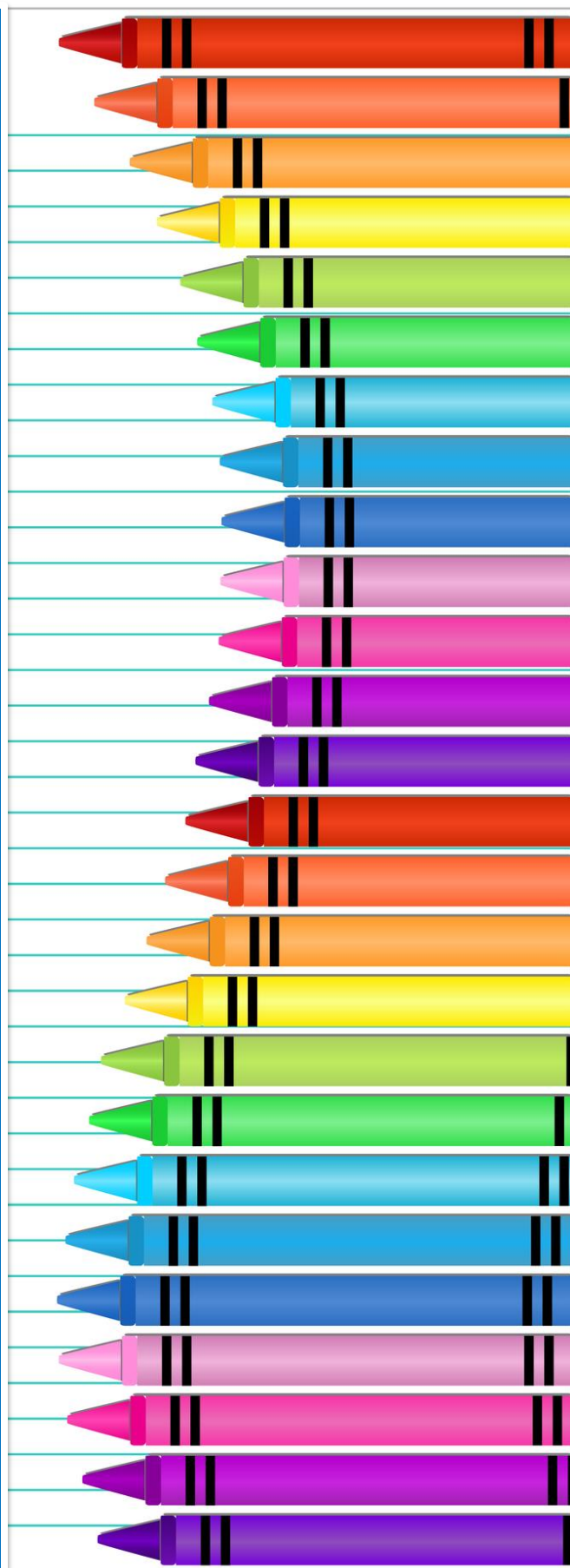


Transition to Kindergarten

A Handbook for Parents

2015-2016

Miami-Dade County Public Schools
Office of Early Childhood Programs



Miami-Dade County Public Schools

The School Board of Miami-Dade County, Florida

Ms. Perla Tabares Hantman, Chair

Dr. Lawrence S. Feldman, Vice-Chair

Dr. Dorothy Bendross-Mindingall

Ms. Susie V. Castillo

Dr. Wilbert “Tee” Holloway

Dr. Martin Karp

Ms. Lubby Navarro

Dr. Marta Pérez

Ms. Raquel A. Regalado

Ms. Krisna Maddy

Student Advisor

Mr. Alberto M. Carvalho
Superintendent of Schools

Ms. Marie Izquierdo
Chief Academic Officer
Office of Academics and Transformation

Dr. Magaly C. Abrahante
Assistant Superintendent
Division of Early Childhood Programs and Title I Administration

Dr. Marisel Elías-Miranda
Administrative Director
Office of Early Childhood Programs

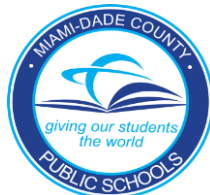


Table of Contents

Welcome to Kindergarten	5
A Message to Kindergarten Parents	6
Kindergarten Entrance Age	7
Registration Requirements	7
Insurance	12
Health Insurance for Children-Florida Kidcare	12
Help Me Grow	13
Early Steps-University Miami	13
Early Steps Southern Coast-Miami Children’s Hospital	14
What Does “Ready” Mean?	15
Why and How are Students Assessed in Kindergarten?	15
Florida Kindergarten Readiness Screener (FLKRS)	15
Work Sampling System (WSS)	15
Developmental Characteristics of the Five-Year-Old	16
How Do Young Children Learn?	18
What Will My Child Learn in Kindergarten?	18
Kindergarten Florida Standards Grade Level Expectations.....	20
Kindergarten Next Generation Sunshine State Standards Grade Level Expectations	29
How Should the Kindergarten Classroom Look?	47
Kindergarten Student Report Card Code of Development	48
Conduct	49
Interim Progress Report	49
Homework/Make-Up Assignments	49
Attendance Policy	50
Truancy	56
Dress Code Policy.....	56

Bullying and Harassment	56
Out of Area Student Transfer Policy	57
Fieldtrips and Special Activities	57
Parties in School	57
Confidential Information	57
Emergency Contact Information.....	58
Food and Nutrition	58
How Does the Kindergarten Program Help Children with Special Needs?	60
Special Education	60
Parent Portal	62
Parent Teacher Association/Parent Teacher Student Association (PTA/PTSA)	63
The Parent Academy.....	63
College Bound.....	63
School Volunteer Program	64
Title I Administration Parental Program	64
Parents as First Teachers	66
Parents as Teachers Before School Entrance	66
Parents as Helpers at School	67
Parents as Helpers at Home	68
After School/When Your Child Arrives Home	69
Before and After-School Care Programs at Elementary Schools	70
Questions for the Teacher	70
Transportation Eligibility	71
Safety and Security	71
Procedures for Addressing Concerns	73
Citizen Information Center	73
Parent-Child Summertime, Fun-Time Transitional Activities	74
Read at Home	76

Suggested Books for Prekindergarten to Kindergarten Age Children	77
Dialogic Reading	78
Websites for Parents	80
Appendices.....	81
A: Home Language Survey Card.....	82
B: Student Data Card	83
C: Kindergarten Report Card Sample	84
D: Transition to Kindergarten Activities Calendars (May- September).....	85
E: Miami-Dade County Public Schools 2015-2016 School Calendar	90
F: Getting to Know My Child Form: A Guide for My Child’s Kindergarten Teacher	91

Welcome to Kindergarten

Entering kindergarten is an exciting time for children and their parents. Moving from a prekindergarten classroom, the home or from a childcare center to a kindergarten or a new school environment can be an uncomfortable experience for a child. Parents, teachers, school administrators, and community partners want this transition to be as smooth and pleasant as possible.

The teachers will welcome the children into their classrooms and gently introduce them to the kindergarten environment. Parent orientation will make the adults feel more at ease. Children will be given time to become familiar with the new materials, the new activities and to make friends. Gradually, the children will gain a sense of comfort and belonging because they know the routines, the school layout and the people they meet each day.

There are many new adult faces in kindergarten. Children will meet and talk with the principal, custodians, secretaries, the media specialist, teacher assistants, cafeteria personnel, teachers at other grade levels, community volunteers and their classmates' parents. This interaction with adults and children in the school promotes social development.

In all of our schools, the safety of every child is a top priority. Because kindergarten children are often new to the school environment, special care is taken to ensure their safety. Each school site principal informs parents about arrival and departure procedures. Parents should inform the school if special circumstances arise that might endanger a child's well-being such as illness, handicaps, or family problems.

Research tells us that successful transitions from home to school or from a childcare center to kindergarten can contribute to long-term school success. A successful adjustment to kindergarten will often influence the child's perceptions, attitudes, and performance in subsequent school years. Children who enjoy their first school experiences are more likely to participate in classroom activities, to comply with school rules, and to accept school responsibilities and behaviors that contribute to achievement in later grades. Since children's feelings about school – whether they like school or not – are often developed early in their school experience and appear relatively stable over time, it is important that the transition to kindergarten is successful for children and for their parents.

Early childhood is a significant period in human development. It is a time when children begin to develop initiative, independence, decision-making ability, creativity, early literacy, numeration skills, the desire to learn, the ability to relate to others, verbal communication skills, and feelings of self-worth. What young children learn in their fifth year will have a major impact on successful learning experiences in school, on their personal development, and on future success and participation in life and society.



