

**Expanded Learning Opportunities  
Program Plan Guide**

**Helendale  
Elementary  
School**



**Prepared by:**  
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# Local Educational Agencies and Expanded Learning Opportunities Program Plan Site

**Local Educational Agency (LEA) Name: Helendale School District  
Principal, School Administrative Manager, and ELO-P Coordinator  
Helendale Elementary School  
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**Instructions:** Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Helendale Elementary School

**Governing Board Approval Date:**

**Review/Revision Date:**

Expanded Learning Opportunities Program Plan

## 1—Safe and Supportive Environment

### Physical Safety

*Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not onsite, describe where in the community it will be and how students will be supported to get there. Additionally, describe the elements such as staff training, incident reporting, and maintenance of health records.*

The ELO-P program is located on the Helendale Elementary School campus, providing continuity with the regular school day and eliminating transportation barriers. It aligns with Positive Behavior Intervention and Support (PBIS), ensuring physical safety through structured environments, quarterly safety reviews, and emergency drills. Staff training includes first aid, incident reporting, and maintaining health records. Emergency contacts and student health details are accessible via the Student Information System (SIS), and incidents are documented and communicated effectively.

The staff treats students in a fair and impartial manner by modeling the appropriate behaviors of teachers and support staff when leading activities with students. “Positive Discipline” is used to redirect students to avoid disruptive behavior and increase responsible choices and student cooperation. We have implemented simple, clearly defined rules that align with the regular day, but are flexible and accessible to ensure inclusion for all students participating in the program. Building relationships with the regular day site staff is supported so that the needs of students with special needs are not only known, but appropriately supported. We expect all students to maintain a safe and respectful learning environment for themselves and others. Failure to comply with this policy may result in the following consequences:

- Verbal Warning
- Loss of special activity privileges/recess
- Written referral (3 referrals may result in removal from program)
- Removal from this program

Our ELO-P program will be structured to ensure the goal of our district in providing a safe and supportive learning environment for our students that meets their developmental, physical, and social-emotional needs. Our program is designed to incorporate elements such as adequate space indoors and outdoors for program services. Indoor areas used for the program will have adequate heat and light, room for storing belongings, and be equipped with materials to enhance learning opportunities. Recreational equipment will be plentiful and safe and under a safety review each quarter, or more often if needed to ensure safety of youth served. All staff will be provided opportunities to be trained in safety and first aid.

Additionally, staff will complete incident reporting training to ensure that all safety or other incidents are documented and communicated to appropriate supervisory and/or school staff, and families. All incidents that impact safety will be documented in our Student Information System (SIS), to include emails and phone calls. Staff will have access to our SIS to ensure

they have current emergency contacts for students. It will align to the school safety procedures already in place, including for emergency and safety drills. Safety drills will take place monthly.

Since our Expanded Learning Program is located on our campus, we consider the program an extension of our school day and structure it as such. Offering the program on-site minimizes transportation barriers that could otherwise impact students who would not be able to participate.

### **Emotionally Safe & Supportive**

*Describe how the program provides an emotionally safe and supportive environment for students. This may include how the program incorporates social emotional learning.*

The program fosters an emotionally supportive environment through "Positive Discipline" to guide behavior and build responsibility. Social Emotional Learning (SEL) is integrated, focusing on self-awareness, social awareness, and relationship skills. Student input shapes enrichment and SEL activities, ensuring alignment with emotional and social needs.

### **2—Active and Engaged Learning**

*Explain how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.*

The program supplements regular instruction with activities aligned to academic needs while avoiding duplication. Students access Chromebooks and online platforms to bridge learning gaps. Activities include ELA, math, social studies, and science enrichment, incorporating group work and SEL to promote holistic development. Students have opportunities for engagement through robotics, art, and physical education, with input from staff, administrators, and students guiding program offerings.

The ELO-P Coordinator will seek input from school staff, administrators, and students. The ELO-P Coordinator will meet with Grade Level Teams and administration monthly throughout the regular school year to ensure alignment with academic needs. To promote student engagement and retention of students in the program, we will incorporate student input in the planning of educational literacy and enrichment activities with the intention towards Social and Emotional Learning (SEL) as students engage in the SEL competencies: self-awareness, social awareness, relationship skills, responsible decision making, and self-management. By promoting youth voice in program design and active learning activities, we ensure that activities align with student interests to bolster engagement and promote student buy-in into activities.

The program will offer academic, enrichment, and recreational activities along with a nutritious meal/snack. We strive to create a program that reflects and aligns with the needs and wishes of our school community.

