



COOS BAY PUBLIC
SCHOOLS

KINDERGARTEN PARENT
HANDBOOK





Coos Bay Public Schools
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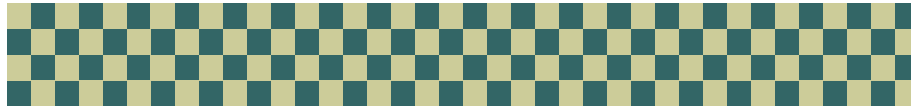


Table of Contents

Welcome	4
Registration Requirements	5
Attendance	6
School Buses and Safety	7
Keeping in Touch with Parents	8
Parent Organizations	8
ParentVue	8
Parent Involvement	9
Child Management	9
Common Core State Standards	10
Early Indicators for Successful Kindergarten	10
What do the children do in Kindergarten?	12
Language experiences in Kindergarten	12
Playtime in Kindergarten	13
Clothing Suggestions	13
Lost and Found	13
School Information	Back page



WELCOME TO COOS BAY KINDERGARTEN

This handbook has been written to provide parents with the wide range of information needed to begin their child in school.

It is our hope that through this handbook, many questions will be answered and many concerns will be calmed. If you do have any additional questions or concerns, please contact the school principal where your child will be attending kindergarten.



This is Kindergarten

We believe that each child is unique. Your child's individuality, personality, background, experiences, and potential become more evident as they grow. These qualities must be understood, developed and guided by parents, teachers, the child, and society.

Kindergarten is a place for discovering and experiencing the pleasures of learning. We attempt to provide an environment that encourages children to explore, create and learn social skills. Children also learn to expand language abilities, develop math and reading skills, and broaden their understanding of our world. We believe young children learn best when they are interested in what they are doing and when they are actively involved with a variety of materials.



Registration Requirements

Enrollment in Coos Bay Kindergarten will be open to children whose fifth birthday falls on or before September 1 of the current year.

Proof of Age

Proof of age is required when registering. Proof of age includes, but is not limited to, birth certificate, birth registration form, passport, hospital record, adoption papers, etc. Forms are available at the office to request a birth certificate.

Immunizations

The immunization law requires that every child, enrolled in an Oregon school through grade twelve, have one of the following on file at school:



1. Certificate of Immunization Status with the month and year of at least the minimum immunization requirements;
2. Medical Exemption signed by a physician or a representative of the health department;
3. Non-Medical Exemption - provide document

If your child has not received all of his/her immunizations, please check with your family physician or the Coos County Health Department. The necessary immunizations must be given before registering.

School administrators may not enroll any student who does not comply with the proof of age and immunization requirements.

In the fall, you will need to return to your child's school during the regular registration times to complete the registration process.

Registration dates and times will be posted at www.cbd9.net.



Attendance

When children enter kindergarten, they have started school. It is very important that your child attends regularly. Once a student is enrolled, compulsory attendance rules apply. This is exceedingly important in developing the proper attitude toward regular school attendance and later habits for consistent attendance. You can help by seeing that your child arrives at school on time for his/her class.

Please do not send your child to school showing symptoms of illness. Until the nature of the illness can be determined, your child should be kept away from other children. A note stating the cause of the absence should always be sent when your child returns to school. By contacting us regarding your child's illness, you make it possible for us to keep all parents informed as to what illnesses are "going around."

A school nurse, teacher, secretary, or principal will check children who become ill or injured at school. Parents will be notified immediately if the child needs further treatment or is to go home. Students are not sent home during school hours unless the parent/guardian has been contacted.

Any student, who is to go home in any manner other than his or her usual way, must bring a note or a parent must call the school. (Please call the school **at least 30 minutes** before dismissal time.) If your child does not bring a note or the school does not receive a phone call, he/she will be sent home in the usual manner.



School Buses and Safety

Bus transportation is provided for students living in most areas of our district. Schedules of the routes are always published in the paper prior to the beginning of school. Schedules may also be obtained at the school office during registration week in August.

Students who ride the bus are urged to be extremely careful about crossing the street before entering or after leaving the bus and to follow bus rules for their own safety. Due to the lack of sidewalks in some areas, it is sometimes necessary for students to walk on the highway or the street to and from school. Parents are asked to talk to children about the importance of walking on the left side of the street facing on-coming traffic at all times.

Each child should go directly home or to the babysitter's after school.

Each child should be able to repeat his/her parent's **NAME, ADDRESS AND TELEPHONE NUMBER.**





Keeping In Touch With Teachers

It is important that parents and teachers work as partners in a child's education. Many avenues are available for parents and teachers to work together to help a child reach his/her full potential.

Parent and guardians are urged to visit school. Frequent visits for short periods of time are more profitable than one visit for an entire session. Always check in at the office before entering a classroom.



Another avenue available for parents and teachers is through the regularly scheduled conferences. The district has set aside specific days for these conferences. However, conferences may be arranged anytime during the year. Informal discussions with the teacher or a phone call are also excellent ways for parents and teachers to work together. A formal report card is sent home at mid year and in June.

Establish a routine with your child by asking about school each day and talking about what has gone on. Always check with your child to see if they have any bulletins or letters from school to share with you.

Parent Organizations

Announcements of meetings are well advertised. Parents are urged to attend the meetings and participate in the organization's activities. It is rewarding for both you and your child if you are involved in as many school activities as you can. The parent clubs are an excellent place for being involved and meeting other parents.



Parents and students can access information on assignments, grades, health visits and demographic information using ParentVUE and StudentVUE.

Go to www.cbd9.net/portal for more information.



Parent Involvement

Children are delighted when their parents come to school to visit or help out in the classroom. Additional enrichment activities and individual instruction can be provided when there are “more hands” to help out. Parents, grandparents and friends are warmly encouraged to:

- ☛ volunteer in the classroom on a regular basis;
- ☛ share a special skill or hobby with the children;
- ☛ invite the children to visit your place of work;
- ☛ help out on field trips;
- ☛ provide materials for art projects, room parties or displays;
- ☛ make or repair toys, equipment or games;
- ☛ provide snacks for the class;
- ☛ get to know your child’s favorite playmates and their favorite activities;
- ☛ communicate with your child’s teacher.
- ☛ volunteer for Site Council, Superintendent Advisory Team, Booster Club

Note: Parents/Guardians are required to pass a background check through the district prior to volunteering and/or chaperoning on field trips. Go to <http://cbd9.net/human-resources/volunteers> for an online application.

Child Management

It is a goal of Coos Bay Schools to teach children how to interact positively with others and to be a good citizen. Each school and classroom have rules for all students that help reach these goals. Children learn self-control when adults treat them with dignity and use consistent discipline. We believe in:

- ☛ guiding children by setting clear, fair and consistent limits for classroom behavior;
- ☛ valuing mistakes as learning opportunities;
- ☛ redirecting children to more acceptable behavior or activity;
- ☛ listening when children talk about their feelings and frustrations;
- ☛ guiding children to resolve conflicts and modeling skills that help children to solve their own problems.



Common Core State Standards

The Common Core State Standards, which have been adopted by over 48 states, are what guide our teachers in choosing curriculum to match what is expected of our children academically. Standards are important because they help ensure that all students, no matter where they live, are prepared for success in college and the workforce. Standards provide an important first step; a clear roadmap for learning for teachers, parents, and students. Having clearly defined goals helps families and teachers work together to ensure that students succeed. They also will help your child develop critical thinking skills that will prepare him or her for college and career.

A Sample of What Your Child Will Be Working on in Kindergarten

- Naming upper-and lower-case letters, matching those letters with their sounds, and printing them
- Comparing the adventures and experiences of characters in familiar stories, such as fairy tales and folktales
- Retelling familiar stories and talking about stories read to them using details from the text
- Use a combination of drawing, dictating, and writing to describe an event, including his or her reaction to what happened
- Stating an opinion or preference about a topic or book in writing (e.g., my favorite book is . . .)
- Speak clearly to express thoughts, feelings, and ideas, including descriptions of familiar people, places, things, and events
- Asking and answering questions about key details in stories or other information read aloud
- Understanding and using question words (e.g., who, what, where, when, why, how) in discussions
- Learning to recognize, spell, and properly use those little grammatical words that hold the language together (e.g., a, the, to, of, from, I, is, are)
- Counting objects to tell how many there are
- Comparing two groups of objects to tell which group, if either, has more; comparing two written numbers to tell which is greater
- Adding with a sum of 10 or less; subtracting from a number 10 or less; and solving addition and subtraction word problems
- Adding and subtracting very small numbers quickly and accurately (e.g., $3 + 1$)
- Name shapes regardless of orientation or size (e.g., a square oriented as a “diamond” is still a square)

Adapted from: <http://www.pta.org/files/advocacy/CCSSIToolkit>



Early Indicators for Successful Kindergartners

Children entering kindergarten demonstrate a variety of learning behaviors.

The following behaviors and skills are indicators of kindergarten success:

Adapted from Nellieedge.com

Oral Language, Reading, Writing

- Says his or her first and last names
- Follows simple instructions
- Shares thoughts and opinions
- Answers simple questions
- Listens to stories read each day
- Recites many nursery rhymes
- Sings simple songs (*Twinkle, Twinkle, Little Star*)
- Retells a familiar event or story
- Participates in word play (kuplink, kuplank, kuplunk)
- Identifies colors
- Discusses a favorite story
- Talks about pictures
- Pretends to “read” a book
- Identifies some or all of the letters in the alphabet
- Writes name with correct capital and lower case letters
- Attempts writing by using scribbling, print-like marks, or strings of letters

Mathematics

- Identifies some shapes
- Matches objects (socks, shoes, mittens, gloves)
- Notices similarities and differences
- Sorts and classifies objects
- Uses math language (bigger, smaller, tallest, shortest)
- Plays counting games

Mathematics cont.

- Counts to 20 and beyond
- Touches or points at objects when counting
- Arranges objects by size from tallest to shortest

Social and Emotional

- Makes choices
- Takes turns
- Uses self-help skills (dressing, toileting, eating)
- Shares with others
- Uses self-control
- Helps with chores at home
- Begins to demonstrate independence
- Finishes new tasks
- Begins to show self-confidence
- Tries new things
- Expresses thoughts and feelings

Physical

- Hops, jumps, gallops, runs, leaps, climbs, balances
- Throws and catches a ball
- Alternates feet when walking up steps
- Buttons and zips
- Ties shoes
- Assembles puzzles
- Uses crayons
- Demonstrates good pencil grip
- Can use scissors and is able to cut out shapes



What do the children do in Kindergarten?

Each kindergarten teacher builds his or her own program in a slightly different way. Because each kindergarten teacher is unique, each kindergarten will be arranged in a unique way.



Each kindergarten, however, does share similar characteristics. In the Coos Bay Kindergartens, times are regularly scheduled for the following subjects:

- ☞ language experiences including phonics
- ☞ number concepts mathematics
- ☞ social studies
- ☞ science activities
- ☞ music rhythms
- ☞ gym
- ☞ art
- ☞ play activities
- ☞ library



Language experiences in Kindergarten

Children come to kindergarten from a variety of backgrounds and experiences. They also come with a wide range of abilities in language.

There are four parts to a total language program:

1. listening
2. speaking
3. writing
4. reading/phonics

In kindergarten, we work to provide ample opportunities for children to experiment and have fun with language.

Children need to be constantly exposed to written words and made aware of their purposes. Children who are read to on a regular basis develop a stronger interest and desire to read.

In kindergarten, we work to encourage positive attitudes towards language. When children feel successful with language, they will continue to enjoy expanding their knowledge of language.



Playtime in Kindergarten

Play is a vital part of early education. Adults tend to separate work and play. Many times adults see activities as being all work or all play. For children play is work.

There are four general kinds of valued play experiences:

1. physical play that develops large muscle coordination (both indoor and outdoor activities);
2. manipulative play that develops dexterity (this includes activities such as puzzles, wooden blocks, and interlocking toys);
3. dramatic play (acting out character roles and parts of stories);
4. games (structured play activities that require rules).

Playtime is productive time for young children. Through play, children work to understand the world around them.

Clothing Suggestions

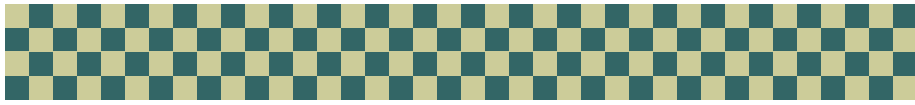
Please dress your child in play clothes. Our program involves some “messy” activities like painting and clay. We try to keep the child free from paint stains, but even with paint shirts, accidents still happen.

A young child needs to be able to fasten and unfasten his clothing and should be taught to do this before he starts school. Your child needs to be able to tie his/her own shoes or have shoes they are able to refasten if they come undone.

It is extremely important to have name labels on all of your child’s removable clothing – coats, caps, mittens, backpacks, etc.

Lost and Found

Please report any lost or found articles to the school office. Lost articles are returned promptly once found and the owner is identified.



Notes



Notes

STUDENT NAME _____
SCHOOL Madison Elementary
ADDRESS 400 Madison Street
SCHOOL PHONE (541) 888-1218
PRINCIPAL Janice Schock
TEACHER _____
CLASS _____
ROOM # _____
BUS ROUTE _____

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