A Message to Kindergarten Parents

K	Kindle excitement about kindergarten. Visit your school and meet your child's teacher.
I	Invite new school friends home to play and help your child build strong friendships.
N	Never forget safety. Teach your child safety rules.
D	Discuss what your child will be learning in school.
E	Explore your neighborhood together. Talk about the world you live in.
R	Review the good behavior expected of your child, such as following rules and taking turns.
G	Get involved at your child's school. Join the Parent Teacher Student Association (PTSA). Become a school volunteer.
A	Answer your child's questions about school. Reassure your child that school is fun!
R	Read to your child daily. Visit the library together.
T	Turn every day into a learning experience. Let your child help with everyday chores.
E	Encourage your child to eat well, get enough sleep, bathe daily, and brush his/her teeth twice a day.
N	Notice new things your child is learning to do. Reinforce your child's progress with praise.

Kindergarten Entrance Age

The age of children entering kindergarten in Miami-Dade County Public Schools (M-DCPS) for the first time must be in compliance with Florida Statute F.S. 1003.21: Children who will have attained the age of 5 years on or before September 1 of the school year are eligible for admission to public kindergarten during that school year under rules adopted by the district school board. A child under age six (6) who is enrolled in kindergarten will be considered of compulsory school age. In Miami-Dade County, all students attending a public school setting must complete kindergarten prior to entering first grade.

A transferring kindergarten student from another state is eligible to be enrolled in M-DCPS if the entrance age requirements have been met at the state where the student used to reside outside Florida and the child had been enrolled and regularly attending kindergarten there.

The completion of kindergarten is defined as satisfactory completion in a public school, non-public school, or home education program from which M-DCPS accepts transfer of credit. A report card, transcript, or other written record from the non-public or home education program indicating that the student has been promoted to grade 1 or has satisfactorily completed kindergarten, must be submitted at the time of registration.

Registration Requirements

Proof of Age:

Before admitting a child to kindergarten, the principal shall require evidence that the child has attained the age at which he or she should be admitted in accordance with Florida Statute F.S. 1003.21.

Every child initially entering a District school in kindergarten through the twelfth grade must prove age by an authentic document issued by a governmental agency. The school should attempt to verify age at the time of spring registration. State law (F.S. 1003.21) specifies the evidence which may be used for this purpose and also indicates that if the first prescribed evidence is not available, the next evidence obtainable in the order below shall be accepted:

- A duly attested transcript of the child's birth record filed according to law with a public officer charged with the duty of recording births;
- A duly attested transcript of a certificate of baptism showing the date of birth and place of baptism of the child, accompanied by an affidavit sworn to by the parent;
- An insurance policy on the child's life which has been in force for at least two (2) years;
- A bona fide contemporary Bible record of the child's birth accompanied by an affidavit sworn to by the parent;
- A passport or certificate of arrival in the United States showing the age of the child;

- A transcript of record of age shown in the child's school record of at least four (4) years prior to application, stating date of birth; or
- If none of this evidence can be produced, an affidavit of age sworn to by the parent, accompanied by a certificate of age signed by a public health officer or by a public school physician, or, if neither of these is available in the county, by a licensed practicing physician designated by the Board, which certificate shall state that the health officer or physician has examined the child and believes that the age as stated in the affidavit is substantially correct.

If acceptable proof of age is **not** presented when the parent of an incoming kindergarten child first seeks admission, the principal should enroll the student temporarily and give the parent thirty (30) calendar days to secure proper proof.

Birth Certificate:

The Division of Attendance Services will supply appropriate forms for making application for a birth certificate. Some parents may need help from school personnel in completing these applications. Providing such assistance will enable the school to ensure that the proper procedure has been followed. Original copies of birth certificates usually have an embossed seal imprinted on them. All photostatic copies not bearing this seal should be carefully evaluated to determine authenticity.

If questions arise which the school cannot answer regarding birth certificates, the principal should call the appropriate region director.

Verification of Residence:

Verification of a parent's residence shall be presented by the parent/guardian at the time of registration. Verification of residence may also be required at any other time at the discretion of the Superintendent.

Verification required includes two (2) of the following items:

- Broker's or Attorney's statement of parents' purchase of residence, or properly executed lease agreement;
- Current Homestead Exemption Card; and
- Electric deposit payment receipt or electric bill (bottom portion) showing name and service address.

If verification is not provided or acceptable, the Superintendent may verify the student's residence.

If an electric deposit payment receipt is used as verification, the electric bill (bottom portion) must also be submitted to the school within forty (40) calendar days after registration. If the parent is unable to furnish the school with the requested electric deposit payment receipt, the student will be allowed to enroll in the new school, but must submit the electric bill (bottom portion) to the school within forty (40) calendar days.

When a change of family residence occurs after ninety (90) school days in which a student is enrolled in a school which would place the student in a different attendance area, the student, upon the request of the parent, may complete the year in the present school. No transportation will be provided.

Health and Immunization Requirements:

By law, the Florida Plan for School Health Services requires that parents/guardians of all pre-kindergarten through 12th grade students entering, attending, or transferring to a public school submit documentation verifying that a student's health examination was performed within the 12 month period prior to the initial entry into a Florida school.

Parents must provide the following forms:

- Student Health Examination-DH 3040 (yellow form) health examination performed within one year prior to enrollment.
- Florida Certificate of Immunization-DH 680 (white, blue or any color paper) from a private doctor or local health provider. Part A, B, or C or a religious exemption form DH681.

All students shall be immunized against varicella, polio, measles, diphtheria, rubella (German measles), pertussis, tetanus, mumps, hepatitis B, and haemophilus influenza in accordance with State law, unless specifically exempt for medical or religious reasons.

Beginning with the 2014-2015 school year, kindergarten students will be required to have:

- two (2) doses of the varicella (chicken pox). The varicella vaccine is not required if the student has documented history confirming that he/she has previously been infected with varicella. This policy applies to students who currently attend school in the District and those eligible to attend;
- the final dose of IPV (polio) vaccine must be administered on or after the student's 4th birthday for entry into kindergarten. A 5th dose is required if the 4th dose was administered prior to the 4th birthday;
- Pneumococcal Conjugate vaccine is required for children from 2 months through 59 months of age;
- Haemmophilus influenza type b (Hib) vaccination is required for preschool children from 2 months through 59 months of age. The number of doses required for Hib vaccination varies, depending on the child's age and type of vaccine received.

- Two (2) valid doses of measles vaccination (MMR) are required for students enrolling in/attending kindergarten through 12th grades.
- In accordance with the Florida Plan for School Health Services, all pre-kindergarten through 12th grade students must submit documentation verifying that a student's health examination was performed within the 12-month period preceding initial entry into a Florida school. A completed Student Health Examination (DH3040) Form, including proof of a Tuberculosis Clinical Screening and appropriate follow up if necessary, should be completed and signed by a licensed practicing health care provider, and presented to the school during initial registration.

The Superintendent may exempt a student from immunization if:

- a medical provider certifies on an official Florida Immunization Certificate, Part C, that immunization from a particular disease is medically contraindicated; and
- an official Florida Immunization Certificate Form 681 is provided for religious reasons. The District shall grant homeless children a temporary exemption for thirty (30) school days to submit the certification of immunization.

A student who has not completed immunization may not be admitted to school, except as provided by law. Parents are encouraged to contact their health care provider to schedule an appointment for children affected by the school immunization requirements. Required immunizations are covered under most health insurance policies.

Miami-Dade County Health Department offers "The Special Immunization Program" (SIP) that provides pediatric immunization services and education/information geared towards the elimination of the spread of vaccine preventable diseases. The following are clinics with pediatric services:

Jefferson Reaves

1009 NW 5th Avenue, Miami, FL 33136
Monday, Tuesday, Thursday & Friday 8:00 a.m. – 4:00 p.m.
Wednesday 10:00 a.m. – 5:00 p.m.

Little Haiti Health Center

300 NE 80th Terrace, Miami, FL 33138
Monday, Wednesday, & Friday 8:00 a.m. – 4:00 p.m.

West Perrine Center

18255 Homestead Avenue, Miami, FL 33157
Monday – Friday 8:00 a.m. – 3:30 p.m.

- Children whose parents cannot afford to pay for vaccines may receive immunizations free of charge at all county health department centers.

- To make an appointment or for more information, contact the Special Immunization Program (SIP) Office of the Department of Health at 786 845-0550.
- No student will be admitted to school without presenting tangible documentation that immunization and health requirements have been met.

Children entering M-DCPS for the first time must comply with F.S. 1003.21 and with the District's Student Progression Plan (Policy 5410). Students must have an immunization record on file at the school. Any student who does not have the proper immunization shall be temporarily excluded from attendance until compliance has been documented.

Upon a child's initial entry to M-DCPS, the principal shall require evidence of a physical examination performed within one (1) year prior to the date of entry. An appointment for a physical examination by a county health officer, licensed physician, or chiropractor may be accepted provided the principal is given evidence of the physical examination within one (1) week of such examination. Students transferring into the M-DCPS from a school within the State of Florida who have completed physical examination form as part of their school record need not be re-examined. Examinations taken out-of-state may be accepted if performed within one (1) year of entry and include documentation and reported on the official forms of the physician.

