

# Townshend International School

## Kindergarten Handbook



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# **Welcome to Kindergarten at Townshend International School**

We want to welcome you and your child to our kindergarten program at Townshend International School. We are looking forward to an exciting year of new experiences and lots of fun! It is during the first years of life that children form attitudes about themselves, others, learning, and the environment. These attitudes last a lifetime, so we work very hard to create a safe, engaging, and positive learning environment.

Educating a child is most successful when families and schools work together in the best interest of the child. Valuing education and the opportunities it provides are important first steps.

The goal of our program is to meet your child's needs not only intellectually, but also physically, socially, and emotionally. Going to school is one of the most important experiences in a child's life. School can be an exciting place where children meet new and diverse people and participate in a variety of experiences. We promise to work diligently to provide each child with wonderful experiences that help them to feel good about themselves and their school.

## **Statement of Philosophy**

At Townshend, we aim to support and nurture the essential qualities of our young students; qualities and attributes that will enable them to have a positive impact within their community, and help them to safeguard the growing generations against unhappiness and societal diseases.

It is within the power of every parent and every teacher to exercise influence upon the formation of a child's character.

Those carrying the burden of this responsibility need to be aware of the implications and outcome of their guidance and training. They must serve as examples of fortitude, steadfastness and service; they must uphold self-respect, righteousness, the desire to learn, and the wish to grow as a spiritual being.

With these thoughts in mind we hope to establish, with the cooperation of parents, the endeavor of teachers, the compliance of students, and the support of friends and well-wishers, an environment that will serve as an example of a community adorned by moral values.

# Policies and Procedures

## **Minimum Requirements for admission to Townshend International School Kindergarten**

To foster the appropriate environment for learning and to ensure preparation for those continuing on to Primary School, we ask that you abide by the following minimum requirements:

- a. Your child will be three years old on or before the first day of school.*
- b. Your child can take care of toileting needs independently (see policy #5)*
- c. You and your child have attended a Kindergarten Readiness Interview and Assessment (see policy #6)*

## **Arrival & Dismissal**

Punctuality helps set the tone of the day and reduces confusion in the classroom. Therefore, please arrive at the beginning and collect your child promptly at the conclusion of your child's school day. Circle time is an important part of the children's day. If children filter in after the classroom door is closed, circle time is disrupted for the entire class. The children's ability to concentrate is compromised when their attention is diverted away from the group activity to the late arrivals at the door. And, just as importantly, children who are late miss a very important part of their school day.

Teachers spend time immediately before and after class handling record keeping, cleaning, preparing the classroom, and discussing children's progress. It is absolutely essential that they have this time free for these duties. Therefore, please note and adhere to the arrival and dismissal procedure at the end of the handbook.

## **Separation**

Children handle separation from a parent in many ways. The key to your child's adjustment will be a cooperative effort between the parents and the staff. Children need time to adjust to their new routine. As a result of this, while your child is adjusting you may see tears and hear their wishes to go home. This is simply your child's way of handling a new routine. During this adjustment period, it is very common for the tears to stop within minutes of the parent's departure. For the benefit of your child, please follow through on your departure after saying good-bye. When a parent says good-bye and does not leave, it creates a sense of fear in the child (for example, the fear that a parent is not leaving because something is wrong). As your child masters this new routine, the tears will cease. This is all part of the process of growing up, while at the same time helping to build a confident, self-assured child. It will be helpful to both you and your child if you say goodbye happily

and reassure your child that he or she is going to have a wonderful day. Your show of confidence will enable your child to do that.

## Sick Children

**Children who are ill should not be sent to school.** If your child will be out ill, please call the school office on 387 688 111. If a child is ill at school, the school

nurse or class teacher will determine if your child should be taken home. Medications are to be administered at home. It is important that all parents have provided the class teacher with emergency numbers and authorized names for child pick-up. Parents will be notified by email if there is an outbreak of any illness. In the event of a minor injury, your child will be treated by school staff, who will contact parents if there are any emergencies.

***Please keep your child home if he or she has:***

***a. A temperature above normal***

***b. A rash***

***c. A discharge from the eyes or ears***

***d. Cold and/or flu symptoms***

## Change of Address or Phone Number

If you should move or change your phone number and/or address, please notify the teacher and school office in writing as soon as possible to prevent any delay should we need to contact you.

## Bathroom Needs

All children attending kindergarten should be toilet trained. We have several scheduled bathroom times: mid-morning, after snack, and before and after lunch.

Every child will be encouraged to use the bathroom and wash his/her hands. For safety purposes, and to foster the learning environment of kindergarten, your child must be able to handle all toileting needs independently.

