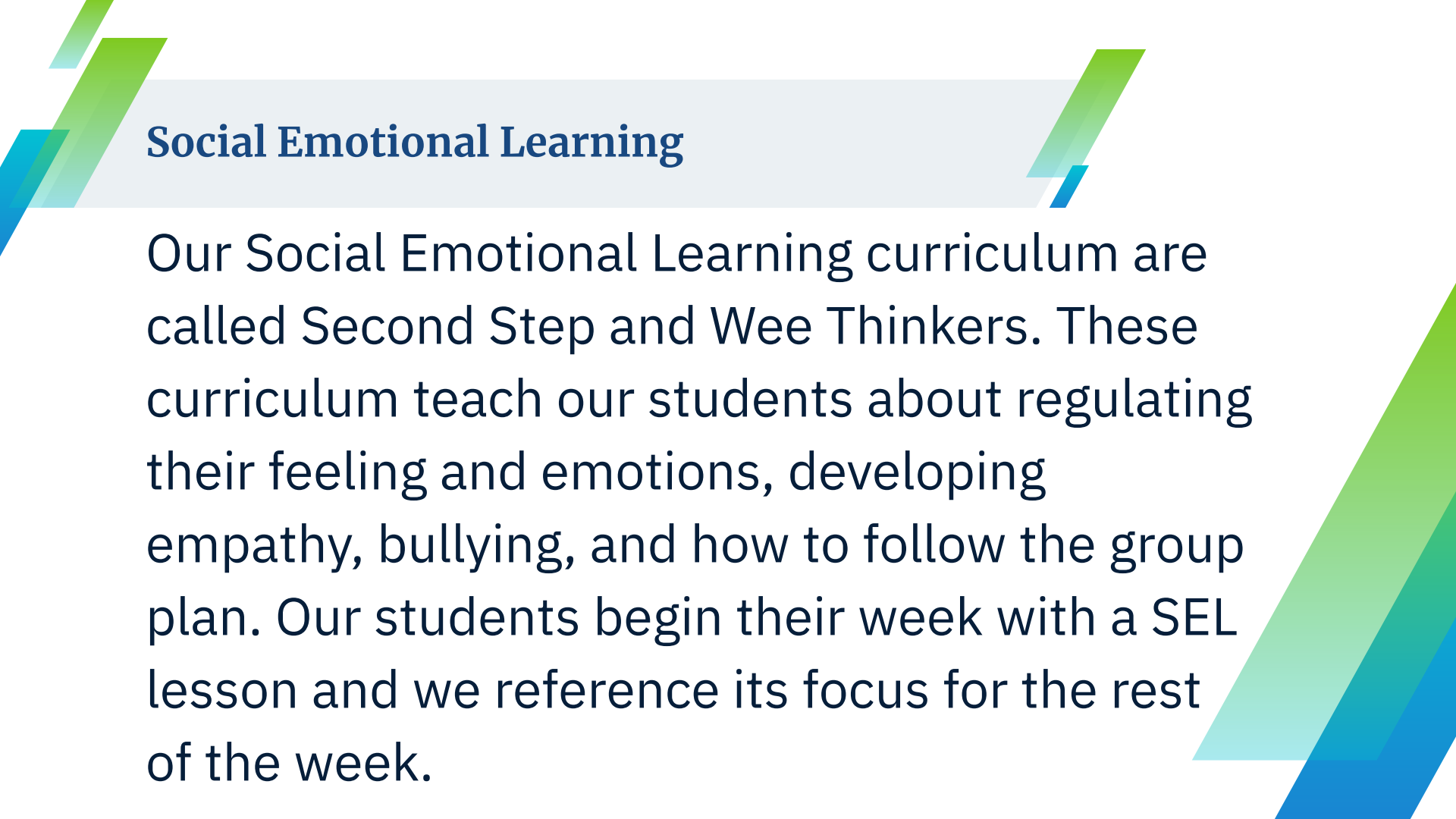


- ★ Bi-weekly tech time where students learn to use Chromebooks, visit Makerspace, engage in STEM activities and explore robotics.
- ★ Bi-weekly library checkout where students get to explore books of multiple genres and engage in riveting read alouds.
- ★ Ms. Fromson teaches tech and Ms. Ruzicka does read aloud and checkout



## Purposeful Play

Purposeful play develops many skills for children. Children develop stronger language, gross motor, fine motor, social skills, and many more. Important skills for every young one to develop. Students are able to interact with each other and in turn understand how to share materials, help one another and play together in a creative and safe environment.