A child may be exempt from the required physical examination and/or immunization upon written request of the parent or guardian of such child stating objection to examination and/or immunization on religious grounds or for medical reasons certified by a competent medical authority.

Home Language Survey (See Appendix A):

At the time of initial registration, parents are asked to complete a Home Language Survey. Each student is assessed if there is a "Yes" response to any of the questions in the survey to determine if he/she is Limited English Proficient (LEP). The law requires that students classified as LEP receive appropriate services in order to become proficient in English.

Student Data Card (See Appendix B):

It is extremely important that a school maintains accurate contact information for each student. Parents should carefully complete and return the Student Data Cards to the school. In the event of an emergency, the school needs to contact parents as quickly as possible. Therefore, when completing the Student Data Card, please remember that:

- Parent/Guardian's home, work and cell phone numbers must remain up-to-date.
- An emergency contact is required in the event the school is unable to reach parents. Give the school emergency contact telephone numbers other than those on the front of the card.

- Information about those individuals who are authorized and not authorized to pick up your child from school must be included on the card.
- In the case of divorced or separated parents, the parent who enrolled the student is responsible for completing the data card.

Insurance

The Student Protection Plan is designed to cover student injuries while traveling to and from school or when involved in accidents while engaged in supervised activities on the school premises. Participation in this program is voluntary. The school will forward the enrollment application for the current school year and additional information to the parents.

Health Insurance for Children – Florida KidCare

Miami-Dade County Public Schools is providing application assistance to help children apply for Florida KidCare - a program that offers affordable, high quality health insurance for uninsured children aged birth to 18. Many students may be eligible for health insurance through Florida KidCare, even if one or both parents are working.

With Florida KidCare coverage, children will have access to both preventive and emergency care. Benefits include doctor's visits, hearing and vision screenings, dental checkups, immunizations, surgeries, and trips to the emergency room.

Families receive these benefits under one of the program's four components: MediKids, Children's Medical Services Network, Healthy Kids and Medicaid. The majority of families who enroll in Florida KidCare pay a monthly premium of \$15 - \$20, but most pay nothing at all. There is a full-pay option for families with children ages 1 through 18 who do not qualify for subsidized coverage. Eligibility is based on household income and family size; many non-citizens are eligible.

To apply for coverage through the Florida KidCare program, please ask for application assistance from the Florida KidCare Liaison at your child's school.

You may also:

- Complete an online application in either English, Spanish or Haitian Creole and find out much more detailed information on the Florida Healthy Kids website at <https://www.healthykids.org/>
- Email kidcare@dadeschools.net **or**
- Call the Miami-Dade County Public Schools KidCare hotline at 305-995-1207 to set up individual appointments.

Here is to your family's good health!



Help Me Grow

Help Me Grow is part of a national initiative that is designed to identify children at-risk for developmental or behavioral disabilities, and connect them with community-based programs for health and developmental services. The program is designed to support questions and concerns of families, while providing access to resources that could offer early detection for health or developmental concerns. Help Me Grow can be accessed through the 2-1-1 Helpline.

Frequently Asked Questions

I think my child might have developmental or learning delays. How do I get started with Help Me Grow?

To help a child you know obtain Help Me Grow's resources, just call 2-1-1 and tell the counselor you are interested in the program. A counselor will ask you a series of questions to help understand the needs of your family and to find the best-matched services to support your child's health and well-being. All your answers remain confidential.

Who is eligible for Help Me Grow?

Parents and caregivers of young children between the ages of 0-8 years and who reside in Miami-Dade County are eligible for Help Me Grow through Switchboard of Miami.

How much does the program cost?

All of the screenings, information, resources, and other tools that are shared through Help Me Grow are free. However, many partners have free, low-cost or sliding scale programs.

Early Steps-University of Miami

Children grow at an individualized pace, but research shows that a child's first three years are the most important time for learning. Getting help early puts your child on the right path to learn and develop at their full potential. Early Steps is Florida's early intervention system that offers services to infants and toddlers (birth to thirty-six months) who are felt to be at risk for developmental delay.

Examples include:

- Delays in achieving developmental milestones
- Delayed growth
- Extreme prematurity
- Established neurologic conditions
- Severe behavior disorders
- After an initial assessment, the Early Steps team puts together a family support plan, including referrals to specialists if needed.

To find out if your child qualifies for the Early Steps-University of Miami program, please call 305-243-6660.

Early Steps Southernmost Coast-Miami Children's Hospital

Getting the right services at the right time can really make a difference for children with special needs. The Early Steps program at Miami Children's Hospital (called Early Steps Southernmost Coast) assures that early intervention services and supporting resources are available for young children with special needs from birth to age three. If a child has a developmental delay (i.e. is slow to begin crawling, walking or talking), vision, hearing, feeding, or an established condition that place him/her at risk for developmental delay, the family may be eligible for services through Early Steps Southernmost Coast. The family must live in the southern half of Miami Dade County through the Florida Keys of Monroe County. If the family lives outside of the area, staff can assist in finding the right Early Steps location.

Who Can Receive Services?

Families, physicians, professionals, or other members in the community can refer any infant or toddler (under the age of three) with developmental concerns to the program. Children may be eligible if they have an established condition that has a high probability of resulting in disability or developmental delay (e.g. Down Syndrome) or if they have a developmental delay (e.g., having trouble communicating, processing information, walking, etc.).

Eligible children receive a multidisciplinary evaluation and assessment by a team of specialists, including a Service Coordinator and two or more of the following clinicians to determine his or her eligibility: physical therapist, occupational therapist, speech/language therapist, psychologist, or developmental specialist. Children who are found eligible in accordance with the Early Steps guidelines are enrolled with subcontracted community agencies to provide the services recommended by the Individualized Family Support Plan team, which always includes the parents.

Early Steps services are based on Early Steps evaluations and the family's concerns, resources, and goals. Early Steps uses a Team Based Primary Service Provider approach which aims to empower each eligible family by providing a comprehensive team of professionals from the beginning of services through transition. The goal is for the family to receive strong support from one person, provide a comprehensive team of professionals from beginning to end, and for the family to have fewer appointments and more time to be a "family." Services are provided to the family and child where they live, learn and play ("Natural Environment"), to enable the family to implement developmentally appropriate learning opportunities during everyday activities and routines. To find out if your child qualifies for the Early Steps Southernmost Coast-Miami Children's Hospital program, please call Janet Dagnesses at 786-624-3617.

What Does “Ready” Mean?

Being “ready” for school means that your child is able to learn what will be taught in the kindergarten class that he/she will attend, and can function comfortably with teachers and other children in that setting. When parents think about school readiness, they sometimes focus too much on academics. However, the skills that define readiness are far broader than knowing letters, numbers, and how to count. To be ready for school, a child needs to have a positive attitude toward starting school, some understanding of why he or she is there, and be receptive to learning new things and making new friends. The best way to learn what will be expected of your child is to contact the school your child will attend and speak with the teachers.

Why and How are Students Assessed in Kindergarten?

Section 1002.69, Florida Statutes, describes the Department of Education’s responsibilities related to statewide kindergarten screening and the calculation of Florida Voluntary Prekindergarten (VPK) Provider Kindergarten Readiness Rates. The law requires that the statewide kindergarten screening be administered to all kindergarten students in the school district within the first 30 days of each school year. Children who participated in VPK and attend kindergarten at a non-public school are also provided opportunities to participate in the screening.

Florida Kindergarten Readiness Screener (FLKRS)

The purpose of the FLKRS is:

- To inform instruction.
- To gather information on a child’s overall development.
- To specifically address the readiness of each student for kindergarten based on the VPK Education Standards.
- To calculate the VPK Provider Kindergarten Readiness Rate that measures how well a VPK provider prepares four-year-olds for kindergarten based upon Florida’s VPK Education Standards.

Work Sampling System (WSS)

In the school year of 2015-2016 the Florida Kindergarten Readiness Screener includes the Work Sampling System (WSS) screening instrument. The WSS is a developmental authentic performance assessment designed to help teachers optimize the use of daily classroom experiences and activities to document and evaluate children’s skills, knowledge and behavior. It provides the framework that enables teachers to understand what their students know and can do. The domains of WSS include: Personal and Social Development; Language and Literacy; Mathematical Thinking; Scientific Thinking; and Physical Development.

How Will FLKRS Data Be Used by Teachers?

The FLKRS data will be used by teachers:

- To determine each child's readiness for kindergarten.
- To identify individual learning needs, set instructional goals, and monitor instructional progress.
- To inform parents of their child's readiness for kindergarten and progress towards the end-of-year benchmarks.

