

♥ Welcome to Kindergarten



At

Bad Axe Elementary School

2019-20

Web Site
www.badaxeps.org

Bad Axe Elementary School
404 Hatchet Drive
Bad Axe, MI 48413
(989) 269-2736

Sharon Brighton	Principal
Sharon Taylor	Secretary
Mary Labor	Office Aide

Christina Woods, R.N. School Nurse

Young Five Teacher

Tammy Hruska

Kindergarten Teachers

Micque Hollingsworth

Tammy Lutz

Kelly Stapleton

Art

Autumn Swartzendruber

Computer

JoAnn Steinbis

Physical Education

Lynette Coon

Title I

Tammy Clancy

Special Education

Kathy Boyle

The goal of Bad Axe Elementary is to make your child's first school experience enjoyable as well as highly educational. This will be accomplished through communication and cooperation between the school and parents. We will provide our students with a safe and comfortable environment in order to maximize their learning experiences.

Mission Statement

Bad Axe Elementary School is committed to working with parents and the community to provide a quality education to prepare students for the future. Students will be encouraged to reach their potential academically, socially and physically in an accepting and mutually respectful environment.

Supply List

Each child is asked to bring the following items to Kindergarten in the fall.

- 1 Pencil box (small plastic, 8" x 5" rectangle)
- 1 Large box of tissues
- 1 container of Clorox Wipes for the classroom
- 1 Large (app. 12"x15") book bag/back pack
- 4 Glue sticks (Large size)
- 1 Box dry erase markers (4 pack)
- 1 box of 24 count crayons
- 1 Box of markers (optional)
- 1 Pair of scissors
- 1 box of 12 pencils
- Gym Shoes
- \$5.00 for room money
- Throughout the year children will need glue sticks and pencils
- Please write your child's name or initials on all items.

Requirements for Enrollment

Children may be excluded if the following paperwork is not on file in the school office:

Completed Enrollment Form

Birth Certificate

Immunizations

Results of Hearing & Vision Screening



Arrival and Dismissal

Students should arrive at school no earlier than 7:45 AM when staff is assigned for supervision. When arriving at school in the morning students may wait in the building. Students being brought to school by parents **must be dropped off and wait at the West (main) entrance**. Breakfast students will be allowed to enter the building at 7:45 AM. Parents may wait with their child(ren) in the West entrance until the 8:00 AM tone sounds. Students are to hang up their belongings and enter their classroom after the bell rings at 8:00 AM by themselves.

Students are dismissed at 3:12 PM on a full day of instruction and 11:25 AM on a half day. No student will be allowed to leave school prior to dismissal time without a written request signed by the parent/guardian or the parent coming to the school office to request the release or by a telephone call to the school office. Parents will be allowed into the building at 3:10 PM to wait for their child(ren) in the West entrance.

Written permission or a telephone call from a parent is needed if a child is to leave school by a different means of transportation or on a different bus. If no written or verbal change has been made by the parent, students will be sent to their usual destination. Parents should call the school office by 2:00 PM if their child is to leave a different way than normal.

Daily Schedule

Students may go to breakfast at 7:45 AM. Students may go into their classroom when the bell rings at 8:00 AM. Instruction begins when the bell rings at 8:10 AM. Students are expected to be ready to begin their day at this time. School is dismissed at 3:12 PM.

If you wish to make different pick-up arrangements, we require that you contact the school prior to 2:00 PM. This will allow enough time for everyone to be notified of the change for your child. Unless a note or contact has been made with the school, children will be sent to their usual destination.



SKILLS KIDS SHOULD DEVELOP BEFORE THEY START KINDERGARTEN

SOCIAL-EMOTIONAL DEVELOPMENT

- expresses self verbally
- identifies other children by name
- can be away from parents
- looks forward to going to school
- can take care of bathroom needs
- cares for own belongings
- dresses self
- brushes teeth
- joins in family conversations
- carries a plate of food
- maintains self-control
- gets along with and plays cooperatively with others
- recognizes and respects authority
- shares and takes turns with others
- meets visitors without shyness
- puts away toys
- helps with family chores
- works independently
- accepts changes in routine and new situations without becoming upset or fearful
- accepts correction without crying or sulking
- asks for help when needed

KNOWS

- own first name
- own last name
- address
- phone number
- own age
- own gender
- body parts
- parents' names
- when to use a Kleenex
- when things are alike and different
- day and night
- how to hold a book and turn pages

COLORS AND SHAPES

- red, blue, yellow, green
- triangle, circle, square, rectangle

WORK HABITS

- is not easily distracted
- completes each task
- takes pride in his/her work
- picks up after self

MOTOR SKILLS

- run
- walk in a straight line
- jump
- hop
- alternate feet when walking downstairs
- march
- stand on one foot for 5 to 10 seconds
- walk backward for 5 feet
- bounce, catch, and throw a ball

- paste pictures on paper
- clap hands
- button clothes
- zip clothes
- build with blocks
- complete simple puzzles
- draw and color beyond a simple scribble
- hold pencil and crayon correctly
- control pencil and crayon well
- hold and handle scissors
- cut, draw and trace simple shapes

LISTENING AND LANGUAGE

- does not interrupt
- follows simple directions
- pays attention for 5 to 10 minutes without becoming restless
- recognizes common sound
- carries on a conversation
- asks questions and listens to answers
- understands that letters make sounds
- can print letters (see attached)

WHAT IS READINESS?

READINESS IS . . .

a child who listens

- to directions without interruption
- to stories for 5 to 10 minutes without becoming restless

a child who hears

- words that rhyme
- that words begin with the same sound or different sounds

a child who sees

- likenesses and differences in pictures and designs
- letters and words that match

a child who understands

- the relationship between words such as up and down, top and bottom, over and under, big and little
- the classification of words that represent people, places and things

a child who speaks clearly and can

- stay on the topic in class discussion
- retell a story or poem in correct sequence
- tell a story or relate an experience of his/her own opinion

a child who adjusts

- to changes in routine and to new situations without becoming fearful
- to opposition or defeat without crying or sulking
- to the necessity of asking for help when needed

a child who follows

- classroom and building rules
- safety rules on the playground and school bus
- fire, tornado and lock down drill rules quickly and quietly

a child who plays

- cooperatively with other children
- and shares, takes turns, and assumes his share of group responsibilities
- and can run, jump, skip, and bounce a ball with relative dexterity

a child who works

- without being constantly distracted
- and follows directions
- and completes each task
- and takes pride in his/her work

SKILLS KIDS WILL LEARN DURING KINDERGARTEN

LITERACY

- remembers pictures from a printed page
- repeats a 6 to 8 word sentence
- pretends and begins to read and has been read to frequently
- identifies and writes his/her own first name in writing
- answers questions about a short story
- can give the main idea of a story
- can give unique ideas and important details
- can retell a story
- understands that one reads from left to right
- knows some nursery rhymes
- knows the meaning of simple words
- recognizes words that rhyme
- recognizes when words start with the same or different sounds and letters
- identifies letters and the sounds they make
- can write words and stories
- recognize sight words (list attached)
- read decodable stories independently

SIZE, POSITION AND DIRECTION

- big and little
- long and short
- up and down
- in and out
- front and back
- over and under
- hot and cold
- empty and full
- more and less
- fast and slow
- top and bottom
- left and right
- heavier and lighter

SCHOOL SAFETY

- follows classroom and building rules
- follows playground rules
- follows school bus rules
- follows fire, tornado, and lockdown drill rules quickly and quietly

WHEN SCHOOL BEGINS

- Make sure all outer personal belongs are labeled with both first and last names. (jackets, sweaters, boots, mittens, etc.)
- Ensure regular attendance and punctuality.
- When you bring your child to school the first day, your child's fears and tears will best be overcome if you do not linger. (Sometimes the first day is more difficult for parents.)
- Show interest in the work your child brings home to develop a good self-concept. Admire those "immature" pictures. Encourage him/her to explain and talk about them.
- When asking your child what happened during his/her day in Kindergarten, ask what happened first, second, and after that. If you ask to have things listed in order, it will eliminate answers such as "nothing" or "we just played".
- Recognize that each child is different and that some develop faster than others.
- All children become discouraged. Help your child to be happy in the activities he/she can do well, but not to shed tears or give up when difficulties occur. Each child needs to feel that he/she is loved, that he/she belongs, and that his/her successes outweigh his/her failures.
- If you help your child with an assignment or activity, kindness will win out. Shouting at a child only locks all doors to learning.
- Remember, a good parent is the child's first and most important teacher.
- When sending money to school, please place it in a clearly marked envelope with your child's name, teacher, and what the money is for. Put the money in a safe pocket or his/her book bag.
- Take an active part in school life. This can be accomplished through attending conferences, volunteering in the classroom, attending school programs and activities, and working with your child daily.
- Communicate with your child's teacher. This will eliminate confusion and benefit all involved.



Attendance and Health

Your child should attend school each day he/she is well. Every absence, for even part of a school day, interferes with your child's progress at school. Each subject is taught in a sequence which builds understanding and correct habits in study. In order to be ready for new steps in learning, your child must have mastered the previous steps and be sufficiently ready to profit from new materials.

For the protection of your child and others, please do not send your child to school when he/she is not feeling well with symptoms such as:

- | | | |
|-------------------|-------------------|-----------------------------|
| -an upset stomach | -sore throat | -ear ache |
| -swollen glands | -persistent cough | -diarrhea |
| -runny nose/cold | -fever | -rash |
| | | -other communicable illness |

If your child has a temperature of 100 degrees or above, or has vomited, they will be sent home from school.

