



Kindergarten Guide
Anthony Wayne Local Schools
2023-24

Table of Contents

Welcome to Kindergarten..... 4

School Transportation.....6

Parent Transportation..... 6

General Information.....7

Kindergarten Assessment & Screening..... 9

Preparing Your Child for School..... 10

Educational Goals..... 13

All I Ever Really Needed to Know I Learned in Kindergarten..... 15

Contact Information

Anthony Wayne Local Schools

9565 Bucher Rd., Whitehouse, OH 43571
www.AnthonyWayneSchools.org

419-877-5377

Follow us on Twitter @awgenerals

Anthony Wayne Local Schools Primary Buildings

Monclova Primary School

8035 Monclova Road, Monclova, OH 43542
www.AnthonyWayneSchools.org/MonclovaPrimary

419-865-9408

Follow us on Twitter @awlsmo

Betsey Murry	Principal
Jill Bigelow	Dean of Students
Chris Buehrer	Counselor
Fay Birkemeier	Nurse
Claudine Strayer	Secretary
Carole Conner	Secretary

bmurry@anthonywayneschools.org
jbiglow@anthonywayneschools.org
cbuehrer@anthonywayneschools.org
fbirkemeier@anthonywayneschools.org
cstrayer@anthonywayneschools.org
cconner@anthonywayneschools.org

Waterville Primary School

457 Sycamore Lane, Waterville, OH 43566
www.AnthonyWayneSchools.org/WatervillePrimary

419-878-2436

Follow us on Twitter @awlswa

Jamie Hollinger	Principal
Matt Beakas	Dean of Students
Jillian Cowell	Counselor
Valerie Bradfield	Nurse
Wendi Hartbarger	Secretary
Amy Shiffert	Secretary

jhollinger@anthonywayneschools.org
mbeakas@anthonywayneschools.org
jcowell@anthonywayneschools.org
vbradfield@anthonywayneschools.org
whartbarger@anthonywayneschools.org
ashiffert@anthonywayneschools.org

Whitehouse Primary School

6510 Texas Street, Whitehouse, OH 43571
www.AnthonyWayneSchools.org/WhitehousePrimary

419-877-0543

Follow us on Twitter @awlswh

Brad Rhodes	Principal
Michelle Dammeier	Dean of Students
Rachel Swavel	Counselor
Laura Soeder	Nurse
Melinda Noward	Secretary
Molley Stachowiak	Secretary

brhodes@anthonywayneschools.org
mdammeier@anthonywayneschools.org
rswavel@anthonywayneschools.org
lsoeder@anthonywayneschools.org
mnoward@anthonywayneschools.org
mstachowiak@anthonywayneschools.org

A full District directory is available online at www.AnthonyWayneSchools.org/Contact

Welcome to Kindergarten

A Letter from the Principals

Dear Kindergarten Families:

Your child's first day of school is approaching. Wonder, Excitement, Anticipation! All of these feelings and more are expected as you begin this education adventure together with your child. We are looking forward to a wonderful year of new experiences!

It is during the first years of life that children form impressions about themselves, others, learning and their environment. These feelings may last a lifetime, so we work very hard to find ways to help children develop positive attitudes and self-esteem.

Our goal at the Anthony Wayne Local Schools is to provide a variety of opportunities for your child to grow, not only intellectually, but also physically, socially and emotionally. Educating a child is most successful when families and schools work together in the best interest of the child.

We welcome your input and assistance because after all, you are your child's first teacher. Valuing education and the possibilities it provides are important first steps. Your child's learning should never end and our hope is that the enthusiasm we all feel on that first day of school continues for a lifetime.

The staff at Anthony Wayne Local Schools wants each child to have a pleasant learning experience. We know, you also have a variety of emotions and some questions. We hope this guidebook will provide answers and clarity. We also direct you to each of the building handbooks for more information about school policies and procedures. Links are available below.

If you have additional questions please do not hesitate to call either the school office or your child's teacher. Welcome to Anthony Wayne Schools!

