

Contact Information

Elementary Education Office
425-408-7705

Communications Office
425-408-7670

Transportation Office
425-408-7900

Northshore School District

3330 Monte Villa Parkway
Bothell, Washington 98021-8972
425-408-6000



425-408-6001 (English Emergency Information Line)
425-408-6025 (Russian Emergency Information Line)
425-408-6024 (Spanish Emergency Information Line)

www.nsd.org

The Northshore School District is an Affirmative Action Employer. It is our policy to provide equal employment opportunity and non-discriminatory treatment in recruitment, hiring, retention, transfer, promotion and training of all employees, regardless of age, national origin, race, color, creed, religion, sex, sexual orientation, marital status, non-job-related physical, sensory, or mental disability, or Vietnam-era or disabled veteran status. Inquiries regarding Affirmative Action compliance procedures or compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act should be directed to the district's Compliance Officer, 3330 Monte Villa Parkway, Bothell, WA 98021-8972, (425) 408-7606.

Revised 02/2008

NORTHSHORE SCHOOL DISTRICT

KINDERGARTEN



**Strengthening Our Community
Through Excellence in Education**

Northshore School District

all area codes are 425

Information

Main District Number	408-6000
Recorded Information Line (English)	408-6001
Russian	408-6025
Spanish	408-6024
Website	www.nsd.org

District Departments

Assessments	408-7713
Business & Finance	408-7630
Capital Projects	408-7850
Career & Technical Education	408-7711
Communications	408-7670
Community & Business Partnerships	408-7673
Discipline	408-7726
Elementary Education	408-7705
Food Services	408-7820
Gifted Education	408-7714
Health Services	408-7728
Human Resources	408-7601
Instructional Support	408-7712
Northshore Public Education Association	408-7680
Northshore PTA Council	408-7745
Parents Active in Cooperative Education (PACE)	408-7705
Rental of School Facilities	408-7810
Secondary Education	408-7703
Special Education	408-6021
Staff Development	408-7604
Student Services	408-7725
Summer School	
Elementary	408-6010
Secondary	408-6011
Superintendent	408-7701
Support Services	408-7801
Traffic Safety	408-7727
Transportation	408-7900
Volunteers	408-7673
Waivers	408-7725

Northshore Schools

all area codes are 425

Elementary Schools

Arrowhead Elementary 408-4000
6725 NE Arrowhead Drive
Kenmore, WA 98028-434

Bear Creek Elementary 408-4100
18101 Avondale Road NE
Woodinville, WA 98077-9183

Canyon Creek Elementary 408-5700
21400-35th Avenue SE
Bothell, WA 98021-7899

Cottage Lake Elementary 408-4200
15940 Avondale Road NE
Woodinville, WA 98077-9177

Crystal Springs Elementary 408-4300
21615 9th Avenue SE
Bothell, WA 98021-7697

East Ridge Elementary 408-4400
22150 NE 156th Place
Woodinville, WA 98077-7489

Fernwood Elementary 408-4500
3933 Jewell Road
Bothell, WA 98012-7331

Frank Love Elementary 408-4600
303 224th Street SW
Bothell, WA 98021-8335

Hollywood Hill Elementary 408-4700
17110-148th Avenue NE
Woodinville, WA 98072-9099