Possible Academic Enrichment activities based on school need include:

- Homework Assistance - English and math

- Mathematics Enrichment Activities
- English Enrichment Activities
- Social Studies Enrichment Activities
- Science Education and Technology

Extended Club Possible Enrichment offerings include:

- Science and Technology: (i.e.: Robotics, Game Club, etc.)
- Visual and Performing Arts (i.e.: Photography, Drawing, Painting, etc.)
- Reading Club
- Band

Recreational Components include:

- Aerobic exercise (i.e.: GoNoodle, Would You Rather, Mindfulness videos) and physical fitness/nutrition education Team Sports: (i.e.: track and field, basketball, soccer, etc.)

### **3—Skill Building**

*Detail how the program will provide opportunities for students to experience skill building.*

In our program, we will offer academic enrichment, including the arts, physical fitness, and social/emotional learning opportunities to foster academic achievement, health, and community engagement. Academic support is provided for each student based on their needs and supports achievement in English Language Arts and mathematics. The program provides small group academic support based on academic needs and in consultation with school data, teachers, parents and students.

Enrichment services will be driven by the needs and interests of students and their overall academic success. Activities are aligned with Common Core Standards and are based on instruction in the regular school year. Enrichment supports retention by engaging students in fun, interesting activities; while promoting through-provoking discussion, and building cooperative skills that will contribute to future success. Our program will support students in building skills such as foundational math and literacy skills, critical thinking, project management, organizational skills, and social-emotional management and regulation. All throughout, students will work in groups to gain technological literacy, learn the importance of teamwork, goal setting and completion to promote academic achievement and future success in college and career.

#### **4—Youth Voice and Leadership**

*Describe how the program will provide opportunities for students to engage in youth voice and leadership. Consider and describe what opportunities youth have to lead activities or provide mentorship within the program. Address how youth are included in program quality assessment and improvement.*

Helendale Elementary's ELO-P program has actively involved students, staff, and parents in designing academic, enrichment, and physical education services offered in the program. This has been done through ongoing solicitation of input to gauge social, emotional, and academic needs and strengths of students. Input was taken from students, school staff, and parents and was used in the development of the program. ELO-P staff participated in planning meetings using this feedback and other data points to determine the key student leadership activities to be provided. This is a high priority for the program, and the expanded learning program will welcome school-related extracurricular activities in the program as discussed below and set aside a space for youth leadership activities. Here, students can share viewpoints, concerns, and interests and implement leadership activities.

In addition, ELO-P conducts regular student surveys at the middle and end of the school year to obtain feedback and make improvements to our services. Data obtained from the survey helps us make adjustments to our instructional practices and extracurricular programs, including providing guidance with our afterschool program partners when new priorities or needs are identified.

We will use the data gathered annually to inform the design of our ELO-P program and program priorities.

#### **5—Healthy Choices and Behaviors**

*Explain how the program will provide opportunities for students to engage in healthy choices and behaviors. Include the plan to provide nutritious meals and snacks and how opportunities for physical activity will be provided.*

Through structured physical activities students learn and grow through play. Play provides students with an opportunity to learn while engaging in fun activities, discover themselves, and build social skills in both recreational and physical activities.

The health and safety of all students begins with students attending the ELO-P program before school starts. A smooth transition from the ELO-P program to regular school day takes place with breakfast being served to all students. Another transition then takes place at the end of the regular school day with students attending the ELO-P program. Student attendance is taken in the morning and then again in the afternoon, as not all students attend both sessions. Attendance is monitored and tracked. ELO-P staff monitor student behavior to ensure that all students are safe, treated with respect, and valued for their individuality. Rules and expectations are outlined in the registration packets that go home to parents and are reviewed with students in the before and after school program classes.

Nutritious snacks are provided daily for every student in attendance (Supper provided to the students that attend in the afternoon session upon request). Helendale School District staff selects the snacks served in the ELO-P program. Examples of snacks served include cheese sticks, fresh fruits, or fresh vegetables.

A quality physical education is seen as the cornerstone and additional physical activity is integrated before, at the start of, during, and after the school day. All physical activity programming promotes a vision of school connectedness and creates a climate where healthy competition and support fill the school with spirit and a sense of community.

## **6—Diversity, Access, and Equity**

*Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Include how the ELO-P will provide access for students with disabilities.*

The program implemented at Helendale Elementary School will predominantly serve Hispanic or Latino students and families, as well as diverse students from other backgrounds that include white, African American, American Indian, Asian, Pacific Islanders, Filipino, and Multi-Ethnic. We will work with our partners to maintain a very strong commitment to diversity and celebration of student cultures.