Developmental Characteristics of the Five-Year-Old

Young children are developing socially, physically, intellectually, creatively and emotionally. All these characteristics are related and dependent on each other. Early childhood is a time of rapid intellectual growth and development; greatly influenced by the home, school, playmates, and various organizations. The kindergarten program provides learning experiences that meet the needs of all children going through similar stages of development at different rates. In a kindergarten classroom, there may be as much as one year difference in age between the oldest and the youngest child.

Social Development:

Five-year-olds are becoming more socially oriented and make friends with children of their own age. They are learning to share, cooperate and play in groups. They engage in social behaviors such as being friends, taking turns, being fair and having conflicts. The support and approval of adults, especially family members, are very important to the children as they adjust to unfamiliar situations.

Physical Development:

Kindergarten-aged children are in a period of slow physical growth. Nevertheless, have more control of their large muscles and continue to develop the ability to run, skip and jump. Their small muscles are slower to develop; potentially causing more difficulty when handling small materials such as writing tools, scissors, buttons and shoelaces. Their ability to coordinate movements such as throwing, kicking and catching a ball is increasing. Five-year-old children are learning to use their senses more fully and have plenty of energy. They get tired easily and recover quickly. They need a balance between active and quiet times; sitting still for long periods of time is very difficult for them.

Intellectual Development:

Kindergarten children gain knowledge of objects, relationships and events by doing, observing, imitating and exploring. They develop thinking skills related to their direct experiences.

However, their reasoning, memory and problem-solving skills are yet to be developed. Although they are beginning to plan and think ahead, very often their actions are in the here-and-now. Most situations are viewed from their own perspective; however, they are developing the ability to understand the view of others. Their attention span and memory skills are increasing.

Children's listening and speaking vocabularies increase rapidly, as they love to engage in conversations. At this age, children ask many questions, experiment with the sounds of language, begin to express ideas in pictures and writing emerges.

Creative Development:

Kindergarten children like to express their ideas and feelings, they need people to listen and respond to them. They use materials to explore, experiment and create. The process of creating is often more important to them than the end product. The five-year-old frequently takes part in music, dancing and movement, and likes to engage in dramatic play. They like to experiment with different roles and in the process, discover new solutions to problems.

Emotional Development:

Emotional development includes experiencing and expressing feelings, developing independence, decision-making skills and initiative. Kindergarten children display their emotions easily, intensely and visibly. They are experimenting with ways to express themselves in a socially appropriate manner. They are insistent on doing things by themselves, cultivating independence and developing a sense of self. They become anxious when separated from familiar people, places and things.



How Do Young Children Learn?

Young children see the world differently than older students and adults; they learn best through direct sensory experiences. Five-year-olds need to manipulate, explore and experiment with real objects. They learn through doing, moving, and talking.

Kindergarten students are active learners who learn through purposeful play. Many educators refer to play as the serious work of childhood. While playing, children are highly motivated and concentrate intensely. They are clarifying information, integrating ideas from prior experiences, exploring and experimenting with their environment. Play provides children with opportunities to add to their knowledge, learn new skills, and practice familiar ones. They develop their imagination, creativity, and the ability to problem solve.

What Will My Child Learn in Kindergarten?

Reading/Language Arts:

Language is the basis of all communication. Language learning is an active process that begins at birth and continues throughout life. Children learn language through its use. In kindergarten, students participate in shared listening, reading, and viewing experiences using picture books, fairy tales, stories, photographs, illustrations and video programs. They share stories using rhymes, rhythms, symbols, pictures, and drama to celebrate accomplishments. Students draw, record, tell about their ideas and experiences and participate in group language activities. They predict, ask questions, represent form pictures, and share ideas and information about topics of interest. They form recognizable letters, print their own names, and explore and experiment with new words and terms.

Mathematics:

Mathematics is an academic area that is increasing in importance in our advancing, technological society. Becoming mathematically literate is essential to problem solving. Kindergarten students explore numbers, patterns, shape and space, and data analysis by working with appropriate materials and tools. They count and compare objects, and demonstrate awareness of addition and subtraction through role playing and the use of manipulatives. They identify and create patterns, and learn about measuring, classifying, matching, describing and comparing. Kindergarten students describe, sort, build real-world objects, and learn to collect and organize information.

Social Studies and Environmental Awareness:

Students explore, investigate, and describe their environment and community by asking questions, solving problems, and using their senses. They identify familiar shapes, symbols, sounds, and recognize similarities and differences in living things, objects, and materials. Kindergarten students explore the design, function, and properties of a variety of natural and manufactured materials. They explore scientific concepts using sand, water, blocks, clay, and other materials, and begin to use technology appropriately. Students become aware of diversity in the uniqueness of self and others. They begin to talk about feelings and emotions. They learn

about homes, family, familiar places, and people who work and help in the community. Students learn to recognize seasonal changes, colors and shapes in the environment, and familiar animals in their surroundings.

Children need to learn how to express their feelings in acceptable ways and to show respect and positive caring toward others. Kindergarten students learn these concepts by taking turns in activities and discussions, working cooperatively, giving and receiving help, and taking part in small and large group activities.

Physical Skills:

Physical activity is important to normal growth and development. Five-year-olds need assistance to develop knowledge, skills and attitudes that will lead to frequent physical activity. Health and life skills involve learning about the habits and behaviors that lead to healthy daily living and well-being. In kindergarten, students begin to develop personal responsibility for health and learn about personal safety and ways to prevent and reduce risk. Through movement, games, and activities using equipment such as balls, beanbags, jump ropes, a balance beam, and hoops, children develop coordinated movement and balance.

These activities improve not only the gross (large motor skills), but strengthen fine motor skills. Students learn to hold a writing instrument and control its movement. Eye-hand coordination increases as students work with small materials, such as buttons, cubes, blocks and beads. By participating in physical activity, becoming aware of healthy food choices and learning to observe safety rules, students develop attitudes and practice behaviors that promote an active, healthy lifestyle.

Creative Expression:

Kindergarten children explore and express their thoughts and feelings through the visual arts, music, drama, and movement. By viewing and responding to everyday objects and artworks, children learn about how we see and interpret visual images. Children express themselves through movement, individual and group musical activities, songs, and games. They listen and begin to appreciate a variety of musical instruments and different kinds of music. Through dramatic play and movement, children grow in self-awareness and self-confidence, and develop their imaginative and creative thoughts. The arts help students connect their own experiences with forms of artistic expression in the world around them. Finally, students begin to recognize diverse family and cultural traditions and the contributions the arts make to these traditions.



Kindergarten

Language Arts Florida Standards (LAFS) Grade Level Expectations

Strand: Reading Standards for Literature

Cluster 1: Key Ideas and Details

- With prompting and support, ask and answer questions about key details in a text.
- With prompting and support, retell familiar stories, including key details.
- With prompting and support, identify characters, settings, and major events in a story.

Cluster 2: Craft and Structure

- With prompting and support, ask and answer questions about unknown words in a text.
- Recognize common types of texts (e.g., story books, poems).
- With prompting and support, identify the author and illustrator of a story and define the role of each in telling the story.

Cluster 3: Integration of Knowledge and Ideas

- With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., What moment in a story an illustration depicts?).
- With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Cluster 4: Range of Reading and Level of Text Complexity

- Actively engage in group reading activities with purpose and understanding.

Strand: Reading Standards for Foundational Skills

Cluster 1: Print Concepts

- Demonstrate understanding of the organization and basic features of print.
 - a. Follow words from left to right, top to bottom, and page by page.
 - b. Recognize that spoken words are represented in written language by specific sequences of letters.
 - c. Understand that words are separated by spaces in print.
 - d. Recognize and name all upper and lowercase letters of the alphabet.

Cluster 2: Phonological Awareness

- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - a. Recognize and produce rhyming words.
 - b. Count, pronounce, blend, and segment syllables in spoken words.
 - c. Blend and segment onsets and rimes of single-syllable spoken words.
 - d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
 - e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Cluster 3: Phonics and Word Recognition

- Know and apply grade-level phonics and word analysis skills in decoding.
 - a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
 - b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
 - c. Read common high-frequency words by sight 9 e.g., the, of, to, you, she, my, is, are, do, does).
 - d. Distinguish between similarly spelled words by identifying the sounds of letters that differ.

Cluster 4: Fluency

- Read emergent-reader texts with purpose and understanding.

Strand: Reading Standards for Informational Text

Cluster 1: Key Ideas and Details

- With prompting and support, ask and answer questions about key details in a text.
- With prompting and support, identify the main topic and retell key details of a text.
- With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Cluster 2: Craft and Structure

- With prompting and support, ask and answer questions about unknown words in a text.
- Identify the front cover, back cover, and the title page of a book.

- With prompting and support, identify the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Cluster 3: Integration of Knowledge and Ideas

- With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., What person, place, thing, or idea in the text an illustration depicts?).
- With prompting and support, identify the reasons an author gives to support points in a text.
- With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., illustrations, descriptions, or procedures).

Cluster 4: Range of Reading and Level of Text Complexity

- Actively engage in group reading activities with purpose and understanding.

Strand: Writing Standards

Cluster 1: Text Types and Purposes

- Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the 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 _____ because _____).
- 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.

Cluster 2: Production and Distribution of Writing

- With guidance and support from adults, respond to questions and suggestions, from peers and add details to strengthen writing as needed.
- With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.



Cluster 3: Research to Build and Present Knowledge

- Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Strand: Standards for Speaking and Listening

Cluster 1: Comprehension and Collaboration

- Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and large groups.
 - a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
 - b. Continue a conversation through multiple exchanges.
- Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Cluster 2: Presentation of Knowledge and Ideas

- Describe familiar people, places, things, and events with prompting and support, provide additional detail.
- Add drawings or other visual displays to description as desired to provide additional detail.
- Speak audibly and express thoughts, feelings, and ideas clearly.

Strand: Language Standards

Cluster 1: Conventions of Standard English

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Print many upper and lower case letters.
 - b. Use frequently occurring nouns and verbs.
 - c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs, wish,

wishes.)

- d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
 - e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
 - f. Produce and expand complete sentences in shared language activities.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Capitalize the first words in a sentence and the pronoun *I*.
 - b. Recognize and name end punctuation.
 - c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
 - d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Cluster 3: Vocabulary Acquisition and Use

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
 - a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
 - b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
- With guidance and support from adults, explore word relationships and nuances in word meanings.
 - a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 - b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
 - c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).

- d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

The *Language Arts Florida Standards (LAFS)* were approved by the Florida State Board of Education on February 18, 2014. *LAFS* are to be fully implemented across the grades in the 2014-15 school year.

For more information regarding the Florida Standards, visit the website at <http://www.fldoe.org>



Kindergarten

Mathematics Florida Standards (MAFS) Grade Level Expectations

Domain: Counting and Cardinality

Cluster 1: Know number names and count sequence.

- Count to 100 by ones and by tens.
- Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
- Read and write numbers from 0-20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

Cluster 2: Count to tell the number of objects.

- Understand the relationship between numbers and quantities; connect counting to cardinality.
 - a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
 - b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
 - c. Understand that each successive number name refers to a quantity that is one larger.
- Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.

Cluster 3: Compare numbers.

- Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
- Compare two numbers between 1 and 10 presented as written numerals.

Domain: Operations and Algebraic Thinking

Cluster 1: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

- Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
- Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. (Students are not required to independently read the word problems.)
- For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
- Fluently add and subtract within 5.
- Use addition and subtraction within 10 to solve word problems involving both addends unknown, e.g., by using objects, drawings, and equations with symbols for the unknown numbers to represent the problem. (Students are not required to independently read the word problems.)

Domain: Number and Operations in Base Ten

Cluster 1: Work with numbers 11-19 to gain foundations for place value.

- Compose and decompose numbers from 11-19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Domain: Measurement and Data

Cluster 1: Describe and compare measurable attributes.

- Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
- Directly compare two objects with a measurable attribute in common, to see which object has “more of” or “less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.
- Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.

Cluster 2: Classify objects and count the number of objects in each category.

- Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

Domain: Geometry

Cluster 1: Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres):

- Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
- Correctly name shapes regardless of their orientations or overall size.
- Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).

Cluster 2: Analyze, compare, create, and compose shapes.

- Analyze and compare two and three dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/ “corners”) and other attributes (e.g., having sides of equal length).
- Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
- Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”

The *Mathematics Florida Standards (MAFS)* were approved by the Florida State Board of Education on February 18, 2014. The finalized *MAFS* were fully implemented across the grades in the 2014-15 school year.

For more information regarding Florida Standards, visit the website at <http://www.fldoe.org>.



Kindergarten

Next Generation Sunshine State Standards (NGSSS) Grade Level Expectations Science

Big Idea 1

Standard 1:

- A. Scientific inquiry is a multifaceted activity; the processes of science include the formulation of scientifically investigable questions, construction of investigations into those questions, the collection of appropriate data, the evaluation of the meaning of those data, and the communication of this evaluation.**
- B. Processes of science frequently do not correspond to the traditional portrayal of "the scientific method."**
- C. Scientific argumentation is a necessary part of scientific inquiry and plays an important role in the generation and validation of scientific knowledge.**
- D. Scientific knowledge is based on observation and inference; it is important to recognize that these are very different things. Not only does science require creativity in its methods and processes, but also in its questions and explanations.**
 - Collaborate with a partner to collect information.
 - Make observations of the natural world and know that they are descriptors collected using the five senses.
 - Keep records as appropriate -- such as pictorial records -- of investigations conducted.
 - Observe and create a visual representation of an object which includes its major features.
 - Recognize that learning can come from careful observation.

Big Idea 5

Standard 2:

Humans continue to explore Earth's place in space. Gravity and energy influence the formation of galaxies, including our own Milky Way Galaxy, stars, the Solar System, and Earth. Humankind's need to explore continues to lead to the development of knowledge and understanding of our Solar System.

- Explore the Law of Gravity by investigating how objects are pulled toward the ground unless something holds them up.
- Recognize the repeating pattern of day and night.
- Recognize that the Sun can only be seen in the daytime.
- Observe that sometimes the Moon can be seen at night and sometimes during the day.
- Observe that things can be big and things can be small as seen from Earth.
- Observe that some objects are far away and some are nearby as seen from Earth.

Big Idea 8

Standard 3:

- A. All objects and substances in the world are made of matter. Matter has two fundamental properties: matter takes up space and matter has mass.**
 - B. Objects and substances can be classified by their physical and chemical properties.**
 - C. Mass is the amount of matter (or "stuff") in an object. Weight, on the other hand, is the measure of force of attraction (gravitational force) between an object and Earth.**
 - D. The concepts of mass and weight are complicated and potentially confusing to elementary students. Hence, the more familiar term of "weight" is recommended for use to stand for both mass and weight in grades K-5. By grades 6-8, students are expected to understand the distinction between mass and weight, and use them appropriately.**
- Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light) and texture.

Big Idea 9

Standard 4:

A. Matter can undergo a variety of changes.

B. Matter can be changed physically or chemically.

- Recognize that the shape of materials such as paper and clay can be changed by cutting, tearing, crumpling, smashing, or rolling.

Big Idea 10

Standard 5:

A. Energy is involved in all physical processes and is a unifying concept in many areas of science.

B. Energy exists in many forms and has the ability to do work or cause a change.

- Observe that things that make sound vibrate.

Big Idea 12

Standard 6:

A. Motion is a key characteristic of all matter that can be observed, described, and measured.

B. The motion of objects can be changed by forces.

- Investigate that things move in different ways, such as fast, slow, etc.

Big Idea 13

Standard 7:

A. It takes energy to change the motion of objects.

B. Energy change is understood in terms of forces--pushes or pulls.

C. Some forces act through physical contact, while others act at a distance.

- Observe that a push or a pull can change the way an object is moving.

Big Idea 14

Standard 8:

- A. All plants and animals, including humans, are alike in some ways and different in others.**
- B. All plants and animals, including humans, have internal parts and external structures that function to keep them alive and help them grow and reproduce.**
- C. Humans can better understand the natural world through careful observation.**
 - Recognize the five senses and related body parts.
 - Recognize that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life.
 - Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do.



Kindergarten
Next Generation Sunshine State Standards (NGSSS)
Grade Level Expectations
Health Education

Health Literacy: Concepts

Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.

1. Recognize healthy behaviors.
2. Recognize the physical dimension of health.
3. Recognize ways to prevent common communicable diseases.
4. Recognize childhood injuries.
5. Recognize there are body parts inside and outside of the body.

Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

1. Name healthy behaviors that family members should practice.
2. Identify members of the school and community that support personal health practices and behaviors.
3. Explain the importance of rules to maintain health.
4. Name various types of media and technology that influence health.

Health Literacy: Responsible Behavior

Standard 1: Demonstrate the ability to access valid health information, products and services to enhance health.

1. Recognize school and community health helpers.
2. Recognize warning labels and signs on hazardous products and places.
3. Recognize advertisements for health products.

Standard 2: Demonstrate the ability to use interpersonal communication skills to enhance health

and avoid or reduce health risks.

1. Recognize healthy ways to express needs, wants, and feelings.
2. Demonstrate listening skills to enhance health.
3. Identify the appropriate responses to unwanted and threatening situations.
4. State ways to tell a trusted adult if threatened or harmed.

Standard 3: Demonstrate the ability to use decision-making skills to enhance health.

1. Name situations when a health-related decision can be made individually or when assistance is needed.
2. Recognize healthy options to health-related issues or problems.
3. Recognize the consequences of not following rules/practices when making healthy and safe decisions.