Kenmore Elementary 408-4800
19121 71st Avenue NE
Kenmore, WA 98028-2699

Kokanee Elementary 408-4900
23710 57th Avenue SE
Woodinville, WA 98072-8625

Lockwood Elementary 408-5800
24118 Lockwood Road
Bothell, WA 98021-9499

Maywood Hills Elementary 408-5000
19510 104th Avenue NE
Bothell, WA 98011-2499

Moorlands Elementary 408-5100
15115 84th Avenue NE
Kenmore, WA 98028-4798

Shelton View Elementary 408-5200
23400 5th Avenue West
Bothell, WA 98021-8599

Sunrise Elementary 408-5300
14075 172nd Avenue NE
Redmond, WA 98052-2197

Wellington Elementary 5900
16501 NE 195th Street
Woodinville, WA 98072-8414

Westhill Elementary 408-5500
19515 88th Avenue NE
Bothell, WA 98011-2198

Woodin Elementary 408-5400
12950 NE 195th Street
Bothell, WA 98011-2599

Woodmoor Elementary 408-5600
12225 NE 160th
Bothell, WA 98011-4167

Junior Highs

Canyon Park Junior High 408-6300
23723 23rd Avenue SE
Bothell, WA 98021-9597

Kenmore Junior High 408-6400
20323 66th Avenue NE
Kenmore, WA 98028-2099

Leota Junior High 402-6500
19301 168th Avenue NE
Woodinville, WA 98072-8453

Northshore Junior High 408-6700
12101 NE 160th Street
Bothell, WA 98011-4198

Skyview Junior High 408-6800
21404 35th Avenue SE
Bothell, WA 98021-7869

Timbercrest Junior High 806-6900
19115 215th Way NE
Woodinville, WA 98077

Senior Highs

Bothell Senior High 408-7000
18125 92nd Avenue NE
Bothell, WA 98011-3398

Inglemoor Senior High 408-7200
15500 Simonds Road NE
Kenmore, WA 98028-4430

Woodinville Senior High 408-7400
19819 136th Avenue NE
Woodinville, WA 98072-8798

Secondary Academy for Success
408-6600
18603 Bothell Way NE
Bothell, WA 98011-1995

Home School Networks 408-4175
18603 Bothell Way NE
Bothell, WA 98011-1983

Sorenson Early Childhood Center
408-5570
19705 88th Avenue NE
Bothell, WA 98011

Frequently Asked Questions

Will my child learn phonics?

Northshore's reading program includes a strong phonetic component. Each child is helped to understand the relationship between sounds and letters. This is done primarily in the context of what children are actually reading and writing rather than through worksheets and drills.

What is invented spelling?

Just as with oral language, children learn to spell by progressing through specific stages, from letter-like scribbles to strings of letters. Strings of letters soon become recognizable words (kam (came) and apl (apple)) as children develop their understanding of letter-sound relationships and progress to conventional spelling. Teachers encourage these initial "inventive spelling" efforts while setting appropriate expectations for final written products (versus rough drafts) to include correct spelling, punctuation, and grammar.

I am concerned about my child learning to work independently.

Teachers recognize that students need a chance to work in a variety of situations – in small groups, in pairs, and independently depending on the kind of tasks and learning that is planned. Those working on a major social studies project, for example, might benefit from collaborative problem-solving and the work of a group; those editing a report might benefit from another reader's feedback while those composing a letter to a favorite author might work best independently.

What should I do if I think my child is having a problem in reading (writing, spelling etc.)? Or if I am not comfortable with some aspect of my child's instruction?

If questions or concerns arise, it is important that you make an appointment to talk to your child's teacher. The clearer you can be about your perceptions of the problem(s), the more effective you and the teacher will be in reaching resolution. Each of you has relevant information that will contribute to effective problem solving. Northshore believes that students' learning depends on clear communication between home and school. Teachers make every effort to work with parents in identifying individual student needs, setting goals and providing regular feedback on progress.

How can I find out what's going on in my child's classroom?

There are two primary ways to learn about classroom activities. One is through your child and the other is through the school. First, ask your child to share information about daily activities and look for work he/she brings home to share with you. For more information, see the section in this booklet titled "Parent's Role." The second way is to attend parent curriculum nights which provide an overview of curriculum expectations and classroom procedures. Curriculum nights can help reduce confusion and assist you in supporting your child's success.

Welcome

The Northshore School District is committed to providing students with a strong education and learning experience that prepares them for life in the 21st century. Our schools emphasize the basics with a strong language, mathematics and science curricula. The basics are complemented by gifted, alternative, vocational/career education and an award-winning music and arts programs. Special needs are met through integrated learning, Head Start and English Language Learners programs.

The resources in the district are among the best available in technology, computers, community and government support. The schools all have extensive computer systems and most can access the internet through the district's network. We pride ourselves on having one of the best and most highly trained staff in the state. Northshore, known for its college-prep program, boasts a close to 80% college entrance rate and Running Start and International Baccalaureate programs.

Northshore schools enjoy a very active and award winning Parent Teacher Association. More than 900 parents and community volunteers are active in helping the district. The district works in partnership with its community, where citizens are invited and encouraged to participate in improving education. Using volunteers and business partners, Northshore continues to expand its already wide range of parent and community involvement. In



addition, we work with the National Alliance on School Reform which provides tools and assistance to help students achieve high academic and applied learning standards.

Northshore is the tenth largest district in the state with 20 elementaries, six junior highs, three high schools, an alternative high school, a home school program and an early childhood center. All schools are among the top in the state. Northshore is a district filled with pride and accomplishments; the students and their successes are the proof.