The specific goal of services is to provide a program that sparks dynamic interests of students. The program works with students to promote and help them experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression. Staff will actively reach out to members of the community (such as parents, neighborhood residents, and community partners) to seek ongoing information and strategies to support student and family needs.

We have a strong and explicit commitment to diversity and equity for all students served. The program will gather additional information regarding students with disabilities, English Language Learners, and other students with potential barriers to better understand needs and implement services to meet these needs. This will include students who have been truant, suspended, or expelled, and we will serve them in the program to help improve their academic achievement and attendance.

Strategies for outreach and inclusion of students with potential barriers include working with teachers, staff, and counselors to recruit and enroll these students, with site staff training of partners to better understand student skills, needs, and best practice supports. Staff will meet with teachers at the beginning of each year and monthly to address concerns and integrate appropriate curriculum and materials to meet student needs and link learning from the regular school day with the expanded learning program. Working with teachers, program staff will implement useful elements to a successful integration and work in partnership with teachers and parents to implement strategies to promote student learning and development.

## **7—Quality Staff**

### ***Staff Engagement***

*Detail how the program will provide opportunities for students to engage with quality staff.*

Helendale School District ensures that all staff members who directly supervise/teach pupils meet minimum requirements of their position by confirming all staff have the required credential requirements or college credits/proficiency in mastery of ELA and math competency testing. To further confirm, Helendale School District administrators are involved in the interviewing process for ELOP program staff and will confirm eligibility.

Staff members are primarily from the existing pool of regular school district employees. Hiring notices are posted at the district office and all school sites. Job openings are also posted in EdJoin and posted on the district's social media accounts.

Helendale School District will hire a site-level Expanded Learning Coordinator to oversee the staff and management of our program. This position will require leadership skills and demonstrated success working with students and families in an academic or recreational setting.

### **Minimum Staff Qualifications**

*What are the minimum qualifications of an instructional aide pursuant to the policies of the LEA? Describe the process for health and safety screening for staff. Describe how your program will maintain minimum staffing ratios.*

Instructional aides meet LEA requirements, including health and safety screenings and academic competency. Staffing ratios comply with regulations (10:1 for TK-K and 20:1 for grades 1-6).

### ***Staff Development***

*Describe your staff training and development plan. Include the tools and resources offered to staff to provide them with the competencies needed to engage and enrich students. LEAs operating ASES, 21st CCLC, and/or the ELO Program, may close program to offer up to 3 days of staff development. This activity is allowable during the instructional days or the nonschooldays.*

Professional development days provide training in motivation, intervention, and enrichment strategies. Staff engage in continuous improvement to enhance their ability to support students' diverse needs.

## **8—Clear Vision, Mission, and Purpose**

*Explain the program's clear vision, mission, and purpose.*

District Mission : We, the parents, community, and staff of the Helendale School District, believe that young people can be taught to be lifetime learners and competent citizens. We are partners in providing our children with an understanding and appreciation of the past and present, as well as preparation for the future. We will focus on effective instruction that reflects our local history, concern for the environment and belief in a strong academic

curriculum. We will work to ensure a safe and orderly environment, sound fiscal management and a belief that the size of our district enhances rather than limits our possibilities.

School Vision: To ensure that the academic, behavior, and social-emotional needs of ALL students are supported through tiered interventions to produce college and career ready students.

ELO-P Vision: Expanded learning means before school, after school, and summer session learning programs that focus on developing the academic, social emotional and physical needs of students. We offer a hands-on, engaging and fun environment where students will acquire the skills and knowledge to meet and exceed learning standards. Our goal is to bridge the learning gap and reverse the effects of learning loss after the pandemic.

Our Purpose:

1. Provide a safe, healthy environment, both physically and emotionally for students after school and when school is not in session.
2. Support student academic achievement through academic and enrichment activities that are aligned with the regular school day.
3. Provide programs that will help our students become creators and innovators who can build foundational 21st century skills needed to compete in the global marketplace.

The needs of the community, students, parents, and school were identified through various sources; annual staff, parent, and student surveys. Once the needs are identified by the site administrators and site coordinator, then the focus of the program is established along with the target groups.

The Program offers an academic support component, healthy fitness component and recreational enrichment component. The academic support component consists of homework assistance and intervention in the focus area chosen by the school site and its specific grade level. The healthy fitness component consists of physical fitness and education along with a healthy snack. The recreational enrichment component consists of STEM activities, clubs, and much more.

