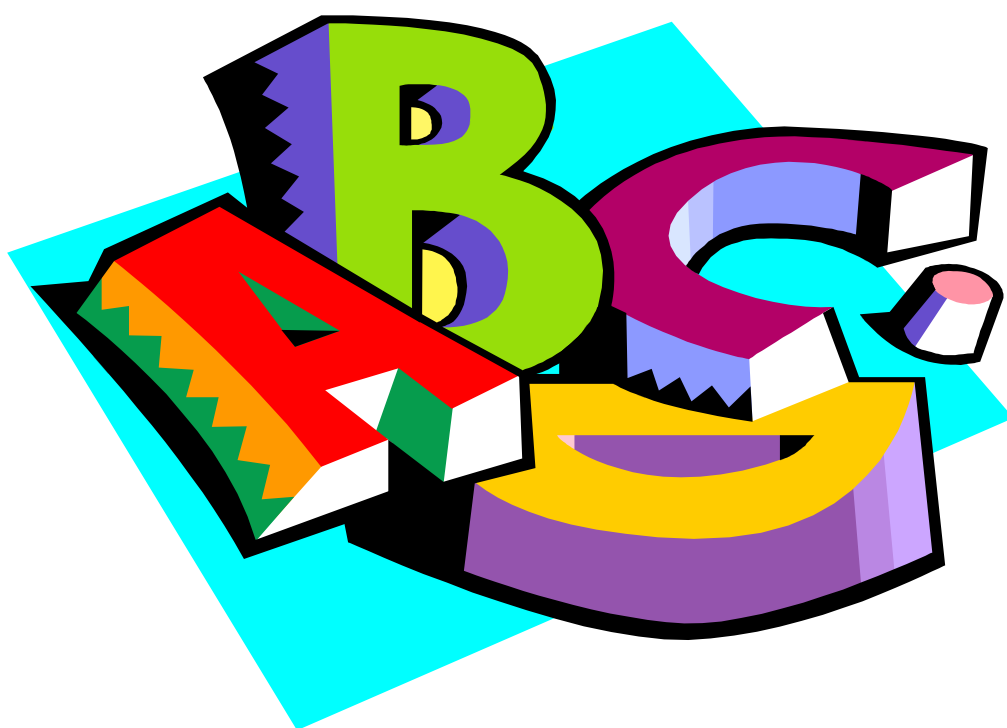


**KINDERGARTEN
ORIENTATION
HANDBOOK
2024-2025**





CONTACT INFORMATION

Reynolds Elementary School Office 724-646-5600

Elementary Principal

Amy Leczner 724-646-5600 ext. 6613

Head Teacher

Mykie Morneweck 724-646-5600 ext. 6612

Supervisor of Food Service

Lisa Brest 724-646-5500 ext. 5522

Supervisor of Transportation & Child Accounting

Anna Wilkinson 724-646-5500 ext. 5525

Elementary School Nurse

Casey Elder 724-646-5600 ext. 6650

SUGGESTIONS FOR PREPARING FOR THE BIG DAY

1. Your child should know his/her full name, telephone number, and address.
2. Send your child to school in “clothes-for-learning” - wash and wear items are best.
3. Print names on all clothing that your child might take off at school - coats, boots, sweater, etc.
4. Please help your child learn to zip and button his/her clothes. This is especially important when cold weather comes. Boots that pull on are best.
5. Your child should have a book bag/back pack to carry papers home. (write teacher’s and student’s name inside), to carry papers home.
6. Your child should learn to be responsible for his/her belongings and getting them to and from school.

OVERVIEW OF THE KINDERGARTEN PROGRAM

The Reynolds School District is committed to a kindergarten program which takes the whole child into consideration. This means providing activities that develop the child’s mind, body, and emotional well-being. It is known through research and experience that people must feel good about themselves before they can feel good about others and develop to their fullest potential academically and socially.