Sincerely,

Betsey Murry, Principal
Monclova Primary

[View the Monclova Primary Handbook](#)

Jamie Hollinger, Principal
Waterville Primary

[View the Waterville Primary Handbook](#)

Brad Rhodes, Principal
Whitehouse Primary

[View the Whitehouse Primary Handbook](#)

District Calendar and School Schedule

The 2023-24 District Calendar includes important events to add to your calendar such as holiday breaks, scheduled professional development for staff, parent teacher conferences and more. A copy is available for download at the end of this document or by visiting the District website at www.AnthonyWayneSchools.org/Schedule.

Parents are encouraged to use the same link to access the District Events Calendar to stay up-to-date on what is happening across the district.

Regular Daily Schedule for Kindergarten

8:30 a.m.	Building opens to AM students. They may report to classrooms and breakfast.
8:45 a.m.	School day begins
11:30 a.m.	Morning (AM) Kindergarten Dismissal
12:30 p.m.	Afternoon (PM) Kindergarten Arrival and students may go to classrooms.*
12:35 p.m.	PM Kindergarten class begins
3:30 p.m.	Dismissal - <i>Students are expected to go home. They may not stay to play on the playground.</i>

Closings and Delays

In the event of inclement weather or other situation that would delay or cancel school, the District will communicate in the following ways:

- Sent via phone call, email and text message from the InstantConnect System
- Shared with local television stations
- Posted to the District website

Two-Hour Delay Schedule for Kindergarten

10:25 a.m.	Building opens to students. They may report to classrooms and breakfast at 8:30 a.m.*
10:45 a.m.	School day begins
12:30 p.m.	Morning (AM) Kindergarten Dismissal
1:30 p.m.	Afternoon (PM) Kindergarten Arrival and students may go to classrooms.*
1:35 p.m.	PM Kindergarten class begins
3:30 p.m.	Dismissal - <i>Students are expected to go home. They may not stay to play on the playground.</i>

School Transportation

School bus transportation is provided for students who reside outside of the school's walking zone. Midday routes are provided for all kindergarten students. All AM kindergarten students may ride the bus at midday to their home or a daycare/preschool provider. A responsible adult must be visible to the bus driver at the time of drop-off.

Please send a note if there is any change in your child's transportation. If you are picking your child up instead of having them ride a bus, you must send a note. **For your child's safety, we request that no changes be made the first two (2) weeks of school.**

Please see your building handbook for more transportation information.

Finding Your Child's Bus Information

You will be able to check on your child's bus route and bus number when you are at Registration Day in August. These will also be posted in PowerSchool, if assistance is needed in accessing this information, please contact the building secretary.

Daycare/Preschool Transportation

Transportation is provided to daycare/preschool only within the boundaries of each primary school. Some daycare/preschool facilities may provide transportation to the district's other primary schools.

Name Tags

All kindergarten students are required to wear a name tag through the first full two weeks of school. The school will provide these on the first day.

Bus Expectations

- No glass
- No gum
- No food, unless for medical reasons with an approved doctor's note.
- No animals

Parent Transportation

Please see your individual building handbook for specific drop-off and pick-up instructions.

General Information

More information about each of these topics is available in the School Handbook for each building. Links to these handbooks are available on the Welcome to Kindergarten page of this guide.

Attendance

Attendance laws in the State of Ohio require that parents see their children attend school on a regular basis. In the event of an absence, parents are required to call the school office before 9:00 a.m. You may leave a voicemail outside of regular school hours.

In accordance with Ohio law, we are required to make an attempt to contact a parent if prior notice has not been given regarding your child's absence. Parents are also required to send a note upon the child's return to school with the following information: date of note, name of child, date of absence, reason for absence and parent's signature.

Starting School

Registration Day

This annual back-to-school event in August marks the official start of the school year. It provides an opportunity for parents to:

- Complete and submit any remaining forms and paperwork to school personnel.
- Drop off any medication and speak with the school nurse.
- Pay annual school fees.
- Have your child's yearbook photo taken and order prints.

School Supplies

The school provides all paper, some art supplies and other materials. Parents are requested to provide additional items. The full list of requested school supplies is available on the District website at www.AnthonyWayneSchools.org/BacktoSchool. We ask that you provide a full-size backpack and recommend it does not have wheels, as it will not fit in your child's locker.

Personal Items

Please label everything sent to school including child's coats, sweaters, backpacks, supplies, etc. with your child's first and last name.

General Expectations

Students are expected to behave appropriately and show respect toward others and themselves. They are encouraged to follow the General Expectations:

- **Be Respectful:** Raise your hand, wait your turn, be kind
- **Be Responsible:** Look, listen and dress appropriately
- **Be Safe:** Stay in assigned play areas, put things away, always walk, and keep candy, gum, money and valuable items at home

Throughout the year, students will be introduced to these three ideas. Students will also be taught acceptable behavior under each of these categories in all areas of the school (i.e. classrooms, hallway, cafeteria, playground, bus, etc).

Daily Specials

Each class will have physical education, music, art, and library once a week with the appropriate specialist.

Homework

Parents should continue to work on skills when children are not in school. Your child will have homework each week. Please help him/her to complete and return it to school.

Class Celebrations and Birthday Parties

Your child's teacher will share how parents will have the opportunity to be involved with seasonal celebrations at your school. Please see your building handbook for ways you can celebrate your child's birthday at school.

Conferences

Regularly scheduled conferences are held in early November. Information about how to sign up for an appointment online will be available closer to that time. Your child's teacher may contact you at any other time throughout the year for an additional conference. You may also contact your child's teacher if at any time you would like a conference.

Kindergarten Assessment & Screening

Readiness Assessment

All incoming kindergarten students will complete the Kindergarten Readiness Assessment (KRA). The individual assessment is a test given annually to all kindergarten students in Ohio. Depending on the building, your child may complete these before school starts or during the first few weeks of school.

If your child's building elects to host this assessment before school, appointments will last approximately 30 minutes and will be communicated by your building administration.

Kindergarten Screening

While you wait in a separate area, your child will be evaluated by school staff to determine their abilities regarding motor skills, basic learning concepts and language skills. The assessment usually takes about an hour. There is no need to 'study' - it is simply a way for our team to see where your child is progressing developmentally. Approximately two weeks after the screening, you will receive a letter with your child's session placement and any indicated areas of needed developmental growth for your child.

- **Gross Motor Skills:** Interacting or controlling the body using large muscles, i.e., body coordination. *Examples: skipping and hopping, building with cubes, tossing a ball.*
- **Fine Motor Skills:** Interacting or controlling the body using small muscles, i.e., manipulating small objects. *Examples: printing name, holding and cutting with scissors, and coloring.*
- **Concepts:** Seeing and processing information or images, i.e., sight and comprehension of what is seen. *Examples: putting a puzzle together, sorting like objects and pictures.*
- **Language:** Receiving, processing, and expressing emotions and/or ideas, i.e., How well does the child express thoughts? *Examples: use of complete sentences when speaking, communication of thoughts and ideas, rhyming.*

Preparing Your Child for School

The suggestions listed below are not meant to be comprehensive, but will help your child learn responsibility and provide opportunities to practice skills that your child will use in kindergarten.

Developing Motor Skills

- Wash and dry dishes
- Help clean the house by dusting, organizing toys and belongings
- Help in the garage by hammering nails, using a screwdriver, measuring items
- Help in the kitchen by mixing, frosting cakes, cleaning fruit or vegetables, rolling out dough
- Help in the garden, rake leaves, pick up sticks in the yard
- Catch balls and bean bags, kick balls, jump on a trampoline, ride a bike
- Walk on a balance beam – forward, backwards and sideways
- Go for walks to collect stones, shells, flowers, leaves, etc.
- Use a computer, iPad, etc.
- Feed and care for animals
- Organize boots, shoes and mittens in a closet
- String beads according to pattern (ex. green, red, green, red, etc.)
- Cut coupons and pictures from magazines or newspaper ads

Developing Self-Help Skills

- Dress and undress (zip, snap, button and tie)
- Be able to put on shoes, pants and coats independently.
- Open, pack and close a book bag
- Tidy a room. Teach children to spot items out of place.
- Brush teeth
- Set table (organize left to right)

Developing Visual Skills

- Help your child become aware of different shapes, sizes, colors, and textures (squares, circles, rough, smooth, soft, hard, light, dark, etc.).
- Give different textured things to feel and hold, i.e. clay, finger paints, crayons, scissors.
- Play catch or roll a ball to each other
- Encourage your child to climb, run, hop, skip, and jump.
- Help your child to become aware of body parts (head, feet, arms, elbow, ankle, fingers, toes, eyes, ears) and aware of left and right (with own body and objects nearby)
- Use picture books and magazines for observing and identifying as well as for listening.