Health Literacy: Promotion

Standard 1: Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself

- .
1. Identify healthy practices and behaviors to maintain or improve personal health.

Standard 2: Demonstrate the ability to advocate for individual, peer, school, family, and community health.

1. Help others to make positive health choices.

Kindergarten

Next Generation Sunshine State Standards (NGSSS) Grade Level Expectations Social Studies

American History

Historical Inquiry and Analysis:

- Develop an understanding of how to use and create a timeline.
- Develop an awareness of a primary source.

Historical Knowledge:

- Compare children and families of today with those in the past.
- Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation's ethnic heritage.
- Compare our nation's holidays with holidays of other cultures.
- Listen and retell stories about people in the past who have shown character ideals and principles including honesty, courage, and responsibility.
- Recognize the importance of U.S. symbols.

Chronological Thinking

- Use words and phrases related to chronology and time to explain how things change and to sequentially order events that have occurred in school.
- Explain that calendars represent days of the week and months of the year.

Geography

The World in Spatial Terms:

- Describe the relative location of people, places, and things by using positional words.

- Explain that maps and globes help to locate different places and that globes are a model of the Earth.
- Identify cardinal directions (north, south, east, and west).
- Differentiate land and water features on simple maps and globes.

Places and Regions:

- Locate and describe places in the school and community.
- Know one's own phone number, street address, city or town and that Florida is the state in which the student lives.

Physical System:

- Identify basic landforms.
- Identify basic bodies of water.
- Describe and give examples of seasonal weather changes, and illustrate how weather affects people and the environment.

Economics

Beginning Economics:

- Describe different kinds of jobs that people do and the tools or equipment used.
- Recognize that United States currency comes in different forms.
- Recognize that people work to earn money to buy things they need or want.
- Identify the difference between basic needs and wants.

Civics and Government

Foundations of Government, Law, and the American Political System:

- Define and give examples of rules and laws, and why they are important.

- Explain the purpose and necessity of rules and laws at home, school, and community.

Civic and Political Participation:

- Demonstrate the characteristics of being a good citizen.
- Demonstrate that conflicts among friends can be resolved in ways that are consistent with being a good citizen.
- Describe fair ways for groups to make decisions.



Kindergarten

Next Generation Sunshine State Standards (NGSSS) Grade Level Expectations Arts: Visual Art

Big Idea: Critical Thinking and Reflection

Enduring Understanding 1:

Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

- Create and share personal works of art with others.

Enduring Understanding 2:

Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

- Describe personal choices made in the creation of artwork.
- Identify media used by self or peers.

Big Idea: Skills, Techniques, and Processes

Enduring Understanding 1:

The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

1. Explore art processes and media to produce artworks.
2. Produce artwork influenced by personal decisions and ideas.

Enduring Understanding 2:

Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

- Develop artistic skills through the repeated use of tools, processes, and media.

- Practice skills to develop craftsmanship.
- Handle art tools and media safely in the art room.

Big Idea: Organizational Structure

Enduring Understanding 1:

Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

- Explore the placement of the structural elements of art in personal works of art.

Enduring Understanding 2:

The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

- Generate ideas and images for artworks based on memory, imagination, and experiences.

Enduring Understanding 3:

Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

- Create works of art to document experiences of self and community.

Big Idea: Historical and Global Connections

Enduring Understanding 1:

Through study in the arts, we learn about and honor others and the worlds in which they live(d).

- Describe art from selected cultures and places.
- Follow directions for suitable behavior in an art audience.
- Explain how art-making can help people express ideas and feelings.

Enduring Understanding 2:

The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

- Compare selected artworks from various cultures to find differences and similarities.
- Explore everyday objects that have been designed and created by artists.
- Describe where artwork is displayed in school or other places.

Enduring Understanding 3:

Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

- Express ideas related to non-art content areas through personal artworks.

Big Idea: Innovation, Technology, and the Future**Enduring Understanding 1:**

Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

- Experiment with art media for personal satisfaction and perceptual awareness.
- Identify real and imaginary subject matter in works of art.

Enduring Understanding 2:

Careers in and related to the arts significantly and positively impact local and global economies.

- Describe where art ideas or products can be found in stores.

Enduring Understanding 3:

The 21st century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

- Create artwork that communicates an awareness of self as part of the community.



Kindergarten

Next Generation Sunshine State Standards (NGSSS) Grade Level Expectations Arts: Music

Big Idea: Critical Thinking and Reflection

Enduring Understanding 1:

Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

- Respond to music from various sound sources to show awareness of steady beat.
- Identify various sounds in a piece of music.
- Identify, visually and aurally, pitched and unpitched classroom instruments.
- Identify singing, speaking, and whispering voices.

Enduring Understanding 2:

Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

- Identify similarities and/or differences in a performance.

Enduring Understanding 3:

The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

- Share opinions about selected pieces of music.

Big Idea: Skills, Techniques and Processes

Enduring Understanding 1:

The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

- Improvise a response to a musical question sung or played by someone else.

Enduring Understanding 2:

Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

- Sing or play songs from memory.

Enduring Understanding 3:

Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

- Sing songs of limited range appropriate to the young child and use the head voice.
- Perform simple songs and accompaniments.
- Match pitches in a song or musical phrase in one or more keys.
- Imitate simple rhythm patterns played by the teacher or a peer.

Big Idea: Organizational Structure

Enduring Understanding 1:

Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

- Respond to beat, rhythm, and melodic line through imitation.
- Identify similarities and differences in melodic phrases and/or rhythm patterns.

Enduring Understanding 2:

Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

- Respond to music to demonstrate how it makes one feel.

Big Idea: Historical and Global Connections

Enduring Understanding 1:

Through study in the arts, we learn about and honor others and the worlds in which they live(d).

- Respond to music from diverse cultures through singing and movement.

Enduring Understanding 2:

The arts reflect and document cultural trends and historical events, and help explain how new

directions in the arts have emerged.

- Respond to and/or perform folk music of American cultural sub-groups.

Enduring Understanding 3:

Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

- Perform simple songs, finger plays, and rhymes to experience connections among music, language, and numbers.

Big Idea: Innovation, Technology and the Future

Enduring Understanding 1:

Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

- Respond to and explore music through creative play and found sounds in the music classroom.

Enduring Understanding 2:

The 21st century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

- Exhibit age-appropriate music and life skills that will add to the success in the music classroom.



Kindergarten

Next Generation Sunshine State Standards (NGSSS) Grade Level Expectations Physical Education

Movement Competency

Standard 1:

Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics dance and aquatics)

- Use a variety of locomotor skills to travel in personal and general space.
- Strike objects using body parts forcefully.
- Balance a lightweight object on a paddle while moving.
- Strike and object forcefully using a modified, long-handled implement of various sizes, weights, and compositions.
- Use two hands to bounce and catch a large playground ball.
- Participate in a variety of introductory water skills.
- Catch a variety of self-tossed objects.
- Roll and throw a variety of objects using an underhand motion.
- Throw a variety of objects forcefully using an overhand motion.
- Perform a creative movement sequence with a clear beginning shape, at least one movement concept, and a clear ending shape.
- Balance on a variety of body parts.
- Perform a variety of rolling actions.
- Move in a variety of ways in relation to others.

Cognitive Abilities

Standard 1:

Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

- Recognize locomotor skills.
- Recognize physical activities have safety rules and procedures.
- Recognize technology can be utilized during physical activity.
- Recognize there are deep and shallow areas of a pool and understand the dangers of entering a body of water without supervision.
- Recognize the concept of a dominant hand/foot for throwing/striking patterns.
- Recite cues for a variety of movement patterns and skills.
- Identify personal and general space.
- Recognize movement concepts.
- Identify body parts.

Lifetime Fitness

Standard 1:

Participate regularly in physical activity.

- Participate in moderate to vigorous physical activity (MVPA) on a daily basis.
- Identify opportunities for involvement in physical activities both during and after the school day.
- Describe physical activity goal-setting.

- Invite others to participate in physical activities with them.
- Recognize that physical activity is good for you.
- Verbally state the search (look left, look right, look left again) used before crossing a roadway.

Standard 2:

Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.

- Recognize that strong muscles help the body perform physical activities.
- Recognize the physiological signs of physical activity.
- Recognize the difference in the activity of the heart during rest and while physically active.
- Participate in a variety of games that increase breathing and heart rate.
- Recognize that flexibility is important.
- Differentiate between healthy and unhealthy food choices.

Responsible Behaviors and Values

Standard 1:

Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

- Treat others with respect during play.
- Practice specific skills as assigned until the teacher signals the end of practice.
- Use equipment safely and properly.
- Identify sharing with a partner as a way to cooperate.

Standard 2:

Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

- Identify physical activities that are enjoyable.



- Willingly try new movements and motor skills.
- Continue to participate when not successful on the first try.
- Enjoy participation alone and with others.