The kindergarten classroom, therefore, provides a stable environment that is stimulating and accepting of who the child is and what he or she can do. Best efforts are rewarded with praise and smiles. Attending school will introduce your child to new rules, new faces, new ideas, new directions, new freedoms and new demands. The concepts of working in a group, waiting for attention, sharing and taking turns will be part of the focus for daily routines.

The kindergarten curriculum provides for a whole day of instruction with built-in play time and juice break. Classes in art, music, library, physical education, guidance, and technology are also included with special teachers certified in each of those educational fields. Lessons related to reading, writing, math, science and social studies are incorporated into developmentally appropriate hands-on activities.

Since five-year olds are curious and energetic, a variety of experiences geared to active learners are scheduled each day. Lessons are geared to the shorter attention span of the five-year old and are organized to allow the child to see, hear, and feel and often taste and smell. Time is included for talking and listening to each other and for the multitude of questions that are constantly asked. A wide range of materials will be used to allow exploration, discovery and problem-solving. Their first attempts at drawing, writing and creating will be taken home with pride.

REYNOLDS SCHOOL DISTRICT KINDERGARTEN CURRICULUM

Reading – Reading Wonders

Units

- Take a New Step
- Let's Explore
- Going Places
- Around the Neighborhood
- Wonders of Nature
- Weather for All Seasons
- The Animal Kingdom
- From Here to There
- How Things Change
- Thinking Outside the Box

Math – Math in Focus

Units

- Position, Classification, Patterning
- Geometry & Time and Money,
- Numbers 0 – 30, Addition and Subtraction, and Measurement

Science - Life, Earth and Physical Science via Harcourt Science Company

Units

- Weather and Seasons
- Seeds and Plants
- Animal Groups
- Environmental Awareness
- Land, Water, Air

Social Studies – Harcourt Brace - “My World and Me”

Units

- I Know Who I Am
- I Know How To Get Along With Others
- I Know Who Takes Care of Me
- I Know Where I Am, I Know About Changes
- I Know About People Far Away

Centers – Activities build skills in the development

Areas of language, visual, auditory, and motor

Language Enrichment

- Additional activities involving Whole Language
- Big Book Units, Phonological Awareness
- Language Experience
- Emergent Reading and Writing
- Title I and Teacher Team Centers

Curriculum/Technology Reinforcement

- Waterford Reading and Math
- Teaching Typing Program
- Writing Workshop

-KINDERGARTEN CURRICULUM OUTLINE

SOCIAL DEVELOPMENT

The kindergarten social development program will develop an understanding of self and others. The students will:

1. develop a positive self-concept
2. accept others
3. interact with others in a positive way

PSYCHOMOTOR

The kindergarten psychomotor program will develop pre-cognitive skills. This program will provide gross motor and fine motor activities necessary for the development of higher level skills. The students will:

1. express themselves through movement.
2. develop perceptual motor skills.
3. develop body movement skills.

PERCEPTION

The kindergarten perceptual program will help students develop their sensory skills. The program will help to develop visual, auditory, olfactory, tactile, and kinesthetic receptiveness to one's environment. The students will:

1. process perceptual information.
2. develop discrimination and memory skills in the perceptual areas.
3. appreciate and be aware of the world around them.

LANGUAGE

The kindergarten language program will help children develop an effective means of communication. The students will:

1. express their feelings.
2. process information.
3. develop both verbal and non-verbal skills.
3. develop pre-reading and pre-writing skills.

SCHOOL INFORMATION

1. If your child is scheduled to ride a bus, it is best to send him or her on the bus from the very first day of school. Please have someone wait at the bus stop with young children. Prepare your child by discussing ahead of time your expectations for the morning. Assure your child that you or someone will be waiting at the bus stop or at home when he or she returns. Be positive and reassuring during your discussions. You may want to practice walking to the bus stop together.

2. Children should not be dropped off at school before 8:30 A.M. for any reason. If you drive your child to school, drop him or her at Door J located on left side of the building. They must arrive by 8:45 A.M. or they will be marked tardy. According to school policy, parents are not to go directly to classrooms at any time. If you need to go to the classroom please go to the office, sign-in and pick-up a visitor's badge.

3. Stress the importance of having your child return directly to your home from the bus each and every afternoon following school. Children should be reminded not to stop at a neighbor's home or any other place without letting you know that they have returned home from school. This rule will prevent undue worry for both you and the school. When possible, it is best to have someone waiting at the bus stop for your child. Occasionally, we receive calls from parents concerning children who did not return home from school. In every case when a child has not arrived home as scheduled, it has been found that the child has gone elsewhere creating a serious problem for both parents and school personnel.

Changes to the transportation assignment will be granted for permanent transportation changes. Please see Mrs. Anna Wilkinson, Transportation Director. (Refer to School Board Policy No. 810)

4. School personnel expect your child to be well behaved. Small behavior problems are handled within the classroom as a learning experience. Frequent or more serious problems result in a visit to the Principal and/or contact with parents. Children, like adults, are not perfect. Experience shows that when the home and school work together, the child grows and matures best.

5. If you should need to contact teachers, it may be done through notes sent to school with your child, by phone, or by e-mail. Staff members are not called away from the classroom for phone calls. However, a message will be given to the teacher and a return call will be made before or after school or during a planning period.

6. Messages are sent home with your child concerning school progress and special events. It is very helpful for each child to have a book bag/backpack and a folder that is brought back and forth between the home and school each day. A Blue or Gray plastic folder will be sent home on the first day with your child. Parents should check this each day for important items from the school.

7. When checking back packs, parents occasionally find items that do not belong to their child. It is not unusual for kindergarten aged children to take items that do not belong to them. Children of this age may also trade items without understanding the value of the items involved. If you discover this has happened, please discuss the matter with your child, send a brief note to the teacher, and return the items.

8. Elementary Students qualify for free breakfast and free lunch. Students may purchase any combination of extra entrees and/or milk. Lunch money should be placed in an envelope that is marked with your child's name and teacher's name. Your child's money will be added to his/her account. Ice cream is sold on Fridays for fifty cents. Students may not use money on lunch account to purchase ice cream. If you permit your child ice cream on Friday, please send in fifty cents with them.

ATTENDANCE

The Board requires that school age students enrolled in district schools attend school regularly, in accordance with state laws. Absences shall be treated as unlawful until the district receives a written excuse explaining the absence, to be submitted within three (3) days of the absence. If no excuse is brought within three (3) school days, it will be considered an unlawful absence. A maximum of ten (10) days of cumulative lawful absences verified by parental notification may be permitted during a school year. All absences beyond ten (10) cumulative days shall require an excuse from a licensed physician or school nurse. You may bring your child to school to have our nurse excuse him/her. Students are expected to complete assignments within one day of their return to school unless other arrangements have been made with the teacher.

Students who accumulate more than three unlawful absences may be required to appear before the district magistrate for an attendance hearing and/or receive other appropriate disciplinary action. You will receive a letter notifying you of 3 unlawful absences. If we do not receive excuses for your child, the school district is required to start court proceedings for truancy. First you will be asked to come to school to meet with school officials to create a school attendance improvement plan.

Anyone missing twenty-five (25) or more days of school without homebound instruction will be considered for retention.

Students will not be permitted to participate in any school activity or practice on the day of their absence from school.

According to the Board Policy #204, the following are considered excused absences from all or part of the school day:

1. Observance of religious holidays
2. Religious instruction (not to exceed 36 hours during the school year)
3. Educational travel (maximum of 5 school days per year) **with pre-approval.**
4. Health care (medical or dental appointments that cannot be made during non-school hours)
5. Tutorial work in an area not offered by the school
6. Illness or other urgent reason such as
 - a. quarantine
 - b. recovery from accident
 - c. required court attendance
 - d. death in family
 - e. family educational trips with pre-approval from superintendent
 - f. educational tours and trips with the school

STUDENT REPORT TIME

Students report/depart 8:30 A.M. – 3:30 P.M. Supervision will not be available for students who arrive at school before 8:30 A.M. or remain after 4:00 P.M. **Refer to Reynolds School Board Policy No. 804.**

Students are late at 8:45. Parents and students will need to come to door A to be signed in after 8:45.