Developing Language Skills

- Provide materials to encourage self-expression in art, music, and dance.
- Use an abundance of common materials such as sand, water, wood, paint, clay, movable boxes, music, and films.
- Use describing words such as: soft, greasy, clean, liquid, hot, cold, lukewarm, cool, hard, slicing, beating, dicing, sour, salty, etc.
- Have your child give you steps in making simple recipes.
- Read your child many stories, nursery rhymes, poems, so that his/her attention span increases and he/she develops listening skills.
- Build your child's vocabulary through experiences such as: watching nearby construction, going to the zoo, gas station, fire department, post office, bakery, library, Imagination Station, etc.
- Play games using direction words - Simon Says: put your hand on your head, under your chin, over your foot, next to your back, in front of your knee.
- Have your child dictate notes such as thank you notes, get well cards, birthday cards, etc.
- Provide dolls and playhouse equipment so that dramatic play may be engaged in, so that children may interpret people, animals in their environment.
- Play games with words that rhyme: hat, cat, rat.

Developing Auditory Skills

- Repeat a pattern of sounds, words, or numbers.
- Learn to recite nursery rhymes.
- Listen to a story on a CD or electronic device, then retell the story.
- Practice with words that rhyme.
- Finish an incomplete sentence with an appropriate word.
- Practice following two and three step easy directions, for example, turn around, jump two times, and clap hands twice.
- Find objects and make their sound, for example, the ticking of a clock, toot of a whistle, etc.
- Listen without interrupting and maintain eye contact.
- Keep time, move quickly to fast-beat music and slow to slow-beat.

Developing Concept Skills

Categorizing

- Sort laundry, light and dark
- Sort groceries - vegetables, fruits
- Sort buttons, magazines, papers
- Sort screws, bolts, nails
- Sort toys by color or shape

Numbers

- Teach phone number and address so that they are committed to memory.
- Count items such as toys, napkins, trees, cookies, etc.
- Talk about adding and taking away while passing out snacks or eating snacks.
- Teach the use of a ruler or yardstick.
- Measure liquids and solids by using a measuring cup.
- Check temperature and discuss appropriate clothing.
- Teach days of the week, months of year, and use of a calendar.
- Introduce concepts of yesterday and tomorrow.
- Count knives, forks and spoons when setting a table.
- Play games where scorekeeping is necessary.
- Play games with dice that require adding the two to know how many spaces to move.
- Use scales for weighing. Talk about items that weigh more or less.
- Point out shapes of things: circles, triangles, squares and rectangles.
- Have your child count to 20 before searching during hide and seek.

Developing Print Awareness

- Point out letters in signs on restaurants, in traffic, on billboards, cereal boxes, newspapers, magazines, etc.
- Help your child become aware that you write to communicate and give information.
- Practice letter recognition at the grocery store where the child will identify the same letters from one product to another.
- As you read to your child, follow the text by pointing with your finger so that your child begins to see each word as its own entity.
- At the supermarket, bring your child's attention to aisle numbers and words associated with familiar food.

Providing Enriching Experiences

Visit these places with your child

- Airports, Train Stations, and Harbors
- Zoos, Art Museums, Science Museums and Libraries
- Post Office
- Fire Departments
- Grocery Stores, Markets and Bakeries
- Factories that provide tours
- Vacations or trips to new places
- Experience all kinds of sports, e.g. swimming, horseback riding, playing ball, hopscotch, hiking, camping, fishing, etc.
- Visit restaurants and experience with new types of food

Educational Goals

Throughout the year, kindergarten students will be focusing on the Ohio Learning Standards and will be assessed on their quarterly grade cards using the following:

English and Language Arts

- Key ideas and details from fiction/nonfiction
- Analyze and apply structure within fiction/nonfiction text
- Integration of knowledge and ideas for fiction/nonfiction
- Reads and comprehends grade level fiction/nonfiction texts
- Print concepts including letter recognition
- Phonological awareness
- Fluency
- Phonics, letter sounds and sight word recognition
- Write, draw and dictate to create different text types
- Produce, edit and answer questions about writing
- Research to build and present knowledge
- Comprehension and collaboration
- Presentation of knowledge and ideas
- Understand and use correct grammar, conventions and spelling
- Vocabulary acquisition and use

Mathematics

- Count, sequence, number recognition and writing numbers
- Count to tell the number of objects
- Compare numbers
- Work with numbers 1-19 to gain foundations for place value
- Understand addition as putting together and adding to
- Understand subtraction as taking apart and taking from
- Describe and compare measurable attributes
- Classify, count and sort objects
- Identify and describe shapes
- Analyze, compare, create and compose shapes

Science

- Earth and space science
- Physical science
- Life science

Social Studies

- History
- Geography
- Government
- Economics

Writing

Language CSS Breakdown	4 Above Grade Level Expectations	3 Meets Grade Level Expectations	2 Approaching Grade Level Expectations	1 Below Grade Level Expectations
Letter Formation	Letters are made correctly.	Most letters are made correctly with some minor reversals and incorrect uses of upper and lowercase letters.	Some letters are made correctly, but has multiple reversals and incorrect uses of upper and lowercase letters.	Letters are not made correctly and the student cannot differentiate between reversals, upper or lowercase letters.
Legible Writing	Neat and legible.	Some stray letters or words, but still legible.	Difficult to read.	Illegible.
Spacing	All letters and words are spaced evenly in writing.	Uneven and random spacing used in writing.	Unable to differentiate words in writing due to a lack of spaces.	Is unable to use any spacing correctly in writing.
Capitals	Begins every sentence with a capital letter and uses the pronoun I correctly.	Begins some sentences with a capital letter.	Needs frequent reminders to use capital letters.	Does not use capitalization.
Punctuation	Ends all sentences with a punctuation mark and uses them correctly.	Most sentences have a punctuation mark at the end.	Needs frequent reminders to use punctuation at the end of sentences.	Does not use punctuation marks at the end of sentences.
Spelling	Is able to write the beginning, middle and ending sounds of a word and use phonetic principles in writing.	Is able to write the beginning and ending word sounds on paper.	Is able to write beginning sounds of a word on paper.	Not able to write any sounds in a word on paper.
Write Sentences	Able to write 3-4 complete sentences.	Able to write 2 complete sentences.	Able to write 1 complete sentence.	Not able to write any sentences.
Topic	Two or more sentences are written on the same topic and have a logical sequence.	Two sentences are written about the same topic.	The ideas written are not written on a single topic.	The ideas written are unclear.

Standards Statements for Kindergarten

- Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
- Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- In the next grade band (first grade), student writers will craft opinion, informational and narrative pieces that reflect the structures and elements most common to those forms.

All I Ever Really Needed to Know I Learned in Kindergarten

By Robert Fulghum

Reprinted from Kansas City Times: September 17, 1986

Most of what I really need to know about how to live, and what to do, and how to be, I learned in kindergarten. Wisdom was not at the top of the graduate school mountain, but there in the sandbox at nursery school.

These are the things I learned: Share everything. Play fair. Don't hit people. Put things back where you found them. Clean up your own mess. Don't take things that aren't yours. Say you're sorry when you hurt somebody. Wash your hands before you eat. Flush. Warm cookies and cold milk are good for you. Live a balanced life. Learn some and think some and draw and paint and sing and dance and play and work every day some.

Take a nap every afternoon. When you go out into the world, watch for traffic, hold hands, and stick together. Be aware of wonder. Remember the little seed in the plastic cup. The roots go down and the plant goes up and nobody really knows how or why, but we are all like that.

Goldfish and hamsters and white mice and even the little seed in the plastic cup -- they all die. So do we.

And then remember the book about Dick and Jane and the first word you learned, the biggest word of all: LOOK. Everything you need to know is in there somewhere. The Golden Rule and love and basic sanitation, ecology and politics and sane living.

Think of what a better world it would be if we all - the whole world - had cookies and milk about 3 o'clock every afternoon and then lay down with our blankets for a nap. Or if we had a basic policy in our nation and other nations to always put things back where we found them and clean up our own messes. And it is still true, no matter how old you are, when you go out into the world, it is best to hold hands and stick together

Welcome to
Kindergarten!