**Toileting procedures: Your child must be able to**

- a. tell the teacher when he/she needs to go to the bathroom
- b. pull pants down and pull them back up by him or herself
- c. get on and off of the toilet independently
- d. wipe their own bottom after urination or a bowel movement
- e. wash their hands independently

***In the case of an accident involving a bowel movement, the parent will be called to come and take care of their child.***

## Kindergarten Readiness

In order to maintain the balance between play and academics, and in order to prepare your child for first grade, we require each student to be sufficiently ready to participate in the daily activities of our kindergarten. Before your child begins school, a simple interview will be scheduled to acquaint you and your child with Townshend International School Kindergarten and to help us get acquainted with you. You will be informed of our policies and procedures, receive answers to your questions and your child will be assessed by the kindergarten teacher to determine his or her readiness. This assessment will include:

*\*Social Skills*

*\*Independence Skills*

*\*Gross Motor Skills*

*\*Fine Motor Skills*

*\*Cognitive Skills*

***Readiness procedure: If your child is ready for our kindergarten programme, he or she will be taken on a probationary status and an evaluation will be held after a month within the programme.***

## Homework

Parent cooperation is essential to successfully bring home and school together to promote learning. Each student should have a specific time and place for evening/afternoon homework. Parents are encouraged to help their children complete their homework.

***Homework procedure: homework will be given out every Monday and brought back completed every Thursday. The homework will reinforce the themes and concepts learned during the week. It is encouraged to do one homework page per day.***

# **Guideline for Kindergarten Benchmarks**

## **1st Term**

- \* Listens to a story
- \* Recognizes letters covered
- \* Draws recognizable pictures
- \* Recognizes similarities/differences between objects' attributes
- \* Writes first name
- \* Scribbles
- \* Recognizes front and back of book, knows where to start on the page, knows to read from top to bottom (Book awareness)

## **2nd Term**

- \* Uses random letters in writing
- \* Recognizes 16 upper/16 lowercase letters
- \* Writes 16 upper/16 lowercase letters
- \* Knows days of the week
- \* Uses directional/positional words
- \* Copies print
- \* Identifies rhyming words
- \* Knows most beginning sounds covered
- \* Counts to 30
- \* Recognizes story sequencing
- \* Knows the character of a story
- \* Begins to retell a story
- \* Learns to point to words while reading

## **3rd Term**

- \* Copies environmental print
- \* Describes likenesses/differences of shapes

- \* Writes using letter sounds consistently
- \* Recognizes ordinals to 10
- \* Compares objects and arranges objects in order
- \* Names shapes
- \* Recognizes and writes most letters
- \* Recognizes some sight words
- \* Tells a simple story that they know/created
- \* Begins to read or attempts to read a simple predictable or decodable text
- \* Knows the beginning, middle, and end of a story
- \* Recognizes ending sounds
- \* Knows months of the year

#### **4<sup>th</sup> Term**

- \* Recognizes 26 upper/26 lowercase letters
- \* Recognizes ending sounds
- \* Begins to recognize middle sounds
- \* Points to words while reading
- \* Writes words using letter sounds
- \* Writes last name
- \* Demonstrates a sense of story by conveying its meaning

## **Developmental Measures**

### **LANGUAGE DEVELOPMENT:**

The ability to understand spoken language comes before, and is different from, the ability to express one's thoughts in language. In fact, reading difficulties can sometimes be related to difficulties in associations between the spoken word, its sounds, and its printed form. The amount of talking a child does can also be misleading. More important than the quantity of talking or speech, is the quality of the language and the interaction between the children and/or adults sharing ideas and solving problems together. Characteristics of maturity in this area include:

- *Using most sounds correctly in expressing complete thoughts*
- *Using sentence components correctly with appropriate word order*
- *Using increasingly complex sentences to express ideas*
- *Spontaneously correcting mistakes in grammar and clarifying ideas*

- *Carrying out at least three simple tasks or directions after being told once*
- *Talking spontaneously about an experience or topic of interest and taking turns in simple conversations*

### **SOCIAL-EMOTIONAL MATURITY:**

The ability to express feelings, work out conflicts, take pride in achievements and take on challenges independently contribute to a child's self-concept and self-confidence. All of these contribute to a child's ability to handle new and sometimes difficult situations with a sense of competency. Self-motivation, the ability to function in a more structured setting, and a sense of cooperativeness are all essential for a successful school experience for a child entering first grade. Characteristics of maturity in this area include:

- *Making transitions between activities when requested*
- *Playing cooperatively with other children in structured and active play*
- *Demonstrating a sense of responsibility by doing assigned chores or working independently*
- *Attending to and completing tasks without constant adult direction or assistance*
- *Accepting direction or limit setting without temper tantrums*
- *Caring for personal needs independently (dressing, toileting, eating)*
- *Expressing frustration appropriately and asking for help*
- *Working with peers in small groups to accomplish a task*