**Program Goals**

<b>Category</b>	<b>Goal and Objectives</b>	<b>Services and/or Activities</b>
<b>Academic Support</b>	<p><b>Goal:</b> To assist in filling in the learning gaps.</p> <p><b>Objective (1):</b> Communicate with teachers about academic areas needing to be supported and incorporate similar activities after school</p> <p><b>Objective (2):</b> Review quarterly benchmarks for ELA and math.</p>	<p>Focused homework assistance Reading Book Club STEAM activities</p>
<b>Educational Enrichment</b>	<p><b>Goal:</b> To enhance academic improvement through hands-on activities. Develop the interpersonal skills necessary to be successful personally and academically.</p> <p><b>Objective (1):</b> Align enrichment clubs with educational standards being taught.</p>	<p>Robotics Club Photography Club Game Club Band</p>
<b>Athletics/ Recreation</b>	<p><b>Goal:</b> To promote student well-being through opportunities to learn about and practice balanced nutrition, physical activity and other healthy choices in an environment that supports a healthy Lifestyle.</p>	<p>SEL Activities PE Activities - Assign rotations, for all students to participate in the different sports.</p>
<b>Youth Involvement &amp; Development</b>	<p><b>Goal:</b> Create a community of responsible citizens and provide parents with information about the ELO-P program instructional activities.</p> <p><b>Objective (1):</b> Set up DoJo for ELO-P parents to receive information and connect them with program objectives.</p> <p><b>Objective (2):</b> Create a Monthly/quarterly Newsletter informing parents what took place in the previous Month/Quarter.</p>	<p>DoJo Monthly/Quarterly Newsletters</p>

## **9—Collaborative Partnerships**

### **Students and Families**

*Describe how students and families were involved in the creation of the program plan and how they are engaged throughout the year.*

Feedback from parents, students, and staff via surveys informs program design. Communication tools like DoJo and newsletters keep families engaged throughout the year.

### **Community Based Organizations and other Non-LEA Partners**

*Describe how the LEA engaged Community Based Organizations and other non-LEA partners to design the program plan and how they will be included in the administration/implementation of the program. Include how ELO-P will be coordinated with other initiatives such as Community Schools, Multi-Tiered Systems of Support.*

HSD has a longstanding partnership with the Community Service Department (CSD) and the Silver Lakes Association (SLA). Both entities work closely with the district to provide students in the community opportunities to participate in the community activities. We will continue to work closely with them to provide students more opportunities to participate in the community activities during the Summer Session.

In addition, we work collaboratively with the Silver Lakes Foundation. The foundation provides opportunities for our employees to apply for grants to support the needs of our students.

## **10—Continuous Quality Improvement**

*Describe the collection and use of student social, behavioral, or skill development data to support CQI, to engage in reflection and be intentional about program management practices and activities delivered to students. Data outcomes may relate to specific social-emotional competencies, including, but not necessarily limited to, social skills, self-control, academic mindset, perseverance, conflict resolution, and school connectedness. More information on CQI can be found on the CDE Quality Standards and CQI web page, as previously provided.*

Helendale Elementary will use a robust combination of measures to gauge student success in programming. At their roots, analyzed measures of student success are grounded in the Quality Standards for Expanded Learning in California as defined by the California Department of Education (CDE). These quality standards rely on the following success measures to ensure that our program adheres to quality improvement standards and reflects a culture of continuous growth necessary to support students.

Data will be tracked to measure student success to include school attendance, parent and student satisfaction, and academic improvement. To enhance accountability and data-driven best practices, HSD will use a number of data tracking and monitoring procedures. HSD will collect attendance data, conduct site visits, and program monitoring and technical assistance routinely. Attendance data is collected on a weekly basis by the ELO-P Coordinator.

Surveys will be administered annually. Feedback garnered through this process is used to make improvements to the program for the following academic year to ensure that the program structure is meeting the needs of the community. In designing the program for success, we analyze academic achievement on a school wide basis by looking at CDE proficiency scores for English Language Arts (ELA) and mathematics and demographics for enrolled students (including free and reduced priced lunch enrollment, ethnicity, and gender) to determine program and school specific needs. This data is used to tailor the Program Plan and ELO-P activities to reflect the specific academic and cultural needs of the student base. Moreover, in an effort to ensure that all programming is an extension of the school day, ELO-P staff may meet with school administrators and instructional day teachers on a weekly to monthly basis to gain an understanding of both general needs and needs specific to the individual students.