How Should the Kindergarten Classroom Look?

A kindergarten classroom should be bright, cheerful, colorful, and busy. A variety of spaces should be available for independent, small group, and large group activities. As most students need to be active in the classroom environment, the kindergarten classroom will have different types of learning centers.

The following is a list of suggested centers and materials:

Library and Listening	A variety of books and tapes for students to read and listen.
Mathematics	Manipulative materials and tasks for students to sort, count, classify, measure and learn number sense.
Writing	Paper, pencils, markers, crayons, typewriter, computer, paper clips, etc.
Science and Exploration	Materials such as seeds, plants, rocks, magnifying glass, pencil, etc.
Computer	Two to six computer stations for children to work independently on installed programs designed to meet individual students' needs and monitor their progress.
Teacher Led Centers (TLC)	A small table for four to seven students where the teacher presents or reviews skills based on individual needs. Lessons are designed according to data collected from various assessments to facilitate student growth.
Phonemic Awareness/Phonics	Activities for students to manipulate letter naming, letter sounds, word parts, rhyming words for emergent pre-reading and reading skills.

The following centers may be present in some kindergarten classrooms:

Construction	Blocks, manipulative toys for students to design, create, and build.
Dramatic Play	Props for a house and/or store, puppets and dress-up clothes for students to facilitate imaginative play.

Games

Puzzles and table games for students to share, think, and problem solve.

Kindergarten Student Report Card Code of Development

Kindergarten teachers use the electronic gradebook to communicate individual student growth and development without student comparison to the progress of others. Symbols stated in the Code of Development (see below) and parent conferences should serve as the primary means of communicating student progress and achievement of the standards for promotion. A student's development progress should reflect the teacher's most objective assessment of the student's social, emotional, and academic achievement. See Appendix C for a sample Kindergarten Report Card.

Code of Development:

E = Outstanding progress

Code "E" (90-100%) indicates that the kindergarten student has demonstrated mastery of instructional objectives appropriate for the kindergarten program. The student consistently performs at a level above expectations in the kindergarten program.

G = Above average progress

Code "G" (80-89%) indicates that the kindergarten student has demonstrated above average mastery of instructional objectives appropriate for the kindergarten program. The student consistently performs at a high level in the kindergarten program.

S = Average progress

Code "S" (70-79%) indicates that the kindergarten student has made satisfactory progress in mastering instructional objectives appropriate for the kindergarten program. The students' performance is progressing toward grade level expectations at a level which will permit him/her to successfully complete the essential objectives of the kindergarten program.

M = Lowest acceptable progress

Code "M" (60-69%) indicates that the kindergarten student has mastered the minimal instructional objectives for the kindergarten program. The student consistently performs at the lowest acceptable level in the kindergarten program.

U = Failure

Code “U” (59% and below) indicates that the kindergarten student has not mastered the minimal instructional objectives for the kindergarten program. The student consistently performs below the lowest acceptable levels in the kindergarten program.

When a numerical equivalent to an assigned letter grade of “E,” “G,” “S,” “M,” or “U” is used, the following apply and shall be communicated to the student and his/her parents:

KINDERGARTEN GRADES	NUMERICAL VALUE	VERBAL INTERPRETATION	GRADE POINT VALUE
E	90-100%	Outstanding progress	4
G	80-89%	Above average progress	3
S	70-79%	Average progress	2
M	60-69%	Lowest acceptable progress	1
U	0-59%	Failure	0

Conduct

Conduct grades are to be used to communicate to both students and their parents/guardians the teacher’s evaluation of a student’s behavior and citizenship development. These grades are independent of academic and effort grades.

Interim Progress Report

Interim progress reports must be sent home at any time the student is performing unsatisfactorily in academics, conduct, or effort, and are disseminated to all students at mid-grading period.

Homework/Make-Up Assignments

The School Board of Miami-Dade County, Florida recognizes regular, purposeful homework as an essential component of the instructional process in Miami-Dade County Public Schools. Homework is an integral factor in fostering the academic achievement of students, and in extending school activities into the home and the community. Regular homework provides opportunities for developmental practice, drill, the application of skills already learned, the development of independent study skills, enrichment activities and self-discipline. Homework should provide reinforcement and extension of class instruction, and should serve as a basis for further study and preparation for future class assignments. In light of the major purposes for homework, it is not to be assigned as punishment for students for disciplinary reasons.

Parents’/Guardians’ responsibilities include:

1. Providing continued interest and concern for the child's successful performance in school through encouraging and supporting the child in his/her performance of homework assigned.
2. Indicating an interest about assignments and assisting, if possible, when requested by the child, but not to include performing the work for the child.
3. Supporting the school in regard to the students' being assigned homework.
4. Requesting assignments for students when short term absences are involved.
5. Assisting the school in stressing the importance of reading and its benefits.
6. Assuring that students read for a period of at least 30 minutes each day in addition to any assigned homework.

It is understood that it is not the parents'/guardians' responsibility to have to give a great deal of assistance to the student in completing homework. Parents or other family members should, however, make every effort to read to students who cannot read on their own during the assigned homework period. Kindergarten teachers are expected to exercise judgment in making homework assignments, considering the child's readiness level and the type of work to be accomplished. It is recommended that schools assign a total average of thirty minutes of homework daily (5 days a week) for kindergarten students.

Attendance Policy - (The School Board of Miami-Dade County Bylaws & Policies No. 5200)

Parents and students are responsible for attendance, which shall be required of all students during the days and hours that the school is in session.

Absences shall be reported to the school attendance office by the parent or adult student as soon as practicable. The Superintendent shall require, from the parent of each student of compulsory school age or from an adult student who has been absent from school or from class for any reason, a statement of the cause for such absence. The District reserves the right to verify such statements and to investigate the cause of each single absence.

Educators shall encourage regular attendance of students, maintain accurate attendance records, and follow reporting procedures prescribed by the Superintendent.

Accordingly:

- A. if the parent who has legal custody of a student requests that no one else be permitted to confer with the child at school the principal and/or teacher is required to honor this request;
- B. students are not to be taken out of their regular classes to prepare for programs other than school-sponsored activities;

- C. when a student has been absent three (3) consecutive days and the school has been unable to ascertain the reason for the absences, the absences shall be investigated by the school principal or at any other time if deemed necessary; and
- D. the parent or adult student shall report absences to the school as soon as practicable. Failure to report and explain the absence(s) shall result in unexcused absence(s). The principal shall have the final authority for determining acceptability of the reason for the absence(s).

Each school should establish procedures to ensure good attendance. A student who is absent more than nine (9) days within a semester or more than four (4) days for schools on a block schedule, will not receive a passing grade for the semester unless:

- A. medical evidence is presented to the principal in writing justifying a specific number of days absence, absences are for approved school activities, or absences are approved by the Principal; and
- B. the student demonstrates mastery of the student performance standards in the course(s) as identified in curriculum guides and/or adopted textbooks.

If the absences are excused, all educational requirements for the course shall be met before a passing grade and/or credit is assigned. The student shall have a reasonable amount of time, up to three (3) school days, to complete make-up work for excused absences. Principals may grant extensions to the make-up time limit for extenuating circumstances. Regarding make-up of the work missed as a result of unexcused absences, each principal shall establish site-specific policies that encourage both regular attendance and high academic achievement, and shall review and modify these policies from time-to-time as required to maintain and improve their effectiveness.

Attendance Definitions:

- A. School Attendance - Students are to be counted in attendance only if they are actually present for at least two (2) hours of the day or engaged in a school-approved educational activity which constitutes a part of the instructional program for the student.
- B. Class Attendance - Students are to be counted in attendance if they are physically present in class for at least half of the class period, have been excused by the teacher on a class-related assignment, or have been requested by a member of the school support staff for an approved school activity.
- C. Tardiness - A student is considered tardy if they are not present at the moment the school bell rings for the class assigned. NOTE: If a student is not present when attendance is taken but is present later in the school day, that student must be considered in attendance, but tardy, and the absence should be changed. A student who is tardy should never remain on record as being absent.

- D. Early Sign-outs –No student shall be released within the final thirty (30) minutes of the school day unless authorized by the principal or principal’s designee (i.e., emergency, sickness).

Each student who is scheduled at a school center for instructional purposes for a partial day at an area vocational-technical center, a vocational school or a community college for a partial day shall, if present at the school center, be reported as present one-half day.