### **COGNITIVE DEVELOPMENT:**

The ability to make associations between everyday experiences, answer questions, understand functions of objects, notice similarities and differences, and classify items are indicators of a child's cognitive abilities. Characteristics of maturity in this area include:

- *Demonstrating understanding of concepts of size, weight, money, time and location*
- *Expressing understanding of similarities and differences*
- *Counting from at least one to a hundred and demonstrating understanding of one to one correspondence*
- *Listening to a story when read, and retelling three to four events from the story using the correct sequence*
- *Responding to questions about previously learned skills and personal information (like name, address, phone number)*

# Outdoor Play

Children will play outside as much as possible. Teachers will be taking their class outside during cooler temperatures, **EVEN ON SNOWY DAYS!** Please remember to bring appropriate clothing that your child is able to put on and take off independently (i.e., sweaters, sweat shirts, jackets, coats, hats and gloves). In the event of bad weather such as rain, wind chill, lightning, ice or extremely cold or hot temperatures, the children will instead have thirty minutes of active indoor play.

## Behaviour policy

The purpose of this policy is to provide clear guidelines to all staff, governors and parents about the rewards and sanctions that are in place to deal with behaviour issues.

Good behaviour occurs in an environment where all people are valued for their contribution and where everyone has a sense of responsibility and shared values. It is crucial that all members of a school community recognise the importance of creating a secure and stimulating environment, where there are clear, agreed expectations of behaviour. The development of an accepted school culture is important for the achievement of all the schools aims, especially if the school is to play a major role in the preparation of pupils for the responsibilities, opportunities and experiences of adult life.

At Townshend International Primary School we employ a Positive Behaviour environment for our children through Golden Rules which are on display in each classroom and which include

Thou **G**htful

Hardw **O**rking

Po **L**ite

Goo **D** listeners

Car **E**ful

Se **N**sible

There are many different rewards for good behaviour and working hard. Golden time is given to all children as praise and reward for good behaviour/working hard.

Furthermore, a Virtue of the Month is actively promoted by all staff through circle time, school assemblies and day to day lessons. Other rewards include verbal praise, personal points and stickers. *Unique to Kindergarten is the SMILEY system. When a child is “caught being good” a SMILEY is given. Conversely, SMILIES will be taken away for bad behaviour. Every Friday, the pupils with 5 or more SMILIES will receive a sticker in their sticker book and extra Golden Time.*

All behaviour from children must be dealt with in the same fair way - following the consequences below which have been adapted to meet the needs and abilities of the Kindergarten class.

## **Classroom Rules:**

**Rule #1 Listen to the teacher**

**Rule #2 Be kind to others**

**Rule #3 Stay in your seat**

**Rule #4 Clean up after yourself**

**Rule #5 Be quiet**

### **Consequences:**

1. verbal warning
2. yellow warning circle: 1 SMILEY taken away
3. red circle: 2 SMILIES taken away, and pupil misses 2 minutes of golden time
4. continuous misbehaviour: pupil is sent to another teacher's class or quiet observable room for 5 minutes to calm down
5. If no improvement then pupil is sent to the Primary Coordinator

**Racism, bullying, fighting or assault: Straight to the Primary Coordinator**  
**(Parents will be informed at the Primary Coordinator's discretion)**

### **Missing playtime:**

If children are to miss some playtime as part of the consequence, it must be supervised by the reprimanding adult for the remainder of their missed time.

### **Behaviour issues at playtimes:**

At playtimes issues should be dealt with by the staff on duty. If the actions of the child need further consequences they should be sent to the Primary Coordinator.

### **Behaviour issues during lunchtime:**

All behaviour issues should be dealt with by the teacher. If the actions of the child need further consequences they should be addressed by the Primary Coordinator.

## **Medicines**

Staff are not qualified to administer medicines of any kind. Normally, if a child needs medication then they are too ill for school. If in exceptional circumstances medicine is being administered in school then:

- The school nurse or proxies will be responsible and will be the only people able to administer medicines and
- no medicine can be given to a child without written request from the parent/guardian.
- No medicine will be accepted in an unlabeled container.
- Instructions for taking the medicine must be translated into English.
- Sell/use by date will be checked and must be valid.
- Parents are requested to supply the correct dispensing spoon.
- All medicines to be kept in the nurses room and given out by the nurse or proxies.
- A record of when medicine is given is kept in the nurses room (see below). This avoids the possibility of incorrect dosing.

