

Hazen Public School District No. 3
P.O. Box 487
519 1st Ave. NE
Hazen, North Dakota 58545
Phone (701)748-6120

Dear Parents,

We are delighted to welcome you and your child to school. The first day will be one that you and your child will always remember. It is the first step of an adventure into a world filled with exciting and interesting things to do and learn. You and the school are partners, jointly dedicated to helping your child grow and learn.

This handbook is specific to the kindergarten classrooms. In addition, you will receive a Hazen Elementary School handbook when you register your child in the fall. We ask you to keep these handbooks handy to refer to from time to time. They are guides which provide many ways for you to help your child have a happy and successful school career.

If you have questions at any time throughout the year, please feel free to give me a call.

Sincerely,

Trevor Sinclair
Principal

SOCIAL EMOTIONAL LEARNING

Our school has three basic rules: be safe, be respectful, and be responsible. Our school's social emotional curriculum is Second Step.



What Is Second Step® Elementary?

Second Step® Elementary
Digital Program



Second Step® Elementary is a research-based social-emotional learning (SEL) program designed to improve students' social-emotional skills, including growth mindset, goal-setting, emotion management, kindness and empathy, and problem-solving.

Studies show that these skills can support students' school performance, increase positive social behaviors, and reduce conduct problems such as bullying.^{1,2} SEL programs can also create positive classroom and school climates.³

Second Step Elementary is taught in the classroom, to all students, and helps students develop a common set of skills and strategies that can be practiced, used, and reinforced throughout the school community, including at home.

- ✓ **Unit 1: Growth Mindset & Goal-Setting**
- ✓ **Unit 2: Emotion Management**
- ✓ **Unit 3: Empathy & Kindness**
- ✓ **Unit 4: Problem-Solving**

Kindergarten–Grade 5

- 1 lesson per week
- 5 lessons per unit
- Total: 20 lessons per grade



Kindergarten, Unit 2, Lesson 9, We Can Feel Calm



Grade 4, Unit 4, Lesson 16, A Good Problem-Solver

How do students and schools benefit from SEL?

PROMOTE	PREVENT
<ul style="list-style-type: none"> • Academic success • School connectedness • A safe and respectful school climate 	<ul style="list-style-type: none"> • Problem behaviors • Antisocial behaviors • Peer rejection • Impulsivity • Low academic achievement

1. Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82, 405–432.
2. Taylor, R. D., Oberle, E., Durlak, J. A., & Weissberg, R. P. (2017). Promoting positive youth development through school-based social and emotional learning interventions: A meta-analysis of follow-up effects. *Child Development*, 88(4), 1156–1171.
3. Snyder, F. J., Vuchinich, S., Acock, A., Washburn, I. J., & Flay, B. R. (2011). Improving elementary school quality through the use of a social-emotional and character development program: A matched-pair, cluster-randomized, controlled trial in Hawaii's. *Journal of School Health*, 82(1), 11–20.

Each evening, take a few moments to ask your child how their day at school went. Praise your child on the days that went good! Please do not dwell on it if your child has a hard day. Remember that your child is learning appropriate school behavior and this will take time. We believe when children are accountable for their actions, they will learn to make better choices. When your child does have a hard day, please discuss the reasons why and encourage him/her to work toward better days in the future. Thank you for your cooperation.

Progress Monitoring

The Hazen Elementary staff is committed to helping your child become a successful reader. As part of this strong commitment, our school will be testing, which we call progress monitoring, to examine your child's progress in learning important reading skills as researched and identified by a National Reading Panel.

A series of short tests will be given to students in kindergarten to screen and monitor their progress in learning the necessary skills to become a successful reader. This test is administered three times a year (September, January, April).

All screenings are timed up to one minute. The reason for the timing is to find out if a child is able to answer questions automatically and not take a long time to think about how to answer the questions or read the words correctly. Having these basic reading skills at the automatic or fluent level allows children to focus on understanding the meaning of what they are reading. Understanding what we read, or comprehension, is the ultimate goal!

Letter Naming Fluency (LNF): Students in kindergarten and first grade are given a paper with letters and asked to name each one. This test has been frequently identified as the best single indicator for reading success in the future. It only takes one minute to give the test.

Letter Sound Fluency (LSF): By the middle of kindergarten, children should be able to say letter sounds. The task requires students to identify as many lower case letter sounds as they can in one minute.

Phoneme Segmentation Fluency (PSF): This is a measure of children's awareness of the many sounds that make up the words in our spoken language. It is given to kindergarten through second grade students and is a skill that should be mastered by the end of kindergarten. The child is told a word like "cat" and asked to say all the sounds in the word. The child is given one minute to take this test.

Nonsense Word Fluency (NWF): The ability to blend together the sounds represented by letters to make words is an important skill in learning to read. This skill helps children in kindergarten, first, and second grade to use their knowledge of the relationship between the sounds in our language and the letters we see in print. Children are shown a page of make-believe words, like "tob" or "miv" and asked to read them by saying the individual sound in the word or the whole word itself.

IS YOUR CHILD READY FOR KINDERGARTEN?

Many factors contribute to a child's readiness to begin school. It is important to consider what is expected by age, as well as developmental level, since the two may not be the same. As you consider your child's readiness, remember that each child has an individual profile of strengths and vulnerabilities. Since each child deserves the chance to begin school with a positive experience, be certain to consult with the professionals who know your child best about how your child is progressing and any recommendations that will promote your child's growth and development.

Personal Care

Can your child...
Dress himself?
Independently use the bathroom?
Use tissues when needed?

Speech and Language Skills

Can your child...
Express ideas to get what she wants or needs?
Use complete sentences?
Form questions?
Retell an event or story?
Answer questions about a story read aloud?
Use specific vocabulary to identify common objects?
Stick to the topic of conversation?

Attention

Is your child able to...
Sit to listen to a story being read aloud?
Wait until directions are completed before following them?
Stay seated during quiet activities?
Pay attention throughout a story?
Stick with an activity to completion?

Memory

Can your child...
Say the alphabet?
Recognize common symbols such as American flag
or McDonald's arches?
Repeat back a simple direction, such as "Bring me the book."?
Recite familiar nursery rhymes?

Social Interactions

Does your child...
Play cooperatively with other children?
Cooperate with others?
Form close friendships?
Take turns in games?
Share toys?
Appropriately plan with more than one other child?

Conceptual Development

Does your child...
Display curiosity and eagerness to learn?
Recognize simple patterns of colors and shapes?
Solve problems encountered in daily living?
Sort or classify objects?
Identify common shapes (circle, square...)?

Gross Motor Skills

Can your child...
Control his movements?
Skip, gallop, and walk in a straight line?
Roll and bounce a ball?

Fine Motor Skills

Does your child...
Use materials as they are intended?
Hold a pencil close to the point?
Cut with scissors along a straight line?
Draw objects that are recognizable?
Draw or copy a square or circle?
Print her name?

Emotional Maturity

Does your child...
Show ability to delay gratification?
Separate from parents/caregiver?
Adapt to new people and situations?
Take risks?
Handle frustration appropriately?
Comply with requests promptly?
Make decisions when given choices?
Occupy himself when playing alone?
Take pride in accomplishments?

A Parent's Guide

HELPING YOUR CHILD LEARN

YOUR CHILD LEARNS IN MANY PLACES AND IN MANY WAYS.

School, of course, is a major source of your child's learning, but learning at home is even more important to your child's development. As a parent, you have an opportunity to make an enormous difference in how much and how well your child learns. You are your child's most important teacher, and a valuable partner of your child's teachers in school.

WHAT YOU DO AS A PARENT HELPS YOUR CHILD:

- Learn better.
- Understand more.
- Do better in school.
- Function better in society.
- Develop a positive attitude about learning.

Your child is never too young to learn. The early years of a child's life provide the foundation for later learning.

A CHILD DEVELOPS IN MANY WAYS.

- Physically
- Socially
- Intellectually
- Emotionally
- Psychologically

CHILDREN VARY IN THEIR RATE OF DEVELOPMENT; SOME MATURE FASTER THAN OTHERS.

Children's abilities also vary; they do not all reach the same level. Your child is an individual with his or her own rate of growth and his or her own set of abilities and talents. Accept your child as he or she is - children are not all the same! Try to resist the temptation to compare your child to other children, including brothers and sisters. Everything is new to young children, and they are eager to learn and understand!

80 SKILLS KIDS SHOULD HAVE BEFORE THEY START KINDERGARTEN

Everyone knows that learning begins at home. But what should be taught? Are there skills and concepts kids should master before entering kindergarten? This list, which was compiled by researchers for World Book, Inc., on the basis of a survey of 4,500 kindergarten teachers, represents the ideal - something parents can aim for. Don't try to cram in all the lessons at once; teaching these skills and concepts doesn't require large blocks of time. In fact, school-readiness skills are best taught in small doses, with repetition over months - and without pressuring your child.

READING READINESS

- ___ Remembers pictures from a printed page
- ___ Repeats a 6 to 8 word sentence
- ___ Pretends to read (and has been read to frequently)
- ___ Identifies own first name in print
- ___ Prints own first name legibly
- ___ Answers questions about a short story
- ___ Looks at pictures and tells a story
- ___ Understands that one reads from left to right
- ___ Repeats a sequence of sounds
- ___ Repeats a sequence of orally given numbers

BEGINNING TO KNOW

- ___ Most letters of the alphabet
- ___ The meaning of simple words

TIME

- ___ Understands day and night
- ___ Knows age and birthday

LISTENING AND SEQUENCING

- ___ Follows simple directions
- ___ Pays attention
- ___ Does not interrupt/blurt
- ___ Recognizes common sounds
- ___ Retells a simple story in sequence

SIZE, POSITION AND DIRECTION

- | | |
|----------------------|----------------------|
| _____ Big and little | _____ Long and short |
| _____ Up and down | _____ In and out |
| _____ Front and back | _____ Over and under |
| _____ Hot and cold | _____ Empty and full |
| _____ Fast and slow | _____ More and less |
| _____ Top and bottom | |

COLORS AND SHAPES

- _____ Recognizes primary colors
- _____ Recognizes triangle, circle, square, rectangle, oval, rhombus, hexagon

NUMBERS

- _____ Counts to 20
- _____ Counts 10 objects (one to one correspondence)
- _____ Recognizes numbers 0-10
- _____ Names numbers 0-10

MOTOR SKILLS

IS ABLE TO:

- _____ Run
- _____ Walk a straight line
- _____ Jump
- _____ Hop
- _____ Alternate feet walking downstairs
- _____ March
- _____ Stand on one foot 5 to 10 seconds
- _____ Walk backward for 5 feet
- _____ Throw a ball
- _____ Paste pictures on paper
- _____ Clap hands
- _____ Button clothes
- _____ Build with blocks
- _____ Complete simple puzzles (10 pieces or fewer)
- _____ Draw and color beyond a simple scribble
- _____ Zip clothes
- _____ Control pencil and crayon
- _____ Handle scissors
- _____ Cut and draw simple shapes
- _____ Tie own shoes
- _____ Open and close glue bottle
- _____ Print first name

SOCIAL-EMOTIONAL DEVELOPMENT

- ___ Identifies other children by name
- ___ Can be away from parents for 6 hours
- ___ Looks forward to going to school
- ___ Can take care of toilet needs independently
- ___ Cares for own belongings
- ___ Dresses self
- ___ Brushes teeth
- ___ Joins in family conversations
- ___ Carries a plate of food
- ___ Maintains self-control
- ___ Gets along with other children
- ___ Recognizes and respects authority
- ___ Shares with others
- ___ Talks easily
- ___ Meets visitors without shyness
- ___ Puts away toys
- ___ Helps with family chores
- ___ Works independently

KNOWS:

- ___ Body parts
- ___ Own first name
- ___ Own last name
- ___ Parents' names
- ___ Home phone number
- ___ Own sex

PERSONAL CARE:

- ___ Recognize when they need to use the bathroom
- ___ Takes care of bath rooming needs independently
- ___ When to use a Kleenex

KINDERGARTEN MEET AND GREET

Your child's first day of school will be a scheduled Open House. This is a great opportunity for your child to meet his/her teacher, find his/her desk, organize all of his/her supplies, and become familiar with the classroom. By attending the Meet and Greet, the first day of school will go much smoother for child and parent! **Please make every effort to take advantage of this individualized time.** Even though each child will be attending school only 15 minutes on the Meet and Greet day, this will be counted as an absence on his/her school attendance record if unable to attend.

You will be notified by mail with your scheduled time to attend the Meet and Greet.