Students arriving after 10:30 A.M. or leaving before 2:00 P.M. will be considered absent for ½ day. **Refer to Reynolds School District Policy No. 204.**

STUDENT DROP OFF

Students arriving between 8:30 A.M.—8:45 A.M. must be dropped off at Door J. Please keep your child in your car until a teacher comes outside. Students are not to be dropped off earlier than the school buildings open due to not having student supervision. Doors will be locked, and students will not be permitted inside the building until 8:30. **Refer to Reynolds School Board Policy No. 804.**

TARDY

Students arriving after 8:45 A.M. will be considered tardy and must enter through the front lobby, accompanied by a guardian, who must sign the student in at the office. Ten minute parking is available near this entrance.

STUDENT PICK UP

Parents picking up students before 3:00 P.M. must enter through the front lobby. The standard dismissal time for student pick-ups is **3:30 P.M.** Parents picking up students after school **at Door J will remain in their vehicle. School staff will walk students to their vehicles.**

All calls to the office for student pick-ups will be required to sign their child out in the front office. Due to the safety of the students, calls to the office for Door J dismissal will not be taken after 3:00 P.M. In the event of an emergency, parents or guardians will be required to show photo identification when picking their child up.

IMPORTANT—these measures have been adopted to help ensure the safety and security of all students and staff. The intent is to narrow the access to the building to a single point of entry where visitors can be most easily monitored. Thank you for supporting our efforts to protect your children.

EARLY DISMISSAL AND APPOINTMENTS

If a parent/guardian wishes for his/her child to be dismissed from school early, please send a written statement at the start of the school day to include:

1. Student's first and last name
2. Date and time dismissed
3. Signature of parent/guardian

Students leaving prior to 11:45 AM and not returning before the end of the school day will be considered absent for the day. A student must be in class at least three (3) hours to get credit for attendance for the day.

EDUCATIONAL TRAVEL FORMS

Any student planning to be absent from school due to travel must obtain from the office an educational travel form which is to be completed by the parents and returned to the office one week prior to the absence. Students may receive an excused absence for up to five days for educational travel per school year. The student is responsible for all work missed due to the absence. **No late educational travel forms will be accepted.**

EMERGENCY NUMBERS

Please have home, work, and other emergency numbers on file with the school. Keep them updated. Please contact Mrs. Anna Wilkinson, Supervisor of transportation and Child Accounting, at 724-646-5500 ext. 5525 with any changes in contact information or transportation

HEALTH SERVICES

Physicals are required for kindergarten, 6th, and 11th grade. If your student is having a physical by a private physician, please have the Private Physician's Report turned into the school nurse by October 1st.

Dental exams are required for kindergarten, 3rd, and 7th grade. If your student is having an exam by his/her own dentist, please have the Family Dentist Report turned into the school nurse by October 1st.

MEDICATIONS

If a student is required to take oral medication or treatment during school hours, the school nurse will administer the medication/treatment in compliance with regulations that follow:

1. Written instructions, signed by parent/guardian and physician.
2. Current prescription bottle.
3. Medication must be brought to school by parent/guardian.
4. Changes in medication must be updated with written instructions and new prescription bottle. No medication may be transported on the bus.
5. Non-prescription medication cannot be given.

HEALTH PROBLEMS

Notify the school of any specific health problems such as asthma, diabetes, seizures, and severe allergic reactions. Include any instructions such as medications necessary, restrictions of activity, or any follow-up instructions.

SCHOOL WIDE POSITIVE BEHAVIOR SUPPORT

This is a team-based process including a broad range of systemic & individualized strategies for achieving important social & learning outcomes. Reynolds SWPBS is a proactive approach to teach, monitor, and support appropriate school behavior for ALL students.

The focus is on preventing problem behavior of all students at the school-wide, classroom, non-classroom & individual levels. It has an emphasis on a positive school climate in the elementary, reduces the discipline referrals, and promotes a safe, productive school environment.

The elementary has adopted 3 key concepts with the positive behavior support. These are Being Ready, Being Respectful, and Being Responsible. Students have the opportunity to be recognized for following the 3 concepts daily.

Students that are recognized will:

1. Be called down at the end of the day and recognized with a small token, a blue sticker, and their name added to our Raiders Royalty bingo board. Examples of small token can be: pencil, bracelet, school supplies, small toys, etc.
2. When a row on the board is full, those 10 students get their photo taken and of those 10, one name gets pulled – name pulled gets a larger token. Examples of a larger token can be: T-shirt, game, book bag, or medium toy.
3. At the end of the school year, all the bingo winners will be put together and one grand prize winner will be announced. The grand prize winner will get a bigger prize such as a bike, Amazon gift card, etc.

I. STUDENT RESPONSIBILITIES

Students are responsible for following our positive behavior support guidelines along with the following that may not be addressed above:

- A) No student has the right to interfere with the education of his/her fellow students. It is the responsibility of each student to respect the rights of teachers, students, administrators, and all others who are involved in the educational process.
- B) Students should express their ideas and opinions in a respectful manner.
- C) Students should volunteer information in matters relating to the health, safety and welfare of the school community and protection of school property.
- D) Students should understand that they are under the supervision of any district employee.

II. ADMINISTRATIVE DISCIPLINE OPTIONS

Options may include but are not limited to the following: Conference with student and/or parent, support of teacher consequences, removal from activity, afterschool detention, bus suspension, assigned to time-in, out of school suspension, restitution, referral to local magistrate or appropriate law-enforcement agency, or assignment to an alternate education program. **Refer to Reynolds School Board Policy No. 218 School Board Policy No. 218.1.**

Behavior Matrix

	Arrival	Bus	Cafeteria	Classroom (individual teachers)	Dismissal	Hallway 8:45-3:30	Recess	Restroom	Special Activities	Remote Learning
Be Ready	Have appropriate clothes for weather Bring book bag with books and homework Be on time	Keep your backpack zipped with all belongings inside Wait your turn to get on the bus	Use the restroom before coming to cafeteria Walk at all times Remember all necessary items	Bring your materials to class everyday Be organized Do all assignments on time	Pack all necessary homework and materials	Face forward Hands at side No talking unless responding to an adult	Have appropriate clothes for weather Line up when called Appropriately hold and carry out recess equipment or personal items	Wait your turn quietly outside the restroom or the stall	Sit appropriately Wait quietly for program to start	Have your materials ready for class Have your computer charged Log in on time
Be Respectful	Walk Keep yourself to yourself Hats and hoods off in the building Greet others appropriately Follow adult directions	Keep yourself to yourself Listen to the driver and follow all directions Respect the property and space of others Talk only to seat mates	Follow adult directions Respect personal space Raise your hand if you need adult assistance Talk quietly to friends next to you Follow dismissal procedure	Be a whole body listener Keep yourself to yourself Follow directions Raise your hand and wait to be called upon to speak Put your hand down when someone else is speaking	Walk Keep yourself to yourself Hats and hoods off in the building Greet others appropriately Follow adult directions	Keep yourself to yourself Stay to the right of the hallway Listen to adults	Walk until you are outside in appropriate area Follow adult directions Use appropriate language Keep hands and feet to yourself Play fairly	Respect privacy Knock before entering	Keep yourself to yourself Pay attention to the speaker Keep hands down while someone is talking Follow all adult instructions Clap appropriately	Have your camera on unless told otherwise Stay muted unless called upon Sit up, dress appropriately for class, and pay attention
Be Responsible	Go directly to breakfast or homeroom Carry personal items appropriately	Keep track of all personal items Stay seated Face forward Back on back of seat and bottom on bottom of seat	Stay at your seat Touch only your food Clean your area – table, seat, floor – leave no trace behind	Turn in assignments on time Stick to the point when asking or answering questions Stay seated Wait your turn	Go directly to your destination Carry personal items appropriately	Walk Go straight to your destination	Walk on the correct side of the hall	Flush toilet Wash hands Leave no trace behind Report issues to adult Leave immediately	Sit appropriately and quietly throughout program Only talk when prompted to talk Be an active listener	Complete your assignments on time Attend all classes
Voice Level	0-1	0-1	0-1	0-1	0-1	0	0-2	0-1	0-1	

REPORTING STUDENT ACHIEVEMENT

Student achievement is reported using parent-teacher conferences and pupil progress checklists. Conferences with parents are held following the initial screening and again in the fall and spring. These conferences will enable you and your child's teacher to discuss specific areas relating to your child's academic and social progress in school. They also provide time for you to ask questions or express concerns that you might have relating to your child's progress.

A copy of the Report Card is included in this handbook. The report card is sent home at the end of the first semester of kindergarten which usually occurs in late January and at the end of the school year. The report card is designed to provide information concerning the child's progress on the specific skills being taught. Letter grades such A, B, C are not given. Instead, the report card lists whether the child has mastered (M), can satisfactorily perform the skill (S), or needs to more time to develop/accomplish the skill (N). The use of this system recognizes that students develop at different rates and reduces the stress from undue competition to obtain A's during the first year in school. Letter grades are given beginning with the second grade.

Parents may also request to meet with teachers throughout the year as the need arises. Such conferences may be arranged by telephoning the school or sending a written request to the teacher through the students.

Kindergarten Screening

Listed below are the specific assessments that will be administered the first 3 days of school. The kindergarten teacher will set up individual times for your child. These assessments take about 1 hour to complete. Thank you!!

DIBELS: Letter Naming Fluency

Peabody: Vocabulary

Speech: Articulation, Language

Teacher Checklist: Colors, Letters, Numbers, Shapes

Phonological Awareness Survey that tests: identifying the number or words in a sentence, identifying the number of syllables in a word, onset and rime, initial and final sounds, categorization of items, blending sounds and segmenting words into sounds.

Assessment results will be discussed with parents at conferences after the testing that day.

REYNOLDS ELEMENTARY SCHOOL SPEECH/LANGUAGE IMPROVEMENT/MTSS PROGRAM

Dear Parents,

As the Reynolds's School District Speech Language Pathologists we are excited to continue the SPEECH/LANGUAGE IMPROVEMENT/MULTI TIER SYSTEM OF SUPPORTS that will be implemented in all kindergarten classrooms.

What is MTSS?

MTSS is a model to deliver services to those children displaying mild to moderate difficulties in speech and language through a multi-tiered approach. This approach is being used in school districts across the state and the country.

As the Speech Therapists in your district we will be working very closely with the Kindergarten teachers to implement this 3 tiered approach. Students needs will be addressed through multiple levels of support: intensive classroom based weekly intervention (Tier 1); weekly small group instruction (Tier 2); recommendation for Special Education services (Tier 3).

This 3 tiered approach is driven by effective teaching strategies in those areas of need, progress monitoring, staff collaboration and parent involvement.

Who will qualify for MTSS?

