Monclova Primary School
8035 Monclova Road
Monclova, OH 43542
419-865-9408
Twitter- @awlsmo
Mrs. Betsey Murry, Principal

Waterville Primary School
457 Sycamore Lane
Waterville, OH 43566
419-878-2436
Twitter- @awlswa
Dr. Jamie Hollinger, Principal

Whitehouse Primary School
6510 Texas Street
Whitehouse, OH 43571
419-877-0543
Twitter- @awlswh
Mr. Brad Rhodes, Principal
Dear Kindergarten Family,

Your child's first day of school is approaching. Wonder, Excitement, Anticipation! All of these feelings and more are expected as your child begins his/her school career. 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 in educating your child, 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 your child to have a pleasant learning experience. We know, as parents, you also have a variety of emotions and some questions. We hope this handbook will provide answers and clarity. If, at any time, you have additional questions please do not hesitate to call either the school office or your child's teacher.

Welcome to Anthony Wayne Schools!

Betsey Murry, Principal
Monclova Primary

Jamie Hollinger, Principal
Waterville Primary

Brad Rhodes, Principal
Whitehouse Primary
GENERAL INFORMATION

1) Welcome to kindergarten, we are very happy to have your child with us this year!

SCHOOL HOURS
Morning Session – 8:45 a.m.-11:30 a.m.
Afternoon Session – 12:30 p.m.–3:25 p.m.

- Students may enter the classroom at 8:30 a.m. when the entry bell rings.
- Afternoon kindergarten students may enter their classrooms at 12:30 p.m.
- Our instruction ends at 3:25 p.m. but your child will be dismissed to you at 3:30 p.m.

DELAYS AND CANCELLATIONS
The possibility always exists for school to be delayed or closed due to weather. If it is not safe to operate the bus fleet, announcements of delay or closing will be made over twitter (@JimFritzAW), television, and School Messenger. Delays are usually announced by 6:00 a.m. and cancellation announcements are usually made by 8:00 a.m. Kindergarten two-hour delay schedule is as follows:

TWO-HOUR DELAY SCHEDULE
Morning Session – 10:45 a.m.-12:30 p.m.
Afternoon Session – 1:30 p.m.-3:25 p.m.

2) Readiness Assessment:
Kindergarten will begin class on the same day as the rest of the school, however they will be scheduled for Kindergarten Readiness Assessment (KRA) the week prior. These appointments will last approximately 30 minutes and will be prescheduled prior to the start of the school year. The individual assessment is a test given annually to all kindergarten students in Ohio.

3) Attendance:
The Missing Children Legislation mandates that a contact be made between the home and school on the same day the absence occurs. Our local policy requires parents to call the school prior to 9:00 a.m.

Parents may call before the start of school to report an absence on our voicemail. Parents are required to send a note upon child's return to school with the following information: date of note, name of child, date(s) of absence, reason for absence, and parent signature. If your child has an appointment with a physician or dentist, we ask for a note from the doctor.

4) General Expectations:
- Be Responsible
  ○ Look, listen, and dress appropriately
- Be Respectful
  ○ Raise your hand, wait your turn, be kind
- Be Safe
  ○ Stay in assigned play areas, put things away, always walk
  ○ Keep candy, gum, money and valuable items at home
5) 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.

6) Forms, Fees and Photos:
On Registration Day in August, any remaining forms may be turned in to school personnel. You will have completed many of these forms, if not all, when you registered your child online. The school nurse will be available and accept medication, health related paperwork you may need for your student, and to answer questions. You can pay school fees of $50 per student and your child’s fall/yearbook picture will be taken on this day. School fees can also be paid using PaySchoolsCentral.com after August 1st if you have received your child’s six-digit student number.

7) Supplies for the Year:
Full size backpack please, no minis. We do not recommend book bags with wheels, as they will not fit in the lockers. All paper and some art supplies are provided by the school through the school fee. Additional supplies will be provided by parents. The kindergarten supply list is available online on each primary school’s web page. Begin by going to www.anthonywayneschools.org and then select your child’s building from the drop down menu of schools.

8) Daily Specials:
Each class will have physical education, music, art, and library once a week with the appropriate specialist. Library books are due back on this day each week.

9) Class Parties:
Seasonal (Fall, Winter and Valentine's Day) - Your child’s teacher will share how parents will have the opportunity to be involved with these events.

Birthdays: Please see your building’s specific policies for birthday observances.

10) 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.

11) Label:
Please label everything sent to school including child’s coats, sweaters, backpacks, lunch box, supplies etc.
EVALUATION AT SCREENING

As a kindergartner your child will be evaluated and guided in these areas:

**Motor Skills**
- **Gross Motor** - interacting or controlling the body using large muscles, i.e., body coordination. Examples: skipping and hopping, building with cubes, tossing a ball.
- **Fine Motor** - interacting or controlling the body using small muscles, i.e., manipulating small objects. Examples: printing his/her 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.

HOW CAN YOU PREPARE YOUR CHILD?
The tasks listed below are not meant to be comprehensive, but will help teach your child responsibility and to prepare him/her for kindergarten.

**TO DEVELOP MOTOR SKILLS**
To develop motor skills that help your child manage his/her body skillfully permit him/her to:

- Wash and dry dishes
- Help clean the house by dusting, organizing his/her room
- 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 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

**TO DEVELOP 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)
TO DEVELOP VISUAL SKILLS

- Help the 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.
- Throw or roll a ball to your child, let him/her return it.
- Encourage your child to climb, run, hop, skip, and jump.
- Help your child to become aware of his body (head, feet, arms, elbow, ankle, fingers, toes, eyes, ears) and aware of left and right (with own body and objects around him/her).
- Use picture books and magazines for observing and identifying as well as for listening.

TO DEVELOP 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.

TO DEVELOP 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.
TO DEVELOP CONCEPTS

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 score keeping 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, triangle, squares and rectangles.
● Have your child count to 20 before searching during hide and seek.

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

TO PROVIDE ENRICHING EXPERIENCES

Visit these places with your child:
● Toledo or Detroit Airport
● Toledo Zoo
● Art Museum
● Bakeries
● Library
● Post Office
● Grocery stores
● Fire departments
● Harbor areas and boat rides
● Imagination Station Science Museum
● Railroad depots and train rides
● Parks and historical monuments
● Department stores (ride escalators, elevators)
● Factories which produce cars, cereals, etc.
● Trips to other places, i.e. vacations, etc.
● 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
TO PROVIDE PRINT AWARENESS

Print awareness suggestions:

- 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.

Kindergarten
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:

<table>
<thead>
<tr>
<th>ENGLISH AND LANGUAGE ARTS</th>
<th>MATHEMATICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Key ideas and details from fiction</td>
<td>● Count sequence, number recognition, and writing numbers</td>
</tr>
<tr>
<td>● Analyze and apply structure within fiction text</td>
<td>● Count to tell the number of objects</td>
</tr>
<tr>
<td>● Integration of knowledge and ideas for fiction</td>
<td>● Compare numbers</td>
</tr>
<tr>
<td>● Reads and comprehends grade level fiction texts</td>
<td>● Work with numbers 11 to 19 to gain foundations for place value</td>
</tr>
<tr>
<td>● Key ideas and details from nonfiction</td>
<td>● Understand addition as putting together and adding to</td>
</tr>
<tr>
<td>● Analyze and apply structure within nonfiction text</td>
<td>● Understand subtraction as taking apart and taking from</td>
</tr>
<tr>
<td>● Integration of knowledge and ideas for nonfiction</td>
<td>● Describe and compare measurable attributes</td>
</tr>
<tr>
<td>● Reads and comprehends grade level nonfiction texts</td>
<td>● Classify, count, and sort objects</td>
</tr>
<tr>
<td>● Print concepts including letter recognition</td>
<td>● Identify and describe shapes</td>
</tr>
<tr>
<td>● Phonological awareness</td>
<td>● Analyze, compare, create, and compose shapes</td>
</tr>
<tr>
<td>● Fluency</td>
<td></td>
</tr>
<tr>
<td>● Phonics, letter sounds, and sight word recognition</td>
<td></td>
</tr>
<tr>
<td>● Write, draw and dictate to create different text types</td>
<td></td>
</tr>
<tr>
<td>● Produces, edits, and answers questions about writing</td>
<td></td>
</tr>
<tr>
<td>● Research to build and present knowledge</td>
<td></td>
</tr>
<tr>
<td>● Comprehension and collaboration</td>
<td></td>
</tr>
<tr>
<td>● Presentation of knowledge and ideas</td>
<td></td>
</tr>
<tr>
<td>● Understand and use correct grammar, conventions, and spelling</td>
<td></td>
</tr>
<tr>
<td>● Vocabulary acquisition and use</td>
<td></td>
</tr>
<tr>
<td>● Key ideas and details from fiction</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SCIENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Earth and Space Science</td>
</tr>
<tr>
<td>● Physical Science</td>
</tr>
<tr>
<td>● Life Science</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SOCIAL STUDIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>● History</td>
</tr>
<tr>
<td>● Geography</td>
</tr>
<tr>
<td>● Government</td>
</tr>
<tr>
<td>● Economics</td>
</tr>
</tbody>
</table>
## WRITING

<table>
<thead>
<tr>
<th>LANGUAGE CCSS BREAKDOWN:</th>
<th>4 (Above Grade Level Expectations)</th>
<th>3 (Meets Grade Level Expectations)</th>
<th>2 (Approaching Grade Level Expectations)</th>
<th>1 (Below Grade Level Expectations)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Formation</td>
<td>Letters are made correctly.</td>
<td>Most of the letters are made correctly with some minor reversals and incorrect uses of uppercase and lowercase letters.</td>
<td>Some letters are made correctly but has multiple reversals and incorrect uses of uppercase and lowercase letters.</td>
<td>Letters are not made correctly and the student cannot differentiate between reversals, uppercase or lowercase letters.</td>
</tr>
<tr>
<td>Legible Writing</td>
<td>Neat and legible</td>
<td>Some stray letters or words but still legible</td>
<td>Difficult to read</td>
<td>Illegible</td>
</tr>
<tr>
<td>Spacing</td>
<td>All letters and words are spaced evenly in writing.</td>
<td>Uneven and random spacing is used in writing.</td>
<td>Unable to differentiate words in the writing due to a lack of spaces.</td>
<td>Is unable to use any spacing correctly in writing.</td>
</tr>
<tr>
<td>Punctuation</td>
<td>End all sentences with a punctuation mark and uses them correctly.</td>
<td>Most sentences have a punctuation mark at the end of sentences.</td>
<td>Needs frequent reminders to use punctuation marks at the end of sentences.</td>
<td>Does use any punctuation marks at the end of sentences.</td>
</tr>
<tr>
<td>Spelling (Unfamiliar Words)</td>
<td>Is able write the beginning, middle and ending sounds of a word and use phonetic principles in writing.</td>
<td>Is able to write the beginning and ending sounds of a word on paper.</td>
<td>Is able to write beginning sounds of a word on paper.</td>
<td>Not able to write any sounds in a word on paper.</td>
</tr>
<tr>
<td>Write Sentences</td>
<td>Able to write 3-4 complete sentences.</td>
<td>Able to write 2 complete sentences.</td>
<td>Able to write 1 complete sentence.</td>
<td>Not able to write any complete sentences</td>
</tr>
<tr>
<td>Topic</td>
<td>Two or more sentences are written on the same topic and have a logical sequence.</td>
<td>Two sentences are written are about the same topic.</td>
<td>The ideas written are not written on a single topic.</td>
<td>The ideas written are unclear.</td>
</tr>
</tbody>
</table>

**Common Core Standard 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.**
1) AM/PM/Midday Transportation
School bus transportation is provided for all students. Midday routes are provided for all kindergarten students, while morning and afternoon routes are provided for kindergarten through fourth grade students who are eligible for transportation.

All kindergarten students are expected to 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. **We request that no changes be made the first two (2) weeks of school.** This is for your child’s safety and security. If you are picking your child up instead of having them ride a bus, you must send a note. When you arrive, you will go to the school office to get them.

2) Bus Routes
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 be posted at each primary school building.

3) Daycare/Preschool Transportation
Transportation is provided to daycare/preschool only within the boundaries of each primary school. Alternate transportation requests can be made using this URL: [https://goo.gl/uacKdX](https://goo.gl/uacKdX). Some daycare/preschool facilities may provide transportation to the district’s other primary schools.

4) 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.

5) Bus Rules
   a. No glass.
   b. No gum.
   c. No food, unless for medical reasons with an approved doctor’s note.
   d. No animals.
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.