Kindergarten at Northshore

Starting kindergarten is like opening a door to a wealth of experiences and knowledge. It is Northshore's goal to develop the uniqueness of each child by providing a variety of activities within the school day. Exposure to a rich and varied curriculum encourages children to grow and develop as well-rounded individuals.

To enter kindergarten in Northshore, children must be five years old on or before August 31 of the school year. Although Northshore does not encourage early entry for the vast majority of students, application for testing for early entrance is available at parent expense. Information is available through the Office of Elementary Education, (425) 408-7705.

Kindergarten orientation and registration are held during March. Information about school registration dates and times are published online on our website (www.nsd.org), in neighborhood school newsletters, in local newspapers or are available through your local school. A list of registration dates is available at the district kindergarten orientation each spring.

Is My Child Ready?

There are no easy answers to this question, but there are some guidelines to support parents in making this decision. The list of skills and characteristics outlined here may be useful in determining whether or not your child is ready to enter school.

Please keep in mind that children will most likely not have all of these skills or characteristics. If, however, your child lacks many of them, you may wish to consult your school's principal or kindergarten teacher prior to registering.

The skills and characteristics can be divided into four categories: social, emotional, intellectual/academic, and physical. Many parents tend to focus first on a child's intellectual/academic readiness for kindergarten. For a child to experience maximum success in school, it is essential that the child

5. Help children be confident and they will adapt to new situations and become effective problem solvers.
6. Encourage children to talk about their answers. By doing this, they learn to think more deeply about things.
7. Give children time to think about a problem. Soon they will learn to think for themselves.
8. Explain what is going to happen before you start. If children have an idea of what is expected, they learn to think about what they will be doing.
9. Give your child opportunities to follow directions independently.
10. Help your child practice using words to solve problems in play situations.

Offer your child opportunities for decision-making practice by providing choices about small events in the day.

Safety

Your child is now on his/her own, perhaps for the first time. Please review the following before your child comes to school.

1. Your school's regulations for walking to and from school.
2. The safest place to cross the street.
3. What the traffic lights mean.
4. Who the safety patrol/crossing guards are and what they do to help children.
5. Where to walk if there is no sidewalk.
6. What to do if your child gets lost.
7. The best route to school.
8. Not to ride with or talk to strangers.
9. Not to walk between parked cars or buses.

Also, make sure your child knows his/her first and last name; street address; parents' names; phone number; a place to go or to call in case of an emergency.



If your student walks to school, walk the route together ahead of time. Point out landmarks on the way. Teach them to wait for traffic lights and the crossing guard, walk rather than run, and cross in crosswalks. If your student rides the bus, talk about staying seated, sitting quietly, and crossing only in front of the bus when the driver says it is OK. Be sure your emergency information card is up to date and that an emergency contact person, near to school, is listed.

Northshore schools. Consultation with an SLP can be arranged through your child's home school or through the district's Special Education office. The audiologist can also be reached through the Special Education office.

How You Can Help

1. Talk to your child about everything. Children learn language by hearing it in situations where they understand what is going on. Play games with sounds and words. Learn songs and rhymes.
2. Listen for the content of the message and respond so children want to continue the conversation. Take the time and trouble to really listen to children as they talk. Make talking a positive experience.
3. Compare their words with yours. If a word is poorly spoken or inaccurate, do not say, "No, it isn't thoop, it's soup!" Instead, show your understanding of the message and repeat the word correctly, "Yes, the soup is still too hot to eat." Once you say something is wrong, they may hear nothing else. Soon they may think speaking is difficult and something they don't do well.
4. Speak at a normal rate and use correct grammar.
5. Give children the responsibility to communicate. It is a mistake to anticipate another's needs. It is often necessary to point this out to older children, as they like to "help" little brother or sister. Don't let siblings tease or imitate each other's talking.
6. Read and tell stories to your children. Hearing how a story is sequenced, hearing good sentence structure and new vocabulary, and talking about pictures and situations can help language grow. Take the time to make this a once-a-day, relaxed learning experience.
7. Listen to children's records, compact discs and tapes. They are a good source of added language stimulation. Provide a variety with some that have rhythm songs, some that tell a story, and some that have accompanying picture books.