All Kindergarten students will benefit from the Tier 1 intervention. Those students who did not pass the screening in either articulation or language will be monitored and assessed in Tier 1. Those students who are not demonstrating progress will be assigned to Tier 2. Tier 2 is a pullout session (with written parent permission) 1 time per week for 30 minutes to work on those targeted skills not yet progressing. These students will be assessed again at the end of the 2nd nine weeks and if sufficient progress has not been made they will be referred to Tier 3. In Tier 3 the process to evaluate for Special Education services begins. This process consists of parent approval for standardized tests in the area/s of concern, teacher and therapist input resulting in your child having an Individualized Educational Plan (IEP) to meet their needs.

Please feel free to contact us if you have additional questions regarding RTII and its implementation.

Gina M. Girt MA CCC/SLP
724 646-5600 Ext. 6026

Morgan McClure, SLP
724 646-5600 Ext. 6010

Kindergarten Readiness Checklist

Not sure if your child is ready to tackle the world of kindergarten? This checklist has been developed to help you prepare your child for school. It is designed to help you look at your child's physical, social, emotional and academic development.

I can do this consistently	I am making progress	CRITERIA
Letters and Words:		
<input type="radio"/>	<input type="radio"/>	Recognizes and names at least 10 letters of the alphabet
<input type="radio"/>	<input type="radio"/>	Matches a letter with the beginning sound of a word: for example, matches the letter "b" with a picture of a banana
<input type="radio"/>	<input type="radio"/>	Recognizes rhyming words such as cat and hat
<input type="radio"/>	<input type="radio"/>	Recognizes letters in his or her own first name
<input type="radio"/>	<input type="radio"/>	Begins to write some of the letters in his or her own first name
<input type="radio"/>	<input type="radio"/>	Recognizes his or her own first name in print
<input type="radio"/>	<input type="radio"/>	Understands words such as "top" and "bottom" and "big" and "little"
<input type="radio"/>	<input type="radio"/>	Recognizes words or signs he or she sees often, for example: McDonalds, Wal-Mart or stop signs and exit signs
<input type="radio"/>	<input type="radio"/>	Begins to draw pictures to express ideas and tell stories
<input type="radio"/>	<input type="radio"/>	Recognizes and names at least five colors
Speaking:		
<input type="radio"/>	<input type="radio"/>	Shares and talks about his/her own experiences in a way that can be understood by most listeners
<input type="radio"/>	<input type="radio"/>	Follows directions with at least two steps, for example: "Pick up the blocks and put them on the shelf, please."
<input type="radio"/>	<input type="radio"/>	Initiates and joins in conversations with adults and children
<input type="radio"/>	<input type="radio"/>	Asks questions about how things work in the world around him, for example: "Why do babies cry?"
<input type="radio"/>	<input type="radio"/>	Says and/or sings familiar nursery rhymes
<input type="radio"/>	<input type="radio"/>	Answers simple questions: who, what, when, where?
Books:		
<input type="radio"/>	<input type="radio"/>	Holds and looks at books correctly: for example, holds the book right side up and turns the pages one at a time from front to back
<input type="radio"/>	<input type="radio"/>	Tells a story from the picture on the cover or in the book
<input type="radio"/>	<input type="radio"/>	Retells a simple story such as the Three Little Pigs after listening to it while looking at the pictures in the book
<input type="radio"/>	<input type="radio"/>	Makes simple predictions and comments about a story being read
<input type="radio"/>	<input type="radio"/>	Shows growing interest in reading and being read to
Numbers and Shapes:		
<input type="radio"/>	<input type="radio"/>	Counts out loud from 1 to 10 in correct order
<input type="radio"/>	<input type="radio"/>	Identifies written numbers from one to ten
<input type="radio"/>	<input type="radio"/>	Puts written numerals in order from 1 to 10: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
<input type="radio"/>	<input type="radio"/>	Counts at least 5 objects such as 5 bananas and 5 cookies
<input type="radio"/>	<input type="radio"/>	Sees the numeral 3 and understands this means 3 objects, such as 3 cookies
<input type="radio"/>	<input type="radio"/>	Adds and subtracts familiar objects such as raisins
<input type="radio"/>	<input type="radio"/>	Recognizes and names 4 shapes: circle, square, rectangle and triangle
<input type="radio"/>	<input type="radio"/>	Uses familiar objects, such as raisins, to show concepts of more and less
<input type="radio"/>	<input type="radio"/>	Draws a line, circle, rectangle, triangle, X and +

