

Townshend International School

Kindergarten Handbook



**The vision of Townshend is
the creation of a moral & ethical environment
in which, through guided interaction,
students can learn to respect & appreciate people of different
cultures and backgrounds
and to show that respect in communication & consultation.
Through challenge [hardship] and discipline
they must learn to take responsibility for their own lives and
be of service to their environment.
They should leave this school with a positive attitude towards
life and have acquired the ability to process what they have learned with
creativity and a pioneering spirit [entrepreneurship]**

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 find ways to help children develop positive attitudes.

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 people and participate in a variety of experiences. We promise to work diligently to provide the children with wonderful experiences that help them to feel good about themselves and their school.

If you have any suggestions for the primary department please do not hesitate to contact us at

primary@townshend.cz

Townshend Code of Conduct

Five principles have been chosen from among the virtues as the criteria by which all action can be judged. These principles have been preferred, as each, in itself, embodies a number of virtues and, combined, they include all virtues.

- 1. Honour**
- 2. Respect**
- 3. Responsibility**
- 4. Leadership**
- 5. Commitment**

An important and often mentioned aspect of Townshend is the possibility given to youth for spiritual growth. By keeping the school distanced from the undesired influences that today's world exercises upon young and old, and by looking to the moral and ethical principles as the guideline to a healthy and happy growth, a community has come into being whose members are free to discover their inherent qualities, and to shape a clear and far reaching vision of their needs and their future. In this respect the criteria for acceptance of a student and their continuation at the School is the initiative taken and the development shown in their personal growth. Students and Staff, irrelevant of their age and position, are expected to measure their words and their actions by the Townshend Code of Conduct.

Honour:

Honour is the inner drive that propels and perpetuates perseverance in making ethically and morally right decisions. Honour fosters such virtues as Integrity, Chastity, Purity of Motive, Self-esteem.

Respect:

Respect for the rights and the dignity of all can only be righteously expressed when comprising the synthesis created among the three circles within which the individual finds themselves: the inner circle of self (self-respect), the middle circle of the community (respect for all persons), the outer circle of the environment (respect for one's environment). This synthesis then reflects itself in such qualities as Courage, Care, Consideration, Resolution, Character

Responsibility:

Maturity of character requires taking responsibility for each of the three individual circles, without exception: this care and concern conveys and results in Trustworthiness, Stability, Efficiency, Dependability, and Loyalty

**“[The] values of respect and responsibility are necessary for:
healthy personal development
caring interpersonal relationships
a humane and democratic society
a just and peaceful world”**

Thomas Lickona, Education for Character

Leadership:

Making the right decision and acting upon it; rejecting the influences that can obscure one's perception and one's capacity of discernment; establishing an example for those younger or with less determination. True leadership lies in the desire to be of service to all mankind and is founded on Initiative, Service, Humility

Commitment:

Bringing to an end what one has started is rewarded manifold; the strengthening of Determination, Resolution, Perseverance are of the direct results. Students accepted to Townshend are expected to commit themselves to upholding the Townshend Philosophy.

Policies and Procedures

1. 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 four 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)*

2. Arrival & Dismissal

Punctuality helps set the tone of the day and reduces confusion in the classroom. Therefore, please arrive at the beginning and 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 the arrival and dismissal procedure at the end of the handbook.

For more detailed information please see our Arrivals and dismissals Policy

3. Separation

Children handle separation 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 "please, I want 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 (ie. Maybe mommy's 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.

4. Sick Children

Children who are ill should not be sent to school. If your child will be out ill, please call the school office +420387688113. If a child is ill at school, the school nurse will determine if your child should be taken home. Medications are to be administered at home or in exceptional circumstances by the school nurse. It is important that all have provided emergency numbers and authorized names for child pick-up to the classroom teacher. Parents will be notified by letter if there is an outbreak of any communicable disease. In the event of a minor injury, your child will be treated by the Townshend International School Elementary School nurse. She will contact parents following 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***

For more detailed information please see our Medication at School Policy

5. Change of Address or Telephone Number

If you should move or change your phone number and/or address, notify the school office at contact@townshend.cz , immediately to prevent any delay should we need to contact you.

6. 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.

7. 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.

8. 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.

9. Guideline for Kindergarten Benchmarks

1st Term

- * Listens to a story
- * Recognizes letters covered
- * Draws recognizable pictures
- * Recognizes likenesses/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 week
- * Uses directional/positional words

- * Copies print
- * Identifies rhyming words
- * Knows most beginning sounds covered
- * Counts to 30
- * Recognizes story sequencing
- * Knows character of 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 arrange 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

4th 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

10. 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 competitive 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 work 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)*

11. 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 he or she 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 then have thirty minutes of active indoor play.