FIRST DAY OF SCHOOL ATTENDANCE

It is helpful if a parent can accompany their child to school the first day, then leave quickly and cheerfully. School personnel will be available to help deal with any child who may have difficulty with separation. **The first full day will be different from the school calendar, so watch for notice of the Meet and Greet and first full day.**

AFTER SCHOOL ARRANGEMENTS

Please be on time to pick-up your child after school. If you are not picking up your child, please inform the office secretary and classroom teacher about what type of arrangements have been made. Bus Students will be escorted to their school and city buses until they are able to do this independently. Since school personnel will be escorting the children, please do not have older siblings or friends pick them up. For safety reasons, kindergarten students are not allowed to wait outside or walk to your vehicle unless specific arrangements have been made with the classroom teacher.

WEEKLY NEWSLETTER

Your child will bring home a weekly newsletter from his/her teacher. It will be sent home on the last school day of each week. Please read this note carefully. It will inform you of the following week's activities, skills we are currently working on, and useful information regarding your child's education. Make it a priority to read this note and post it somewhere convenient.

PRINTING NAMES

Please help your child practice printing his/her first name. The first letter should be capitalized and the rest lower case. The Hazen Elementary School uses Handwriting Without Tears as our handwriting curriculum. Children who are able to print their own name enjoy the feeling of success and pride in themselves.

SELF HELP SKILLS

Two of the most useful skills that your child can possess to help build his/her self-esteem are for him/her to be able to **zip his/her own coat** and **tie his/her own shoes**. These are skills that definitely need to be worked on prior to beginning kindergarten. Children of kindergarten age are capable of tying their own shoes, though it does take practice. Learning to tie shoes is a one-on-one activity. (For those children who are unable to tie his/her own shoes, velcro or slip-ons are an option.) Please help your child become independent when it comes to this self-help skill. It's wonderful if they know how to "double knot" too.

Because round shoe laces untie easily, please consider replacing round laces with flat laces.

TOILETRY

Our expectation is that your kindergarten-age child is potty-trained. However, we do understand that accidents happen. (Accidents, by our definition, are unusual incidents that occur infrequently.) In the event your child has a toiletry accident at school, you will be contacted to come to school to help your child clean and change clothes. We will make contact with you and manage the situation as discreetly as possible while your child waits for you to arrive. If your child has had repeated toiletry accidents, the school will require medical documentation to develop an intervention plan in an effort to help resolve the issue. Our goal is for every child to be independent in toiletry self-care.

ABSENCE

Please telephone or email the office if your child is ill or will be absent for any reason. Office personnel will relay this information to the classroom teacher. Call the office at 748-6120 or email the office, between 7:30 a.m. and 8:15 a.m.

IMMUNIZATIONS

Be sure your child's immunizations are up-to-date and on file with the school office before the first day of school. It is recommended but not required that your child have a Well Child check-up before entering kindergarten. You may also want to consider a dental and optical visit. Watch for signs of visual or auditory weakness. Inform the classroom teacher of any medical concerns you may have.

NOTES AND MONEY

Please put all notes and/or money that is sent to school in an envelope. Put your child's name, teacher's name, and purpose for the money on the outside of the envelope. Place notes and/or money in your child's Daily Folder.

SNACKS

We use a “bring your own snack” policy. We have a morning and afternoon snack break. Milk will be offered with one of the snack breaks. We ask that you send healthy snacks for your child. Please deposit money in your lunch account if your child will drink milk with snack. He/she will have the choice of white or chocolate milk. Please let your child’s teacher know if your child has any milk or food allergies.

WATER BOTTLES

We encourage students to bring an individual water bottle each day. Please make sure the bottle is labeled with your child’s name. Water bottles should be filled at home. Also, your child should be able to open and close his/her own water bottle. Our school follows the healthy food policy, and NO juice is allowed.

THE IMPORTANCE OF SLEEP

How many hours of sleep do children need each night? If you answered “seven or eight,” your kids may be among millions of sleep-deprived American youngsters. Actually, the ideal amount of sleep for children in elementary school is nine to ten hours per night. Like adults, they suffer when they don’t get enough sleep. They can’t concentrate on their school work, they have trouble remembering things, they may become irritable and fidgety, and they may be vulnerable to colds and flu. Clearly, it’s in your and their best interest to make sure your child sleeps well – and long – every night.

- Set a schedule. It is a good idea to have them keep the same bedtime and wake-up time every day-weekends and vacations included-because the human body functions best on a regular timetable.
- Say “good night” at 8 o’clock. By tucking young children in by 8 o’clock every night, you’ll ensure that they get enough sleep, especially if they have to get up for school around 6:30.
- Promote bedtime reading. Reading is a great way to help children drift into sleep. If they’re reading to themselves, be sure to tiptoe in after to turn off lights because a lighted bedroom can disrupt sleep.

It’s hard enough for a child to get by with too little sleep for one or two nights, but it’s even harder when sleep deprivation becomes a nightly habit because the effect accumulates. Children who get eight hours of sleep each night when their bodies need nine or ten hours wind up losing an entire night’s sleep every five days!

Children who have persistent sleep problems, such as daytime drowsiness, loud snoring, or breathing pauses during sleep, may have a sleep disorder. If your child shows these symptoms, you should discuss them with your family doctor or pediatrician.

BOOK ORDERS

Book orders will be sent home periodically throughout the year. Return book orders to school with your child. Please put a check or cash, along with the order form, in an envelope. **Checks should be made out to the book club, NOT the teacher.** You will also be given an option of ordering online. Refer to the weekly note as to when the orders are due. The orders take approximately seven to ten days to arrive. Late orders cannot be accepted.

BIRTHDAYS

Birthdays will be celebrated in our classroom by letting the children bring a special snack on their birthday. Please do not send a cake because it is too time-consuming to cut and pass. We appreciate snacks that are ready to serve. Please send napkins and utensils, if needed.

Summer birthdays will be called unbirthdays. They will be celebrated sometime during the school year.

Remember, this is a day for your child to bring a special treat for the class. It is not a birthday party.

Please DO NOT send birthday party invitations home through the school. The exception to this would be if all of the boys or all of the girls receive an invitation. Feelings don't get hurt that way. Please think about how your child would feel if they were not invited to a party but saw others getting an invitation.

SNOWBOOTS

Looking ahead to the winter months, please DO NOT purchase boots with zippers or strings to tie. Pull on boots are best for kindergarten-age children.

SCHOOL SUPPLIES

8 large glue sticks (Elmer's .77 oz.) – **Please** no small glue sticks.

1 pack of Ticonderoga, sharpened pencils (These will be collected and shared.)

2 boxes – (24 Pack) Crayola crayons – standard size & traditional colors

2 boxes of 8 to 10 Classic Crayola markers (thin)

2 boxes of 8 to 10 Classic Crayola markers (thick)

2 highlighters

2 packages of four THIN, BLACK Expo dry erase markers

1 plastic pocket folder (Send Daily)

*The kind with the pockets on the bottom, not the sides.

1 set of headphones that can be plugged into a device – **NOT EARBUDS**

2 boxes of Kleenex

2 containers of disinfecting wipes

1 box Ziploc bags (see below)

Last names beginning A to R – bring quart-size baggies.

Last names beginning S to Z – bring gallon-size baggies.

Plastic Utensils

Last names beginning A to R – bring 1 box of plastic spoons.

Last names beginning S to Z – bring 1 box of plastic forks.

Tennis shoes – (to be left at school for Phy Ed) – Only send tie shoes if your child can **independently** tie his/her own shoes.

beach towel (to be used during rest time) – NO REST MATS

school bag – NO WHEELS (Send daily)

We will supply scissors.

Please send **ONLY** the requested supplies. Extra supplies will be sent home.

COMMUNICABLE DISEASES INFORMATION

<u>DISEASE</u>	<u>RESTRICTION OF SCHOOL ATTENDANCE OF PATIENT</u>
Chicken Pox	Exclude from school 7 days from appearance of rash. All crusts are to be dry.
German Measles	Rash gone. Temperature normal.
Infectious Hepatitis	First week of illness and until the physician advises return to school.
Measles (Rubella)	Exclude for minimum of five days from appearance of rash.
Mumps	When swelling subsides <u>completely</u> . Temperature normal.
Pertussis (Whooping Cough)	On Erthryomycin therapy for 5 days. Temperature normal.
Strep Throat (if associated with rash it is Called scarlet fever or scarletina)	Return 24 hours after the start of medical treatment. Temperature normal
Pink Eye (Conjunctivitis)	Exclude until treated by a physician. On antibiotic eye drops 24 hours.
Impetigo	Exclude until lesions are under medical treatment and are dry.
Head Lice (Pediculosis)	Follow the guidelines from the ND Department of Health.
Ring Worm of the Scalp	Exclude until treated by a physician.
Scabies	Exclude until treated by a physician.
Fifth's Disease (Slap Cheek)	Temperature normal. Rash has begun to fade.