In addition, the ELO-P Coordinator will use the data received to make possible changes to the yearly plans. The School Administrative Manager will meet weekly with the ELO-P Coordinator to ensure the needs of the program are being met. HSD Administration will meet annually with HES administration and the ELO-P Coordinator to review the Program Plan. This includes quarterly on-site visits. The ELO-P Coordinator will meet with the site Principal twice per year to review the plan.

## **11—Program Management**

### **Policies and Procedures**

*Include as an addendum (or hyperlink) any approved program policies, procedures, or manuals. This should include documentation and record-keeping practices, including enrollment/registration, attendance tracking, etc.*

Enrollment, attendance, and health documentation follow strict policies. Attendance below 80% triggers parental outreach and potential program removal.

### **Budget**

*Provide your budget for the program including cost-share items. The LEA is required to ensure all costs charged to the program are reasonable, necessary, and allowable in accordance with applicable statutes, regulations, and program plans for the Expanded Learning Opportunities Program<sup>3</sup>. How does this budget reflect the needs of students and families within the community?*

The budget ensures alignment with student and community needs, avoiding duplication and optimizing resources across funding streams. Activities focus on addressing pandemic-related learning loss and promoting equity.

*Provide a detailed description of how the LEA will ensure the proper implementation of the above requirements.*

The Helendale Elementary School Expanded Learning Opportunities Program (ELO-P) ensures proper implementation of program requirements through structured oversight, clear policies, and collaboration across all levels of administration, staff, and community partners:

### **Oversight and Management**

## 1. Leadership Structure:

- An Expanded Learning Coordinator is designated to oversee daily program operations, manage staff, and ensure program alignment with goals.

- School Site Administrators and the District Office maintain a collaborative relationship through monthly meetings to address program needs and ensure implementation aligns with school-day instruction.

- The School Administrative Manager (SAM) and the Principal provide targeted support and regularly review program progress.

## 2. Regular Monitoring:

- Attendance Tracking: Daily and monthly tracking ensures active participation. Students with attendance below 80% are addressed via parental outreach, and further intervention may result in removal from the program.

- Site Visits: Quarterly visits by district administrators and ELO-P leadership evaluate adherence to program goals.

- Data-Driven Adjustments: Academic and behavioral data, including benchmarks for ELA and math, inform program improvements.

## 3. Compliance with Regulations:

- The program maintains required staff-to-student ratios (10:1 for TK-K, 20:1 for grades 1-6) by recruiting and retaining qualified personnel.

- Regular health and safety screenings and credential verification ensure staff readiness.

## **Staff Development and Training**

### 1. Professional Development Days:

- Up to three annual days of staff development focus on program goals like SEL, enrichment strategies, motivation, and academic intervention.

- Training includes first aid, incident reporting, PBIS practices, and SEL competencies.

### 2. Ongoing Support:

- Monthly and quarterly meetings with site coordinators, teachers, and administration ensure that staff are well-equipped to address evolving needs.

- Continuous training integrates cultural and linguistic diversity, supporting inclusivity and equity for all students.

## **Data-Driven Continuous Improvement**

## 1. Program Assessment:

- Regular student, parent, and staff surveys provide feedback on academic, social, and emotional aspects of the program.

- Attendance, academic performance, and behavior data are collected and analyzed to refine program elements.

## 2. Reflection and Adjustment:

- The ELO-P Coordinator reviews data with the Principal and district administrators twice a year, making informed changes to the program structure and activities.

### **Collaborative Partnerships**

#### 1. Engagement with Community and Families:

- The program ensures family involvement through communication platforms like DoJo and regular newsletters.

- Partnerships with organizations like the Silver Lakes Association and Community Service Department enhance resources and support student needs.

#### 2. Alignment with School Goals:

- Regular communication with teachers ensures that after-school programming aligns with school-day objectives and incorporates feedback from the classroom.

### **Policy and Procedure Adherence**

#### 1. Defined Policies:

- Clear expectations for discipline, attendance, and participation are outlined in registration materials and reinforced during enrollment.

- Safety drills and emergency procedures align with regular school-day protocols.

#### 2. Budgetary Oversight:

- The program budget is carefully monitored to ensure expenses are reasonable, necessary, and reflective of community needs.

- Resource allocation avoids duplication and maximizes student impact.

### **Stakeholder Collaboration**

#### 1. Student Leadership and Voice:

- Student input shapes program activities, fostering engagement and leadership opportunities.