Preparing Your Child for Success

There are many ways to help your child enjoy a positive school experience. Here are some ideas that may assist you:

1. Ask questions that require more than one or two words to answer. If children learn to give more than a "yes" or "no" answer, they learn to think their answers through.
2. Help children support their answers with facts and evidence. If children can explain how they got an answer, they learn to find the answers without guessing.
3. Model a love of learning yourself: share reading, explore new ideas and research questions with your child.
4. Praise children when they do well or when they take small steps in the right direction.

be socially and emotionally ready for larger group activities and relationships.

Most entering kindergartners exhibit a balance of these skills and characteristics:

Social

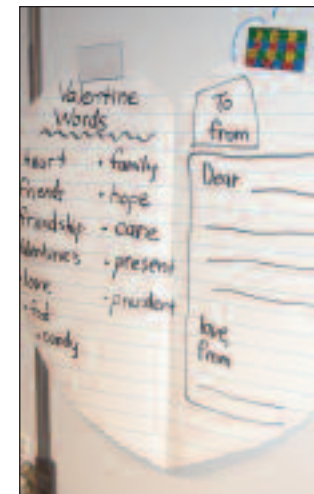
- Communicates thoughts and feelings with words rather than through actions
- Functions well in a peer group
- Plays cooperatively with others
- Interacts with minimal supervision
- Demonstrates appropriate behavior in a variety of situations
- Starts own play activity
- Works things out alone
- Participates actively in a conversation
- Respects others

Emotional

- Separates easily from parents
- Adjusts to change in routine
- Responds to redirection, making changes in a positive way
- Shows confidence, rather than hesitation
- Verbalizes needs to an adult or teacher
- Accepts minor disappointments without tears
- Listens without interrupting
- Is relaxed, rather than nervous
- Offers to help others
- Attempts a task without constant reassurance

Intellectual/Academic

- Demonstrates curiosity and inquisitiveness about the environment
- Demonstrates a child-initiated (not parent-initiated) interest in numbers, letters, and books
- Follows simple directions
- Listens attentively for a short period of time
- Recalls information given by someone else
- Speech is understood by other children and adults
- Talks in complete sentences
- Demonstrates a sense of responsibility
- Initiates and completes a simple task independently
- Makes choices
- Takes academic risks
- Contributes ideas and information to a group





Physical

- Can dress self (shoe tying, zippers, snaps and buttons)
- Can take care of self-help skills and toilet needs
- Can manipulate materials such as pencils, scissors, paint brushes, and crayons
- Demonstrates strength in muscles of fingers and hands
- Can control finger movements within a space
- Exhibits control over body in active play situations
- Has generally good health

When reviewing these skills and characteristics, please consider how often your child does or does not exhibit them. Is the skill one you observe frequently, occasionally, or seldom? These guidelines may help show areas of strength or those that need growth. You may also wish to get opinions from others who frequently see your child: daycare providers, preschool teachers, Sunday School teachers, or relatives. Their opinions give you added insights about your child, especially in unfamiliar situations. Their perceptions also serve as a check to determine how accurately you see your child and his/her abilities.

Nuts and Bolts of Registration

When

Kindergarten registration takes place in each school in March. A list of days for individual schools is available at Orientation, from each school office, or on Northshore's website.

Language & Speech Development

Young children model the behavior of others - yours and their peers. Between the ages of two and four, children repeat words and sounds. Very often, their thoughts get ahead of their ability to speak and express themselves.

The best way to help your child develop speech skills is to set a good example. Speak clearly and slowly. Listen to what they're saying, not how they're saying it. Allow their normal speech development to occur.

The following guidelines are offered to help you know what to expect and how best to provide support. Please note that the order in which sounds are mastered will vary from child to child.



Expectations

Speech Development (guidelines)

By age 3 1/2: vowels (a, e, i, o, u), b, p, m, w, h

By age 4 1/2: t, d, n, k, g, ng, y

By age 5 1/2: f

By age 6 1/2: v, th (as in that), zh (as in treasure), sh, l

By age 7 1/2: s, z, r, th (as in thirsty), wh, ch, j

Language Development (guidelines)

12 to 18 months: First words

By 2 years: 2 word sentences, like "Lisa jump." "Mommy shirt."