## Social Emotional Learning

Our Social Emotional Learning curriculum are called Second Step and Wee Thinkers. These curriculum teach our students about regulating their feeling and emotions, developing empathy, bullying, and how to follow the group plan. Our students begin their week with a SEL lesson and we reference its focus for the rest of the week.

## Art, Music, PE

- ★ Kindergarten gets 45 mins daily of Art, Music or PE.
- ★ Rotations are for a full week each
- ★ Art is taught by Ms. Powis
- ★ Music is taught by Ms. Sebald and Ms. Haas
- ★ PE is taught by Mr. Benefield (Mr. B)

Art

EVERYONE at Betty Adams will have Ms. Powis for ART.

But she will also be traveling to Lukas one week out of every three to teach Art to half the kids there.



# Music

## Ms. Sebald

(Melody Sebald) will be teaching all the kids at her home school Weber, and half the kids at Betty Adams.



## Ms. Haas

(Julie Haas) will be teaching all the kids at her home school Semper, and half the kids at Betty Adams.



## Physical Education

EVERYONE at Betty Adams will have Mr. Benefield for P.E.

But he will also be traveling to Little one week out of every three to teach P.E. to half the kids there.



## Memory Making



- ★ Field Trips!
- ★ Big Eagles/Little Eagles
- ★ Parties
- ★ SOAR School Rewards - SOAR Board
- ★ Spirit Weeks
- ★ 100th Day of School
- ★ Monthly School Assemblies

# Behavior

Name: \_\_\_\_\_

I got caught **SOAR**ing!!

Safe environment  
Outstanding effort  
Accepting responsibility  
Respect self and others

Teacher: \_\_\_\_\_



ClassDojo



**Betty Adams  
Elementary**  
5 Steps



1

**REMIND**  
General class reminder and positive narration to the whole class. Be clear and mindful of your tone of voice.



2

**REDIRECT**  
Private when possible, non-emotional tone, on the students physical level redirecting them to expected behavior.



3

**REFOCUS**  
Help the student regulate and reflect on what they need to engage in learning. Give them a choice where they will refocus.



4

**RESTORATIVE**  
Informal restorative conversation in the doorway to repair the relationship and address needs from both parties to re-engage.



5

**REFERRAL**  
Complete referral form for MAJOR behaviors. Admin will respond.

## Restorative Practices The 5 R's

In a restorative school, family, and workplace, these five values are put into action by all community members:

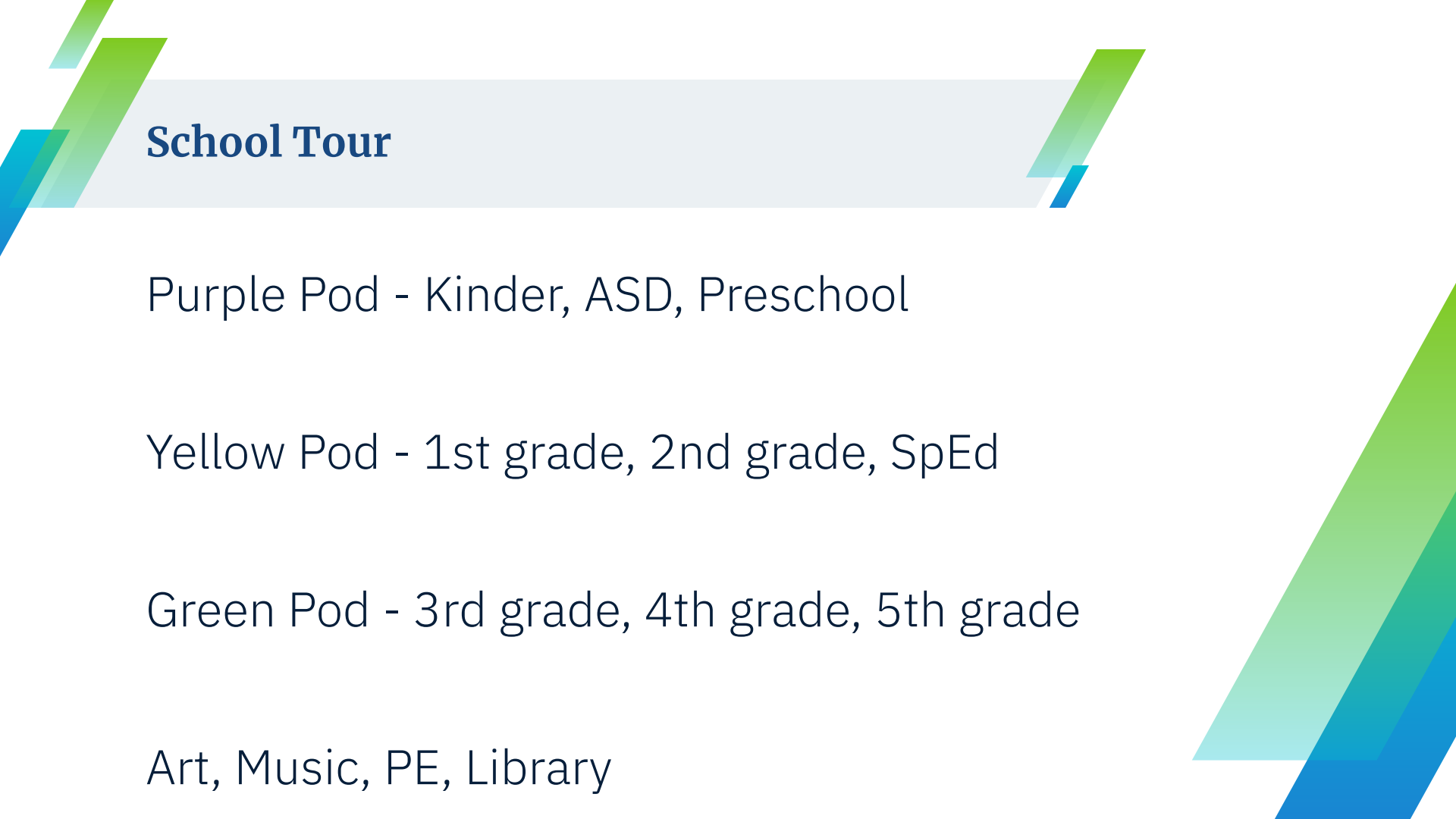
- ★ **Relationship:** Healthy relationships among all members of the community.
- ★ **Respect:** Mutual respect between all community members
- ★ **Responsibility:** Shared ownership of our community and actions
- ★ **Repair:** Healing the harm caused to ourselves and our community
- ★ **Reintegration:** Authentic opportunities to rejoin the community after disconnection

## Ways to Help Your Child be Ready

- ★ Do anything you can to foster independence and responsibility (zip coat, tie shoes, carry own backpack)
- ★ Provide opportunities for listening and following directions
- ★ Encourage your child to express emotions using words
- ★ Allow your child to have opportunities to make choices
- ★ Role play and problem solve with others
- ★ Read to your child everyday
- ★ Manage their own personal needs without help (toileting)
- ★ Practice fine motor and gross motor skills

## Time for Questions





## School Tour

Purple Pod - Kinder, ASD, Preschool

Yellow Pod - 1st grade, 2nd grade, SpEd

Green Pod - 3rd grade, 4th grade, 5th grade

Art, Music, PE, Library