12. Behavior 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 behavior 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 recognize the importance of creating a secure and stimulating environment, where there are clear, agreed expectations of behavior. 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 Behavior 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 behavior and working hard. Golden time is given to all children as praise and reward for good behavior/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 behavior. Every Friday, the pupils with 5 or more SMILIES will receive a sticker in their sticker book and extra Golden Time.*

All behavior 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 and pupil misses 2 minutes of golden time
4. continuous misbehavior: 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 Head Teacher

Racism, bullying, fighting or assault: Straight to the Head

(Parents will be informed at the Head teacher'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 Head teacher.

Behaviour issues during lunchtime:

All behavior issues should be dealt with by the teacher. If the actions of the child need further consequences they should be sent to the Head teacher.

13. 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 will be responsible and will be the only one 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

Food Policy

At Townshend we believe we have an important role to play in making sure that the children develop positive attitudes to food, make informed choices and understand that good nutritious food is essential to their ability to learn as well as to their long term health.

Drinks in School

Children have access to free and fresh drinking water during the school day. They are also encouraged to bring their own water bottles into the classrooms and have access to these all day. Pupils may also bring warm fruit tea or pure fruit juice.

Breaktimes

Children are encouraged to bring a healthy snack to school each day. What could constitute healthy includes:

- Fruit, vegetables, sandwiches with low sugar fillings and rice cakes

What is not considered healthy includes:

- Chocolate, crisps, biscuits and fizzy drinks

On Fridays the whole school takes part in *Fruity Friday* please bring one or two pieces of fruit to share with the rest of the class. No additional snack is needed on Fridays.

Lunchtimes

We aim to provide our children with good quality, healthy food and actively promote healthy choices. A hot and cold option are available, both of which pay regard to nutritional balance and healthy options as far as possible.

Food Allergies/Intolerances

Staff are all aware of children in their classes who may have a food allergy or intolerance. We strive to include all children in our activities and are mindful of children who may not be able to take part in all aspects of a cooking lesson due to their intolerance and try to make alternative arrangements in order for them to participate as fully as possible. Staff are especially diligent in checking packaging labels to check ingredients prior to cooking for suitability for all children.

Food in the Curriculum

Practical work with food is something we like to encourage throughout the curriculum. We hope to offer opportunities for the children to explore how to design and make food in Design and Technology and after school clubs. During History lessons pupils will have the opportunity to make healthy food and taste it, to try new food. In science, to investigate the fundamental role of food in life processes and living things. There are also links with literacy when writing and understanding recipes, maths when weighing and measuring, and multiculturalism when tasting food from other cultures/countries.

Complaints Policy

At Townshend International Primary School we undertake to provide a friendly and safe environment in which pupils will be helped to achieve their potential, both academically and socially.

We believe that a close partnership between the school, parents and pupils is essential to ensure pupil progress and well-being.

Through our programme of meetings between parents and teachers, as well as through informal contact, we provide opportunities for parents to raise matters of concern – about the class curriculum or more general issues. If a concern is not resolved through discussion with a teacher, the parent or the teacher can refer it to the head teacher. Complaints from members of the public should be made directly to the head teacher.

The head teacher will offer a meeting with the parent or other complainant, as far as possible at a mutually convenient time. At that meeting, and through discussion, the head teacher will seek an acceptable outcome, to the satisfaction of all parties involved.

If the head teacher is unable to resolve the complaint within 10 school days, or is the subject of the complaint, the head teacher or the complainant can refer it to the school Director.

The School Director will ask for the complaint to be put in writing. It is helpful if the complainant can set out their concern in detail, but this is not essential. The Director will arrange a meeting between all those concerned at a time, as far as possible, convenient to all parties, and within 15 school days.

The Director will consider any written material, and also give the person making the complaint and the head teacher an opportunity to state their case and to question the other side. The Director will ensure that all present are treated fairly. If the person making the complaint wishes, a friend or supporter can accompany them.

The Director will give a decision as soon as possible after the meeting, and will confirm it in writing, along with the reasons for the decision.

Arrival and Departure of Students Policy

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 require that in all circumstances parents access the Primary School through the Main High School Entrance (Second Floor) and report to Primary School Office (Third 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 contacting the Primary School Secretary at +420387688113. 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

Kindergarten and Preschool Arrivals

- School doors will 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 front doors will be locked at 8:40.

Late arrivals

- The primary school door will be locked at 8.40 am or when Upper Primary has entered whichever is later.
- Pupils arriving after this time access should access the Primary School through the Main High School Entrance (Second Floor) and report to Primary School Office (Third Floor), so they can be entered in the 'late' register, then the secretary will escort the pupil to class.

Bad Weather (heavy rain) all classes

- Weather to be assessed by the Head teacher
- 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

Kindergarten

- School ends at 2 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

Pre-school

- Pre-school ends at 2 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 ensure they are collected safely.
- After the last child has safely left, the class teacher will lock the door

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 Primary School Secretary at +420387688113 as soon as you realize you will be late.

School Responsibilities

Yard supervision at 8.25

Collection from yard at 8.30am

Registers will be called once a day at 8.40 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 endeavor 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 Head teacher 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 that children who are returning home independently go home straight after school.

Arrival and Departure of Students

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.

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 authorized to collect my child from school are:
