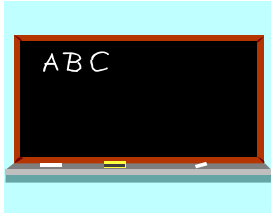


**SOUTH HUNTINGTON SCHOOL DISTRICT
Huntington Station, New York**

KINDERGARTEN HANDBOOK



Dear Parents,

Your child's enrollment in kindergarten begins an important new stage in his or her development. As the beginning of formal public school education, it is the start of a process that will end thirteen years later with a high school diploma. During that time, you and our staff will work closely together to foster the academic, social, emotional, and physical development that is the essence of our instructional program. We look forward to this partnership.

We are dedicated to making the kindergarten experience an outstanding one for you and your child. Our administrators, teachers, and support staff are looking forward to meeting both of you in September. I know that you will share their enthusiasm and excitement throughout the school year and beyond.

I encourage you to read this booklet carefully. Help us to help you by attending our orientation meetings, asking questions, making suggestions, and becoming involved. Please do not hesitate to contact me if I may be of any assistance to you.

Welcome to South Huntington Schools!

Sincerely,

*Thomas C. Shea, Ed.D., J.D.
Superintendent of Schools*

ENTRANCE REQUIREMENTS

A child is eligible to enter kindergarten in September if five years old on or before December 1st. At registration, the following are required:

1. Proof of residency
A deed, lease and/or notarized rental agreement PLUS:
Two other additional proofs (**current** utility bill, bank statement, telephone or cablevision bill)
2. An **original** birth certificate
3. Proof of compliance with the immunization law: **IMMUNIZATION AGAINST MEASLES, MUMPS, RUBELLA, POLIO, DIPHTHERIA, HEPATITIS B, AND VARICELLA ARE REQUIRED FOR KINDERGARTEN ENTRANCE.**
Booster shots for polio, diphtheria and tetanus are recommended before school entrance.

All kindergarten students are required by law to have a complete physical examination. This examination may be done by the child's private pediatrician. A *Physical Examination Report Form* provided by the school must be submitted by September 30. If you want the school doctor to perform this exam, you must submit a written request and sign a consent form, which will be provided by the school. All kindergarten students are also required by law to have a comprehensive dental examination and provide the school nurse with a written report from the dentist.

ATTENDANCE

Regularity of attendance and punctuality are both important to the child from the very first day in kindergarten. The earlier a child learns that school is important, the more satisfactory will be his/ her growth.

Please call the main office if your child will be absent on any day. Written explanation of the cause of absence or the nature of the illness is required from parents. These must be recorded and filed.

KINDERGARTEN SCREENING

By law, all school districts are required to screen all new entrants in order to determine those students who may possibly be gifted or who may possibly have handicapping conditions.

Screening is designed to obtain preliminary information in the following areas:

Concept Development	Self Help Development
Language Development	Social Development
Motor Development	

Developmental Indicators for the Assessment of Learning Third Addition (DIAL-3), a widely used standardized instrument, is administered individually to each student. A parent questionnaire is used for the self help and social development subtests.

Concept Development:

Tasks of a verbal and nonverbal nature are presented. Assesses knowledge of basic concepts such as counting and colors.

Language Development:

The child's ability to understand and process spoken language is assessed as well as the ability to remember meaningful verbal information.

Motor Development:

The ability to move freely in the environment and be able to manipulate objects is examined in this area. Tasks measure both gross and fine motor ability as well as balance. The results of the screening are reviewed individually with your child's kindergarten teacher in conjunction with the building's school psychologist. Your child's teacher or the school psychologist may best answer any questions you have regarding the screening.

Social Development

Assesses the child's skills in relating to peers, siblings, parents, and teachers or other adults.

Self Help Development

Assesses the child's daily living skills in areas such as eating, drinking, and dressing.

PARENT INFORMATION

The education of your child is a joint venture between you and the school. Together, we can accomplish the goal of offering your child and all children a quality education. To reach this objective, a more intimate understanding of your child's progress and our educational program is necessary. An opportunity to share our mutual thoughts is made available through parent-teacher conferences and report cards.

Your child's teacher will share with you:

- A report of your child's academic, social and physical progress
- An evaluation of your child's potential as it relates to his/her success
- A description of the relative standing of your child within his/her own class
- A review of materials used in the school and specialized services available.

You need to provide the teacher with information concerning:

- ❖ Your child's attitude toward school as reflected by his/her remarks and incidents mentioned at home.
- ❖ Significant out-of-school experiences
- ❖ Relationships with members of the family and playmates
- ❖ Unusual interests, hobbies or activities.

HEALTH SERVICES OFFERED TO YOUR CHILD

THE SCHOOL PHYSICIAN WILL:

- Provide a physical exam to students who have not had a physical examination by their own doctor. Any difficulties found during the exam will be referred to the parents for a re-check by their family physician.
- Act as a consultant and advisor to the school authorities in the development and administration of policies pertaining to health.

THE SCHOOL NURSE:

- Administers medications to students only with written orders from doctor
- Assists in maintaining the first aid program
- Considers the needs of each child in planning the health program
- Investigates health problems
- Screens each child for hearing deficits
- Screens each child for visual acuity
- Keeps an up-to-date record card for each child in school

COMMUNICABLE DISEASE CONTROL

In order to prevent the spread of communicable diseases, parents are advised to keep children at home when they show any of the following symptoms:

fever	skin rash	headache
coughing	sore throat	pain
earache	red or discharging eyes	vomiting
chills	enlarged gland	diarrhea

If any of the above symptoms are found in a child at school, parents will be notified and the child will be sent home.

Remember to call the main office when your child is absent. When your child returns to school he/she should bring a note from a physician or parent explaining the absence.

MEDICATIONS

Medication is not given in school unless it is absolutely necessary and then only with a written order from the doctor and a written request from the parent. For your convenience, there is a comprehensive form available from your school nurse that explains the required procedure.

HEALTH HABITS

As you know, good health habits begin at home. These habits must be started early in life and continued in order to keep your child strong and healthy. Working together, let us try to train your child to:

Eat regular well-balanced meals.

Avoid an atmosphere of strain and hurry by allowing ample time for dressing, eating, and getting to school.

Wash hands before eating and after going to the bathroom.

Keep hands and objects away from their mouth and nose.

Cough and sneeze into the inside of their elbow.

Cover any open cuts or wounds with a band aid.

Carry a tissue and use it properly.

Maintain an early bedtime in order to get at least eleven hours of sleep every night.

SUGGESTIONS TO PARENTS

As a parent you can:

Talk about school as a pleasing experience.

Help your child develop independence by encouraging him/her to do things for him/herself.

Enrich your child's background of experiences by taking him/her on simple trips to the zoo, farm, railroad station, firehouse, library, etc.

Stimulate your child's creativity and imagination by supplying him/her with a variety of art materials.

Attend or participate in kindergarten activities when opportunities arise. Children enjoy having their parents present on field trips, at parties, and programs.

Submit to the teacher upon school entrance any information that will help them better understand your child. Having advance information may help to prevent adjustment difficulties.

Inform the school nurse of any physical handicap or special health problem prior to opening of school.

Join the Parent-Teachers Association

Help your child to become self-reliant and feel secure by:

Labeling each article of wearing apparel with full name

Labeling backpack, lunch box, etc. with full name

Showing each child his/her bus stop

Attending Kindergarten Orientation on the first day of school

Buying boots that are large enough to slip on and off with ease

Selecting articles of clothing for outdoor wear that are easily fastened and unfastened by child

Teaching how to tie shoelaces

Teaching name, address, and telephone number

Supervising the amounts and content of video games and television program listening. Avoid stimulating programs, especially those that interfere with rest and outdoor play.

Meeting his/her needs for affection and security

Helping him/her develop courteous habits, e.g., saying *please*, *thank you* and *excuse me*.

Encouraging them to value the rights and property of others

Reading stories and listening attentively to the stories they like to tell

Warning them against taking rides or gifts from strangers

Teaching them about bus safety while boarding and riding the bus

BUS SAFETY

To provide your child with a safe and enjoyable bus ride to and from school, please review the following basic rules with your child:

- Wait for the bus in a safe place
- Do not approach the bus until it is completely stopped
- Enter the bus in an orderly manner and take a seat immediately
- Follow all instructions given by the bus driver
- Always remain in your seat while the bus is in motion
- Keep head and arms inside the bus at all times
- Keep aisles clear

PLEASE NOTE: Kindergarten children will not be released from the bus unless a parent or responsible adult is present at the bus stop to receive them. If a parent or adult is not present, the student will be returned to school. The school will then contact a parent to pick up their child at school.

Detailed bus regulations are printed in the school calendar.

KINDERGARTEN

CURRICULUM

Kindergarten Curriculum

Teaching and learning in kindergarten takes place in a student-centered, integrated learning environment that promotes inquiry. The curriculum supports NY State Learning Standards by providing young children with opportunities to:

- build upon strengths, interests, and experiences;
- make connections between and among concepts and skills learned;
- transfer learning from subject to subject;
- make observations, investigations, and inferences;
- organize and make sense of learning experiences;
- recreate their own experiences and construct new ones;
- use a variety of materials and resources to extend learning;
- apply what they learn to make decisions and solve problems in everyday life.

A kindergarten classroom typically includes students with a wide range of abilities who work towards attaining the curricular standards. Varied instructional strategies and materials are used to enhance learning, promote growth and development, and build self-confidence and independence. A balance is maintained between active and quiet learning experiences. Play is viewed positively and supported as an active learning process.

READING/LANGUAGE ARTS

The kindergarten reading/language arts program is designed to introduce children to the four components of the New York State English Language Arts Standards: reading, writing, listening and speaking. This is done through relevant purposeful activities and instruction. Our goal is to instill a love of reading in our children.

Students are instructed using a variety of materials. The McGraw-Hill Reading Series provides students with a multitude of experiences as students learn letters and sounds, develop sight vocabularies, and learn basic reading strategies to help their comprehension. Our kindergarten program places great emphasis on phonemic awareness, which is the recognition of sounds in words. Most importantly, the program allows for individual needs.

In addition, the teacher uses a wide variety of literature spanning many different writing styles or genres. Writing is an important aspect of the kindergarten experience. Students are encouraged to express their thoughts and share their experiences through their writing. Teachers use a daily written message as a springboard to model and teach a wide variety of language arts skills. In this way students learn that writing is an important means of communication.

Reading/Language Arts are integrated into the total kindergarten curriculum. This includes many multi-sensory opportunities. In this way these rich experiences help develop and enhance the child's cognitive, physical, emotional and social growth.

Mathematics

The Kindergarten math program provides a balance of basic skills instruction and creative problem solving aligned with *NCTM Principles and Standards for School Mathematics*. Teacher resource materials center on the Scott Foresman-Addison Wesley *Kindergarten Math* series and Scott Foresman *Investigations*. The combined program is activity based and encourages students to think creatively, develop their own strategies, and work together. On a daily basis, teachers incorporate language skills into mathematics, provide cooperative learning experiences, and utilize hands-on manipulatives. Students are instructed using literature connected to specific math content. They are instructed in basic math skills that include: problem solving; reasoning and proof; communication; math connections; representation; number sense and operations; algebra; geometry; measurement; and statistics and probability. Students practice skills using concrete materials such as place-value blocks, maps, game boards, and spinners. Hands-on learning experiences provide the foundation upon which students build as they move toward a greater level of abstraction.

SCIENCE

Kindergarten students are by nature very curious and eager to explore everything in their environment. Appropriate experiences and opportunities need to be provided in the kindergarten program. The program is rich in opportunities for children to see, hear, smell, taste, handle, investigate, and explore the many facets of science. These opportunities will help the children form simple concepts about their physical world and lay the groundwork for later scientific learnings. Kindergarten students are exposed to science topics that include weather, the seasons, cycles, recycling, insects, sea creatures, owls, celestial objects (sun, moon, and stars), measuring, observing, sorting, classifying, and personal health.

These experiences encourage attitudes of *let's find out, let's try this, maybe we can find the answer to this*, which are equally important as the activity concepts being taught.

SOCIAL STUDIES

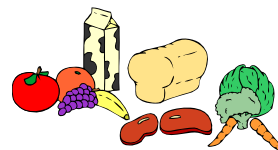
The kindergarten social studies curriculum goal is to give children an understanding of the larger world they are moving into. Each child needs to be aware of their unique individuality and their place as part of the larger group. They need to be aware that as they constantly grow and change, so also does the world around them. All children need to learn to think and to develop a value system that will enable them to make intelligent choices that are right for both themselves and for the democratic society in which they live.

The specific curriculum is developed around concepts that deal with change, citizenship, culture, empathy, environment, identity, inter-dependence, nation and state, and technology. Each of these areas is integrated into the total curriculum through activities such as language experience, library and art, as well as through appropriate literature and picture books to teach the process of information gathering.

HEALTH

HealthSmart is a comprehensive health program that focuses on the essential knowledge and skills students need to know and be able to do to practice healthy behaviors. The program is divided into four units of instruction:

- Personal and Family Health
- Safety and Injury Prevention
- Nutrition and Physical Activity
- Tobacco and Alcohol Prevention



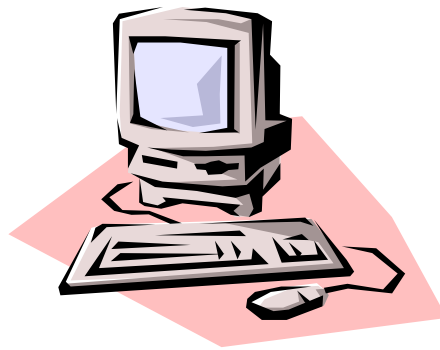
The learning activities are designed to help students develop health-related skills, implement actions to achieve good health, celebrate healthy choices, take pride in their healthy choices and actions, and advocate for and support the healthy choices of their peers.

HealthSmart enables students to identify choices that are consistent with the values of their families and communities and to develop confidence in their personal choices.

COMPUTERS

Kindergarten students enjoy using computers as another tool to develop their literacy foundations. During the year, they gain confidence in themselves and their ability to use technology for the purpose of learning. The students start to develop keyboarding skills, mouse skills, and gain a familiarity with academic computer programs.

The software applications used by Kindergarten students include word processing for letter recognition and writing, as well as paint programs to explore the graphic capabilities of the computer. Assorted multimedia software is introduced to reinforce beginning reading strategies, and to develop math, drawing, critical thinking and visual memory skills. The classroom teacher introduces the Internet as an informational and activity resource to support the Kindergarten curriculum.



ART

The kindergarten art program is an integral facet of the total curriculum. Through practicing and viewing art the kindergarten child becomes aware of his/her environment, and develops a personal connection to human history and life. At this young age, through art experiences, students learn to appreciate being unique, and develop an appreciation for others' unique abilities.

The art curriculum emphasizes a child's intuition and perception, while building the footings for a healthy self-esteem. Directed projects encourage exploration, discovery, and creative problem solving. The children use a wide variety of art materials to express their ideas both verbally and visually. This important interaction helps the young artist with beginning reading and language arts skills, as well as strengthening fine motor skills and eye-hand coordination. In an atmosphere of cooperation and success, the curriculum helps the student realize the joy of art creation.

MUSIC

Young children are musicians by nature. They hum as they work; they chant as they play, and they respond instinctively with their entire body to the music they hear. Music is best learned through experience. Children are given the opportunity to experience music through singing, moving, chanting, listening and playing instruments. Collaborations between the classroom teacher and the music teacher allow for the reinforcement of materials learned in class through musical expression. Children are given the opportunity to create and improvise with the knowledge that they can never be "wrong" in music.

Children are given the opportunity to perform before a live audience in concerts and musicals. These live performances are an excellent venue for teaching cooperation and teamwork as well as building self-confidence. Children are able to develop a love of music through a variety of multi-sensory activities.

PHYSICAL EDUCATION

The young child's need to be active is expressed through physical behavior. Many experiences and activities that make use of all the child's muscles provide the opportunity to discover the power and strength of one's own body. It is important to the child's health and physical development that he/she engages in physical activities. As the skills of physical coordination develop, the child grows in physical ability, self-confidence and self-awareness.

The close relationship between the physical development of the young child and the learning process has been well established. Physical activities provide children with opportunities that stimulate imagination, curiosity, concentration, physical skills and social contacts.

LIBRARY

The library program is a very important aspect of the kindergarten curriculum. The library is the link between children's spoken and written language and their interest in choosing books on their own. The excitement and motivation for reading, begun at home and continued at school, is complete when children can exchange books in the library. This program begins the process of teaching children how to seek and find information on any subject that interests them.

KINDERGARTEN

SPECIALIZED PROGRAMS

There are several unique and specialized programs and services available to kindergarten students in South Huntington schools.

These include:

- Dual Language Enrichment Program
- English As A Second Language (ESL) Program
- Speech and Language

The following pages give a description of each of these programs.

DUAL LANGUAGE ENRICHMENT PROGRAM

The Dual Language Enrichment Program has been designed and organized according to guidelines established by the Office of Bilingual Education of the New York State Education Department.

Instruction in the program, which employs both English and Spanish, is provided to students in classes comprised of native speakers of English and Spanish. Both groups of students, Spanish proficient who are English Language Learners (ELLs) and English Proficient (EPs), are expected to become bilingual during the six year program sequence that begins in Kindergarten.

The beginning Kindergarten class is comprised of English proficient students and Spanish proficient students in both the Countrywood and Oakwood Primary Centers. Information regarding this program is mailed to district residents in the spring. Enrollment is by “parent choice” through a lottery. Candidates are screened using the approved district kindergarten screening tool prior to being enrolled in the program. Parents can learn more about the program by visiting the district Web site at www.shufsd.org. Scroll down to *District Information Links* and click on the *Dual Language* link.

ENGLISH AS A SECOND LANGUAGE (ESL)

The South Huntington School District has always responded to the needs of all of its students. Increasing numbers of non-English speaking and limited English speaking families have moved into the district. Currently, approximately 700 students from 40 different countries represent approximately 31 languages.

Kindergarten ESL children receive English language skill reinforcement daily. The language skills are developed and reinforced as they relate to the kindergarten content curriculum and the district Language Arts Program. The ESL teacher and the classroom teacher work closely together toward strengthening the children’s language ability. The ESL teacher often works with an ESL child in the child’s own class to provide language reinforcement.

Young children have the facility to internalize language patterns easily and quickly. The kindergarten socialization activities and the ESL guided language activities provide an excellent means to develop positive self-image as the non-English speaking child develops the language competency necessary for success in school, in preparation to meet the rigorous New York State Learning Standards. Parents can learn more about the program by visiting the district Web site at www.shufsd.org. Scroll down to *District Information Links* and click on the *ESL Program* link.

SPEECH SERVICES

Part of the Kindergarten screening mandated by New York State includes a screening for speech, language and hearing skills. The school nurse conducts the hearing screening and will contact parents if a student fails the screening. An educational team completes the *Developmental Indicators for the Assessment of Learning – 3rd Edition (DIAL-3)* for all entering kindergarten students. The DIAL-3 is comprised of 3 subsections one of which assesses language skills. If a student demonstrates difficulty on the language subsection, he/she is referred to the speech teacher for a more thorough screening of speech and language skills.

The Instructional Support Team will determine whether a student needs to be referred to the Committee on Special Education for a complete evaluation. The parents are notified that permission to conduct a CSE evaluation is requested. Written parental consent to test is required. In the event the parent does not grant consent for an initial evaluation, the parent will be given the opportunity to attend an informal conference to ask questions regarding the proposed evaluation. The initial evaluation must be completed within 60 days of receiving parental consent to test. The CSE will review the evaluation to determine if the student has a communication disorder that is adversely affecting his/her educational performance, and what level of services would meet his/her needs.

For students who are not found eligible through CSE, the school district may authorize Speech Improvement services. Speech Improvement is for students who present with mild articulation, voice and/or fluency problems. Students are typically seen in a small group setting once or twice weekly.

EMERGENCY CLOSING OF SCHOOLS

If it is necessary to close schools because of inclement weather or other emergency conditions, the information will be broadcast over the following radio stations:

WALK 97.5 FM	WBAB 102.3 FM	WBLI 106.1 FM
WGSM 740 AM	WMJC 94.3 FM	WHLI/WKJY 1100 AM
WOR 7.10 AM	WBZO 103.1 FM	WINS 1010 AM

And the following TV stations:

WABC-TV	NEWS 12 (Cable TV)
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DELAYED SCHOOL OPENINGS

South Huntington uses a delayed school opening procedure. On inclement weather days, when it would appear that a delayed opening would allow us to transport and receive your children safely, schools will open two (2) hours later than the normal starting time.

Transportation of students will follow the same delayed schedule. **The school day will end at the regular time, and transportation home will follow the regular schedule.**