By 3 years: 3 to 4 word sentences, 400 to 900 word vocabulary

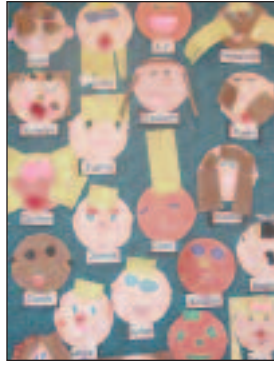
By 5 years: 5 to 6 word sentences, like "He doesn't want to play."

"They're walking fast so they don't get wet." The child's vocabulary may now be about 1500 to 2000 words.

Speech and language screening is available through the public schools for children three years and older. If you have concerns about your child's hearing, it should be tested by an audiologist (especially if your child is prone to ear infections).

Speech-language pathologists (SLP's) are available in each of the

General Guidelines



1. Show curiosity and interest in your child's learning.
2. Display a positive attitude toward your child's school and teacher(s). This, more than anything, will impact your child's academic success and attitude toward learning. Simply, your child will be motivated by your interest.
3. Feed your child three balanced meals a day. Learning is hard work and learners need fuel to burn. Some schools offer free and reduced-price breakfast and lunch to eligible families. Check with your school office to see if you qualify.
4. Make sure your child gets eight to ten hours of sleep on school nights. Rest is important to learning.
5. Be involved at school. Volunteer to be a room parent or help with field trips, school projects, or special days. The Parent-Teacher Association (PTA) in each building needs many people to help with events or activities throughout the year. Sign up for these when you join the PTA. This demonstrates to your child that you support and value education. These activities also offer opportunities to get to know staff and to understand and influence school goals and procedures.
6. Encourage daily exercise to help maintain physical and mental growth and health.
7. Let us know when your child will miss school due to illness.
8. Talk about using the bathroom properly.
9. Label all clothing that will be taken off at school.
10. Get to know us. Meet your teacher; attend Open House and Curriculum Night; take advantage of parent-teacher conference sessions. Student success comes from a strong relationship between parents and schools.
11. Ask specific questions about what happened at school. What story did you hear? What activity did you do? What goal are you working on?
12. Read to your child.
13. Have paper and different types of writing tools available to your child.
14. Read and write yourself. Let your child see you reading newspapers, magazines, and books and see you writing notes, lists and letters.
15. Help your child get a library card and make regular visits to the library.
16. Teach your child to become an observer of clouds, bugs, flowers, stars, sun & moon, and people & machines.

Let the teacher know if you have a special skill or talent you can share with the class. Many projects can be done at home if you are unable to come to school during the day. You may also choose to provide treats for a special occasion, in cooperation with the teacher.

What to bring

- Proof of residency (rental agreement, utility bill, mortgage)
- Your child's birth certificate or other proof of birthdate
- Immunization records
- Names and phone numbers of emergency contacts

By all means, bring your child if he/she wants to come to registration. It's a good preview of school life.

Immunizations

For the protection of your student, Washington State's School Immunization Law requires documentation of immunization at the time of school registration. A Certificate of Immunization Status (CIS), signed by the parent/guardian must be on file at the school on or before the student's first day at school. It is the responsibility of the parent/guardian to obtain the required documentation. Immunization dates need to include day, month and year for each vaccine. Minimum ENTRY requirements for school attendance are:

- **DPT/DT/Td** - Diphtheria, Tetanus, Pertussis (Whooping Cough)
Kindergarten: (4) doses of DPT/DTaP, (any combination that includes pertussis) with the last dose received on or after the fourth birthday.
- **Polio** - Kindergarten: Three (3) doses of oral polio vaccine (OPV-Sabin) or inactivated polio vaccine (IPV) with the last dose on or after the 4th birthday **OR** four (4) doses before the fourth birthday is also acceptable.
- **MMR** - Measles, Mumps and Rubella are combined into one vaccine
Kindergarten: Two (2) doses of MMR. The first dose on or after the 1st birthday. The second dose at least 28 days after the first dose.
- **Hepatitis B** - Kindergarten: Three (3) doses at appropriate age intervals.
- **Varicella (Chickenpox)** - Kindergarten: Two (2) doses on or after 1st birthday and at least 28 days apart **OR** proof of illness/immunity with signed note from Health Care Provider.

Children With Life-Threatening Conditions

In order to provide a safe learning environment, the state of Washington passed a law in 2002 that requires students with life threatening conditions to have medical orders and a nursing care plan in place BEFORE the first day of school attendance. (Chapter 101, Laws of 2002, amending Chapter 28A.210 RCW)

The law defines life-threatening condition as “a health condition that will put the child in danger of death during the school day if a medication or treatment order and a nursing plan are not in place.” Children with life-threatening conditions such as severe bee sting or food allergies, severe asthma, unstable diabetes, severe seizures, etc., are now required to have a medication or treatment order in place before they start school.

At the time of enrollment, complete the health information form and if your child has a life-threatening health condition requiring medical services at school, notify your school nurse. The nurse will provide with you with the necessary forms for your doctor or health care provider to complete and schedule a time to meet with you to develop a health care plan. It is advisable to get medical questions answered well before school begins.

If you have questions or would like further clarification, you may call the district nursing supervisor at 425-408-7728 or call the nurse at your school.

Classroom Choices

Northshore offers two options for Kindergarten students - the traditional **Half-Day Program** and the **Full-Day Program**. Half-Day classes are offered at every school. Full-day classes are available at schools where enough parents indicate an interest in having such a program to create a full class. Tuition is charged for Full-day classes and is payable through monthly auto-withdrawal from a checking account. Parents interested in the Full-Day Program should register early so the district will be better able to plan the appropriate number of classes.

Half-Day Program

Possible advantages for the child:

- The most gradual orientation to school
- Child who has difficulty being separated from parents may adapt more readily
- Allows time for families to participate in extra-curricular activities
- More unstructured time outside the school day

Possible disadvantages for the child:

- More limited instructional time
- Quicker classroom pacing
- Assignment to morning or afternoon group may be problematic for the child/family

Possible advantages for the parent:

- Half-day of opportunities for classroom and school volunteer activities
- More time for family activities, enrichment opportunities, music/dance/art lessons, and sports activities

Physical Development

Physical development is a critical part of overall development. Movement experiences help children develop awareness of their bodies and the environment. Children learn how to organize and plan their movements, how to move safely through space, how to make decisions, and solve problems encountered in physical play. They also develop strength, endurance, and general coordination. Beginning in kindergarten, the curriculum emphasizes general coordination and dexterity. To help develop small muscles, students work with materials such as scissors, paint and clay. They string beads, dress up, cut, paste, pour and draw. To develop large muscles, children use more active physical movements. For example, they may throw and catch, jump rope, and bounce a ball in time to music.



Emotional Development

The kindergarten child's self-image and self-reliance are carefully nurtured by providing many positive experiences. At this time, the children are developing self-control and are usually cooperative and helpful. They seek approval from others. They are eager to learn and look forward to school. They sense their limitations and generally want to do things within their range of accomplishment. They will ask for help if they need it. They need to experience and test their own feelings and maturity and at times may feel that their way is the only way. To grow, kindergartners need assurance that they are loved and valued at home and at school. Acceptance and encouragement are the foundation of Northshore's program. This type of environment helps kindergartners feel safe as they explore new behavior and learn more about themselves and their world.

Parent's Role

Both parents and schools have challenging, but rewarding, jobs. We know students who enter the kindergarten classroom in September will finish the year with increased knowledge, confidence, and skills. By the end of their first year, they will have broadened their interests. They will understand what it means to be learners and will have set foot on a journey that will take them to exciting places over the course of many years. As in all journeys, they may encounter the unexpected. The route will not always be smooth. That is when the partnership between child and parent becomes most critical, when we need to be talking and listening to each other, and when we must put our heads together to plan the strategies that will get us back on course. We are excited to work with you to shape this journey. There is no more valuable or exciting project worthy of our commitment. There is no substitute for the support and attention that parents can give to their children.

Reading

Northshore has a strong reading program that emphasizes exposure to quality literature while building a strong phonics foundation. Children within any kindergarten class will show different levels of maturity. A few will already be reading when they start the year; most will not. The curriculum will move children to their next level of development, wherever their starting point. Through a variety of activities children will be helped to:

- Develop enjoyment of reading.
- Identify concepts of letters, words and sentences.
- Become aware that letters represent sounds and apply this in reading.
- Begin to recognize familiar words.
- Learn phonetic tools, increase reading vocabulary.
- Use context and other clues to increase comprehension.
- Select matching words.
- Recall information.
- Be exposed to many types of writing - stories, poetry, songs.
- Begin to identify beginning, middle, and end of stories.

Writing

Starting at an early age, children are taught basic writing skills. They are introduced to the steps for preparing a finished piece of writing: pre-writing, drafting, editing, and publishing. Writing experiences for kindergartners focus on:

- Enjoyment of writing.
- Choosing a topic.
- Writing from personal experience.
- Putting words together in a way that makes sense to the reader; applying letter and sound associations to spelling.
- Writing for different purposes.
- Printing legibly.
- Capitalizing the first word of a sentence and placing a period at the end.
- Printing from left to right.

Development Expectations

Social Development

Kindergartners meet new friends and learn school rules. They interact with other students and adults in the classroom and in play. The teacher provides direction and guidance in problem solving, cooperation, and following directions. The students learn how to work as a member of a group and how to listen. They work in cooperation with other students as well as learn how to become independent.

Full-Day Program

Possible advantages for the child:

- Increased opportunity to participate in total school experience i.e. assemblies, Music, PE, Library, and lunch
- More contact with teachers
- More instructional time
- Extra time and support for remedial activities
- More time/opportunity for early interventions and/or specialist interactions including Occupational/Physical Therapists and Speech and Language Pathologists

Possible disadvantages for the child:

- Some children may not be ready for the structure of a full-day learning environment.
- Less mature children may be frustrated handling the multiple transitions in a full day.
- Adjustment to school may be more difficult due to the length of the day.
- If it is determined (in rare situations) that a child is not ready for a full-day program, he or she would need to adjust to a new teacher, peers, and class in a half-day program.
- Less time with child at home; less time for extra-curricular activities
- The child may not have the stamina for additional lessons or activities outside the home in addition to a full day of school.



Getting Started

Be sure to attend one of the school district kindergarten orientations scheduled in late February/early March. At these sessions, curriculum specialists and kindergarten teachers present parents with information about the Northshore School District's kindergarten program. Your neighborhood school may also hold an orientation or open house the week before school starts. Watch your local newspaper and the mail for Back-to-School registration details, school calendar, bus routes, and pick-up times.

Parent volunteers sometimes ride the kindergarten buses the first week to help children feel comfortable with the experience and to recognize their own bus stop. The bus drivers also make every effort to ensure a safe and comfortable ride for these new students.

During the fall, kindergarten teachers may evaluate students to determine their academic strengths and weaknesses. This helps teachers plan a program based on the needs of the children. Your child's progress will be discussed during the Parent-Teacher Conference in November.

Curriculum

Class Assignment

With input from the Transportation Department, the incoming kindergarten students are divided into AM and PM sessions based on enrollment information; i.e. numbers of students, home address. Parents who register in March will be informed of their child's tentative placement by mail during the month of June. This placement, however, is subject to change if enrollment numbers do not match June projections. Parents registering after March will be notified of their child's placement in mid-August.

In August, all families receive information regarding start-up and transportation procedures.

Oral Language Skills

The oral language skills of listening and speaking prepare children for creative thinking, reading and writing. Opportunities to use these skills are built into each school day. We expect kindergartners to use language to:

- Follow simple directions.
- Repeat directions given aloud.
- Retell familiar stories.
- Repeat poems, songs, plays.
- Dictate personal experiences.
- Distinguish between real and make-believe and between questions and statements.
- Learn and develop appropriate speech.

Mathematics

The goal of the mathematics curriculum is to enable children to use math to solve problems. The foundation of math skills begins in kindergarten. These skills are acquired through spontaneous play, organized projects, lessons and situations in daily life.

In kindergarten, students are introduced to the concepts of patterns and similarities. They use geometry, measurement, logic and probability to solve problems. Students build on their developing sense of numbers by ordering and comparing numbers and applying number concepts to real life experiences. They will learn to:

- Count, group and regroup.
- Identify and classify rectangles, squares, triangles, circles, cubes and spheres.
- Work with area and volume, weight and temperature.
- Differentiate between more, less and equal to.
- Predict, create and extend patterns.
- Collect and organize data.

Social Studies

To kindergartners, social studies means becoming aware of where they fit within a social setting. They learn that people use directions to find a destination, that individuals grow and change over time, that the school is a community made up of different individuals and that people have behavioral expectations for themselves and each other. They understand that individuals have both rights and responsibilities. The arts, music, stories, pictures, and photos enrich the social studies curriculum by teaching students about their surroundings.

Science and Technology

Kindergartners come to school with a natural curiosity about their world. Science is the tool they use to focus that curiosity. Students are introduced to science concepts in life science, physical science, and earth science. The curriculum includes an introduction to observations, patterning, classification skills, computers, and software.