- Surveys and leadership activities create avenues for students to influence program

improvements.

## 2. Community Engagement:

- Partnerships with local organizations ensure a robust support network for program goals, leveraging grants and resources to address diverse needs.

By embedding structured oversight, robust data collection, professional development, and stakeholder collaboration into its operational framework, Helendale Elementary School ensures effective and compliant implementation of all ELO-P requirements.

## **General Questions**

### **Existing After School Education and Safety (ASES) and 21<sup>st</sup> Community Learning Centers (21<sup>st</sup> CCLC) Elementary and Middle School grantees.**

*ASES, 21<sup>st</sup> CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.*

Helendale School District is committed to ensuring that the program is managed and assessed as a single, comprehensive offering for our students. As stated above, the leadership structure for the program is singular, meaning that all staff involved will lead on-site programming regardless of the funding stream. We will have dedicated personnel to provide comprehensive oversight and aligned quality controls for all site programs. The guidelines for student selection and participation in the program will remain fluid, with no restrictions on participating in programming from different funding streams. To further the programs' unification, offerings will be complementary and not duplicative, allowing students a variety of interests to explore.

### **Transitional Kindergarten and Kindergarten**

*Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil to-staff member ratio of no more than 10 to 1. (EC Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?*

One of our top priorities in developing this program is to ensure that all staff are fully qualified to address the developmental needs of students, including our youngest TK pupils. The staff will work closely with the TK and Kindergarten students in the general sessions throughout the school year to provide continuous support. As our program expands and the age for TK eligible students expands, our recruitment efforts will need to be intensified for staff at the transitional kindergarten and kindergarten levels, in order to maintain the required pupil to staff ratio of 10 to 1. We will intentionally staff our program to maintain the required ratios. Grades 1-6 ratio will be 20 to 1.

Our vision for TK, which will apply to both in-school and supplemental programs, is: At Helendale School District, transitional kindergarten is the start of a powerful 10-year learning journey in our TK-8 schools. We believe that every child is capable of learning and that children learn best when engaged in joyful experiences that promote curiosity, including inquiry and play. Educators individualize learning for the TK student by gathering all types of data, including getting to know the children, their families, and their funds of knowledge in order to bring them into the classroom. We know the power of community-school partnerships and seek to make the school a safe place for all families and children. In order to do all of this well, TK educators must be lifelong learners and innovators in order to design TK curriculum that aligns to the developmental needs of our students, meets them where they are and helps them realize their full academic and socio-emotional potential.

## Sample Program Schedule

### Sample School Day Schedule (Subject to change)

<b>Time</b>	<b>Activity</b>
7:30-7:40	Drop Off, Handwashing, SEL Mindfulness Videos
7:40-7:45	Mindfulness Activity
7:45 - 8:00	ELA/Math
8:00 - 8:20	History/Science
8:20 - 8:40	Mindfulness/Circle Time
8:40 - 9:00	Breakfast, Handwashing and Dismissal
9:00 - 10:30	Math
10:30 - 10:45	Read Aloud
10:45 - 11:00	English Phonics
11:00 - 11:40	Lunch & Recess
11:40 - 1:00	ELA
1:00 - 1:40	Social Studies/Science (Alternating Days)
1:40 - 2:10	Electives (Elective Wheel, PE)
2:10 - 2:25	Structured Play
2:25 - 3:20	ELD/Leveled Reading Groups
3:20 - 3:30	Clean Up, Dismissal & Transition to ELO-P
3:30 - 3:40	Afterschool: Snack & Recess
3:40 - 4:20	Academic Support: Homework and Reading
4:20 - 4:30	Clean Up & Dismissal

**Sample Summer/Intersession Schedule (Subject to Change)**

<b>Time</b>	<b>Activity</b>
7:30 - 7:45	Drop Off, Breakfast, Handwashing
7:45 - 8:00	Morning Routines, Mindfulness Activity
8:00 - 8:30	Physical Fitness
8:30 - 9:00	ELA
9:00 - 10:00	Math
10:00 - 10:30	Lunch, Handwashing
10:30 - 11:15	Science
11:15 - 12:00	Social Studies
12:00 - 12:20	Read Aloud
12:20 - 1:00	Art
1:00 - 1:20	Snack & Play
1:20 - 2:00	Physical Education (Health/Nutrition)
2:00 - 2:40	STEM Activity
2:40 - 3:20	Leveled Reading Groups
3:20 - 4:00	Computers
4:00 - 4:20	Mindfulness Activity
4:20 - 4:30	Clean Up & Dismissal