If your child needs to be sent home because of illness or injury and a parent is not available, the person(s) designated on the emergency card will be contacted. Be sure to keep the school notified of any changes in telephone numbers, addresses, places of work, and emergency contacts. Students **will not** be released to anyone who is not on the emergency card.

Please notify the school (269-2736) as soon as possible as to the reason for any absence. Assignments/homework may be picked up after 12:00 PM in the School Office if adequate notice has been given.

Each child has a permanent health record in which pertinent health information is recorded. Please keep the school notified of any health problems. All information is kept confidential.

Tips for Reading With Your Child

- Read with your child every day.
- Make reading books an enjoyable experience.
- Point to the words as you read, showing the left to right progression.
- Read stories with rhyming words and lines that repeat.
- Discuss new and unfamiliar words.
- Ask questions about the pictures and what is happening in the story.
- Encourage your child to ask questions about the story.
- Read a variety of books (alphabet, counting, fairy tales, song books, poems, and informational).
- Reread favorite books.
- Choose a quiet, comfortable place to read (no television).
- Take your child to the Library and let them pick out books that interest them.

Your Child's Speech

In Kindergarten, great emphasis is placed on listening activities and language development. The development of speech and language is a continual process. Speech sounds are acquired slowly and perfection is gradual.

Speech sound development for most children:

- By 3 years old: p, h, m, n, w
- By 4 years old: b, d, k, g, y, f
- By 6 years old: t, ng, l, r
- By 7 years old: sh, th, (thin), ch, j
- By 8 years old : s, z, th (there), v, dg

Along with producing their sounds correctly, children in Kindergarten should also display the following language skills:

Listening

- Follow 1-2 simple directions in a sequence
- Listen to and understand age-appropriate stories read aloud
- Follow a simple conversation

Speaking

- Be understood by most people
- Answer simple "yes/no" questions
- Answer open-ended questions (e.g., "What did you have for lunch today?")
- Retell a story or talk about an event
- Participate appropriately in conversations
- Show interest in and start conversations

If you would like more information about what speech and language skills your four and five year old should have, please ask the speech-language pathologist.



Be Respectful

Be Responsible

Be Safe

Behavioral Expectations

- ✓ Listens attentively and follows directions
- ✓ Works well independently
- ✓ Works without disturbing others
- ✓ Participates successfully within small groups
- ✓ Completes work on time
- ✓ Respects authority
- ✓ Shows self-control
- ✓ Observes classroom and school rules
- ✓ Plays well with others
- ✓ Takes care of personal belongings

Kindergarten Assessments

- D.I.B.E.L.S. (Dynamic Indicators of Basic Early Literacy Skills) - measures the student's pre-literacy/reading skills
- RIPM Math (Research Institute on Progress Monitoring) - measures the student's level of development in pre-Math skills including identifying numbers 0 – 100, distinguishing the bigger of two numbers and completing a number sequence.

All Kindergarten assessments are given in the Fall, Winter and Spring. After each assessment, the results will be sent home in order to keep parents informed of their child's progress.

Fall D.I.B.E.L.S. - Initial Sound Fluency & Letter Naming Fluency
RIPM Math

Winter D.I.B.E.L.S. - Initial Sound Fluency, Letter Naming Fluency,
Phoneme Segmentation & Nonsense Word Fluency
RIPM Math

Spring D.I.B.E.L.S. - Letter Naming, Phoneme Segmentation &
Nonsense Word Fluency
RIPM Math

Teach Your Child to be Safe

Children should be taught the safest route to school, and to obey traffic rules for crossing the street, as well as using the traffic light. There are crossing guards at the corner of Western Street and West Huron Avenue and Irwin Street and Outer Drive.

Children should be taught to watch for cars backing out of and pulling into driveways.

Children need to walk on the sidewalk.

Children should be reminded to go directly to school and return home without stopping to play or explore.

Children who ride the bus should be taught not to go into the roadway when waiting for the bus and to wait for the bus to stop before they walk towards it.

Children should be taught never to talk to anyone they don't know well and not to ride with strangers.

Children (Kindergarten & 1st Grade) are not to ride their bikes to school.



Bad Axe Public Schools, an equal opportunity employer, complies with applicable Federal and State Laws prohibiting discrimination. Including Title IX of the education amendments of 1972K and Section 504 of the Rehabilitation Act of 1973. It is the policy of the Bad Axe Public Schools that no person on the basis of race, sex, color, religion, national origin, ancestry, limited English speaking ability, age, marital status, handicap, or Vietnam era veteran status shall be discriminated against in employment. Inquiries or complaints may be directed to the Department of Human Resources – telephone number: 384-0177, or to the Director of the Office of Health, Education and Welfare, Washington, D.C. 20201.