Name	Dose 1	Dose 2	Dose 3	Dose 4	Dose 5	Dose 6	Dose 7	Dose 8

# Arrival and Departure of Students

## Statement of Intent:

It is the aim of the school to work collaboratively together with parents and the community to ensure that all children at Townshend International School are nurtured in a safe educational environment.

## General Parental Access to School:

We kindly request parents access the Primary School through the Main High School Entrance (Second Floor) and report to the School Office (Second Floor). The Primary School entrance, which is next to the primary school playground, is for the use of teachers and pupils.

Alternatively, if a parent wishes to make an appointment with the class teacher, they may do this when they collect their child from the yard at the end of the school day or by email to their homeroom teacher or to [primary@townshend.cz](mailto:primary@townshend.cz). At the start of the day, as you will appreciate, teachers are busy with their classes and will be unable to look at their schedules.

# Beginning of the school day Routine

## Arrivals

### Kindergarten and Preschool Arrivals

- School doors will officially open at 8:20 for parents to come in and prepare their children for the start of the school day. School begins promptly at 8:30 and the primary doors will be locked at 8:40. If you choose to take your child to Morning Care, there will be one staff member on duty from 8.00 a.m.

## Late arrivals

- The primary school door will be locked at 8.40 am
- Pupils arriving after this time access MUST access the Primary School through the Main High School Entrance (Second Floor).

## Bad Weather (heavy rain) all classes

- Weather to be assessed by the Primary Coordinator
- Arrival at school at 8.25 am
- Teachers stand by door and welcome individuals

- Doors locked at 8.40 am

## End of the school Day Routine

### Upper Primary

- School ends at 2.50 pm
- The class teacher will escort the class to the cloakroom to collect coats and bags.
- The class teacher will then take their class to the Primary School entrance to await parents and to ensure they are collected safely, unless parental consent has been given for the pupil to go home on their own. See form below.
- After the last child has safely left, the class teacher will lock the door

### Kindergarten, Lower and Middle Primary

- School ends at 2:05 pm
- The class teacher will escort the class to the cloakroom to collect coats and bags.
- The class teacher will then take their class to the Primary School entrance to await parents and ensure they are collected safely.
- After the last child has safely left, the class teacher will lock the door

For safety reasons, once the student has been released from school care we ask that parents assume responsibility for their children's actions on the playground regardless of whether a teacher is present or not.

## Late collections

When a parent is late then the pupil will wait with their class teacher at the Primary School main entrance until 5 minutes after collection time. After this, the school office will ring the parent to make sure there have been no unforeseen emergencies and to restate pick up time.

If we have been unable to contact the parent and the teacher has after-school commitments, then the pupil will be escorted to the Primary School Office, on the third floor to await the parent. We hope this will be an exceptional occurrence.

Late collection is a stressful experience for the pupil and we would encourage you to phone the school office at 387 688 111 as soon as you realise you will be late.

# **School Responsibilities**

School supervision from 8:30 am.

Registers will be called once a day at 9.00 am. Any child arriving after the closing of the register will be recorded as 'late' for that session.

If a child is absent, the class teacher will enter the appropriate code on the register. If, however, no explanation has been received from the child's parent the following day, then the Primary School Office will endeavour to make contact with the parent in order to establish a reason for the absence.

If a class teacher has particular concerns about an individual child's attendance or punctuality, the Primary School Office will contact the parent.

All absence notes from parents should be sent to the class teacher. Only notes concerning absences about which there are concerns/queries will be brought to the attention of the Primary Coordinator who may then choose to speak to the parents concerned.

Excellent attendance (100%) will be rewarded with an Attendance Certificate at the end of each semester and at the end of the school year.

## **Parent responsibilities**

Child safety before teacher's yard supervision and after safe dismissal by teachers.

Please assist us in ensuring the safety of your children by monitoring their activities before and after-school.

Ensure children returning home independently go home straight after school.

# Townshend International School

## Primary School Policies Form

Please complete and return to your child's teacher

I have read the policy for arrival and departure of students and agree to follow it.

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Name of Child

---

Name of Teacher

---

Grade

---

Parent Name

☐

I will collect my child from school every day

☐

I give permission for my child to return home independently

The people authorised to collect my child from school are:

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# Townshend International School

## *Kindergarten*

### Handbook Agreement

I have read and do understand the policies and procedures of Townshend International School Kindergarten as they are stated in the handbook. I will cooperate with the program by following the guidelines as they are established.

Parent's Name \_\_\_\_\_  
(please print)

Parent's Signature  
\_\_\_\_\_

Child's Name  
\_\_\_\_\_  
(please print)

Date \_\_\_\_\_

Please sign and return.

Thank you for your co-operation,  
Townshend International Primary School