Same, Different and Patterns:		
<input type="radio"/>	<input type="radio"/>	Matches two pictures that are alike
<input type="radio"/>	<input type="radio"/>	Looks at groups of objects and says which are the same shape, color or size
<input type="radio"/>	<input type="radio"/>	Tells things that go together, for example: a spoon and fork are for eating and a fish and a boat go in the water
<input type="radio"/>	<input type="radio"/>	Repeats a pattern you start, for example: step, step, jump - step, step, jump
<input type="radio"/>	<input type="radio"/>	Puts three pictures in order, for example: 1. Planting flower seeds 2. Flowers growing 3. Picking flowers
Growing Up:		
<input type="radio"/>	<input type="radio"/>	Tells full name, address and telephone number
<input type="radio"/>	<input type="radio"/>	Tells if he or she is a boy or a girl
<input type="radio"/>	<input type="radio"/>	Tells how old he or she is
<input type="radio"/>	<input type="radio"/>	Takes care of own needs such as toileting, washing hands, dressing and trying to tie his or her own shoes
<input type="radio"/>	<input type="radio"/>	Adjusts to new situations without parents being there
<input type="radio"/>	<input type="radio"/>	Runs, jumps, hops, throws, catches and bounces a ball
<input type="radio"/>	<input type="radio"/>	Rides a tricycle
<input type="radio"/>	<input type="radio"/>	Uses pencils, crayons and markers for drawing and writing, cuts safely with scissors
<input type="radio"/>	<input type="radio"/>	Attempts and completes tasks, understands it's okay to make mistakes
<input type="radio"/>	<input type="radio"/>	Remembers to say "please" and "thank you"
<input type="radio"/>	<input type="radio"/>	Resolves conflicts with playmates and others appropriately
<input type="radio"/>	<input type="radio"/>	Responds appropriately to his feelings and the feelings of others
<input type="radio"/>	<input type="radio"/>	Uses words to express feelings, "I'm angry", "I'm sad"
<input type="radio"/>	<input type="radio"/>	Takes turns, shares and plays with other children
<input type="radio"/>	<input type="radio"/>	Initiates positive interaction with peers
<input type="radio"/>	<input type="radio"/>	Puts puzzles together
Health & Safety:		
<input type="radio"/>	<input type="radio"/>	Follows a set routine and schedule for preparing for bed, personal hygiene and eating meals
<input type="radio"/>	<input type="radio"/>	Uses good habits, for example: uses a spoon to eat, closed mouth when chewing, covers nose and mouth to sneeze and washes hands after using the toilet and before eating
<input type="radio"/>	<input type="radio"/>	Is aware of and follows simple safety rules
<input type="radio"/>	<input type="radio"/>	Visits the doctor and dentist regularly
<input type="radio"/>	<input type="radio"/>	Recognizes potentially dangerous or harmful objects, substances, situations and activities
<input type="radio"/>	<input type="radio"/>	Asks for adult help when needed
<input type="radio"/>	<input type="radio"/>	Participates in vigorous physical activity daily

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This Kindergarten Readiness Checklist is excerpted and adapted from the "Getting Ready for Kindergarten" calendar produced by Success By 6, the Early Childhood Initiative of the United Way of Carlisle & Cumberland County in Carlisle, Pennsylvania, and the school readiness calendar produced by the Arkansas Dept. of Human Services, Division of Child Care and Early Childhood Education. Our special thanks for their willingness to share their work with us.



An old proverb says that there are two lasting gifts WE can give our children—
One is roots, the other is wings



It is the goal of the Reynolds School District to give all of our children the roots of a strong basic education and the wings of a strong self-concept and a creative imagination.