Reasonable excuses for being absent from school:

- A. Personal illness of the student (medical evidence may be required by the Principal for absences exceeding five (5) consecutive days). The written statement must include all days the student has been absent from school. If a student is continually sick and repeatedly absent from school due to a specific medical condition, s/he must be under the supervision of a health care provider in order to receive excused absences from school.
- B. Court appearance of the student, subpoena by law enforcement agency, or mandatory court appearance.
- C. Absence due to a medical appointment requires a written statement from a health care provider indicating the date and time of the appointment and submitted to the Principal.
- D. An approved school activity (absences recorded but not reported).
- E. Other absences with prior approval of the Principal.
- F. Attendance at a center under Department of Children and Families supervision.
- G. Significant community events with prior permission of the Principal. When more than one (1) school is involved, the Region Superintendent will determine the status of the absence.
- H. Observance of a religious holiday or service when it is mandated for all members of a faith that such a holiday or service should be observed.
- I. Death in the immediate family.
- J. School-sponsored event or educational enrichment activity that is not a school-sponsored event, as determined and approved by the Principal. The student must receive advance written permission from the Principal. Examples of special events include: public functions, conferences, and regional, State, and national competitions.

- K. Outdoor suspension.
- L. Other individual student absences beyond the control of the parent or student, as determined and approved by the Principal, requires documentation related to the condition.

Unexcused absences constitute:

- A. vacations, personal services, local non-school event, program or sporting activity;
- B. older students providing day care services for siblings;
- C. illness of others; or
- D. non-compliance with immunization requirements (unless lawfully exempted).

Absences not included in excused absences listed above shall be unexcused. Any student who has been absent from school will be marked unexcused absent until s/he submits the required documentation. Failure to provide required documentation within three (3) school days upon the return to school will result in an unexcused absence. Unexcused absences do not require that the teacher provide make-up work for the student.

A student accumulating ten (10) or more class unexcused absences in an annual course or five (5) or more class unexcused absences in a designated semester course may have quarterly, semester and final grade(s) withheld pending an administrative screening and completion of assigned interventions by the Attendance Review Committee.

Unexcused absences shall not be grounds for suspension from school but may result in detention or placement in existing alternative programs.

Any student who fails to attend any regularly scheduled class and has no excuse for absence should be referred to the appropriate administrator. Disciplinary action should include notification to parents or guardians. Chronic truancy or deliberate nonattendance in excess of fifteen (15) school days within a ninety (90) calendar day period shall be sufficient grounds for withdrawal of students sixteen (16) years of age or older, who are subject to compulsory school attendance under F.S. 1003.21.

The Superintendent shall develop administrative procedures that:

- A. ensure proper procedures are established so the student and his/her parents are provided the opportunity to challenge the attendance record prior to notification and that such notification complies with applicable Board policies;

- B. ensure a school session which is in conformity with the requirements of the rules of the State Board;
- C. govern the keeping of attendance records according to State Board rules;
- D. identify the habitual truant, investigate the cause(s) of his/her behavior, and consider modification of his/her educational program to meet particular needs and interests;
- E. ensure that students whose absence has been excused have an opportunity to make up work they missed and receive credit for the work, if completed; and
- F. ensure that any student who, due to a specifically identifiable physical or mental impairment, exceeds or may exceed the District's limit on excused absence is referred for evaluation for eligibility either under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 or other appropriate accommodation.

The regulations should provide that a student's grade in any course is based on performance in the instructional setting and is not reduced for reasons of conduct. If students violate the attendance or other rules of the school, they should be disciplined appropriately for the misconduct, but his/her grades should be based upon what the students can demonstrate they have learned.

Attendance Records and Reports Required

All officials, teachers, and other employees shall keep all records and shall prepare and submit promptly all reports that may be required by law, State rules, and District policies. These records shall include a register of enrollment and attendance and all persons named shall make reports. The enrollment register shall show the absence or attendance of each child enrolled for each school day of the year in a manner prescribed by the State Board. The register shall be open for inspection by the Superintendent. Violations of this section shall be a misdemeanor of the second degree, punishable as provided by law.

Falsification of Attendance Records - Penalty

The presentation of reasonable and satisfactory proof that any teacher, principal, any other school personnel or school officer, has falsified or caused to be falsified attendance records for which they are responsible shall be sufficient grounds for the revocation of his/her teaching certificate by the Department of Education, or for dismissal or removal from office.

The principal shall require:

- A. attendance/tardiness is taken and recorded by authorized persons at a designated time every official school day;

- B. a review of classes that have excessive absences in order to determine if the quality of instruction is a factor in the failure of students to attend class on a regular basis;
- C. an authorized person(s) to determine the status of each absence/tardiness;
- D. parents be notified each time their child is absent from school possible;
- E. the steps outlined in F.S. 1003.26 regarding regular school attendance are implemented;
- F. an Attendance Review Committee is established at the school; and
- G. consideration of appeals made by students and/or parents regarding recommendations of the Attendance Review Committee.

The teacher shall:

- A. encourage school and class attendance with challenging and rigorous instruction and curriculum and by demonstrating an interest in the welfare of students;
- B. take attendance during homeroom and whenever students change instructors in elementary schools and take attendance each period of the school day in secondary schools, and report absences as required by the school; and
- C. at the request of the student or parent, provide make-up assignments for excused absences/tardinesses.

The student shall:

- A. attend classes 180 days each school year;
- B. request the make-up assignments for all excused absences/tardinesses from teachers upon return to school or class within three (3) days; It should be noted that all classwork, due to the nature of instruction, is not readily subject to make-up work;
- C. complete the make-up assignments for classes missed within the equivalent number of days absent; Failure to make up all assignments will result in a lower assessment of the student's academic and/or effort grade; and
- D. be reported as present for the school day in order to participate in athletic and extracurricular activities.

The parent shall:

- A. be responsible for their child's school attendance as required by law and stress the importance of regular and punctual school attendance with their child;
- B. report and explain an absence or tardiness to the school;
- C. ensure that the child has requested and completes make-up assignments for all excused absences/tardinesses from the teachers upon return to school or class; and
- D. appear before the Attendance Review Committee at the scheduled time to provide information relating to their child's absences and to support prescribed activities.

Truancy

If a child does not comply with efforts to enforce school attendance, the Superintendent may file a truancy petition. Any student who has a total of fifteen (15) days of unexcused absence from school within a ninety (90) calendar day period will be considered habitually absent. The Superintendent shall inform the student and parents of the record of excessive absences as well as the District's intent to notify the Department of Highway Safety and Motor Vehicles.

If a student has had at least five (5) unexcused absences, or absences for which the reasons are unknown, within a calendar month or ten (10) unexcused absences, or absences for which the reasons are unknown, within a ninety (90) calendar day period, the student's primary teacher shall report to the school principal or his/her designee that the student may be exhibiting a pattern of nonattendance. The principal shall, unless there is clear evidence that the absences are not a pattern of nonattendance, refer the case to the school's child study team to determine if early patterns of truancy are developing. If the child study team finds that a pattern of nonattendance is developing, whether the absences are excused or not, a meeting with the parent must be scheduled with the child study team to identify potential remedies.

If an initial meeting does not resolve the problem, the child study team shall implement the following:

- A. frequent attempts at communication between the teacher and the family;
- B. evaluation for alternative education programs; and
- C. attendance contracts.

Dress Code Policy- (The School Board of Miami-Dade County Bylaws & Policies No. 5511)

Students are expected to come to school with proper attention having been given to personal cleanliness, grooming, and neatness of dress. Students whose personal attire or grooming distracts the attention of other students or teachers from their work shall be required to make the necessary alterations to such attire or grooming before entering the classroom or be sent home by the principal to be properly prepared for school. Students who fail to meet the minimum acceptable standards of cleanliness and neatness as determined by the principal and as specified in this policy shall be subject to appropriate disciplinary measures.

Bullying and Harassment

The School Board is committed to providing a safe learning environment for all students and shall strive to eradicate bullying and harassment in the schools by creating awareness, prevention, and promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, Board employees, visitors, or volunteers.

As required by the State of Florida, the Board has adopted the Policy against Bullying and Harassment for Miami-Dade County Public Schools. Included in this State mandated policy is a comprehensive bullying prevention curriculum for all students in grades Pre-K through 12. This document is on file in the Office of Board Recording Secretary and the Citizen Information Center and is available in each school and regional center. This policy is also incorporated by reference into the Code of Student Conduct and the Procedures for Promoting and Maintaining a Safe Learning Environment. It supersedes any existing policy, guideline, or Board policy regarding bullying and harassment. These policies apply to all students in the District.

Out of Area Student Transfer Policy– (The School Board of Miami-Dade County Bylaws & Policies No. 5131)

Students in the regular school program (K-12) are assigned to attend school on the actual residence of their parent or legal guardian and the attendance area of the school as approved by the Board. A student may request an out of area transfer if the student resides with parent or legal guardian and a change of residence occurs. The Region Superintendent (or designated Region Director) may administratively assign or approve the reassignment or transfer of students when the Florida Inventory of School Houses (FISH) capacity of the receiving school is below 100 percent.

In the event a student with an Individual Educational Plan (IEP) requests to attend a school other than the school in which the student is enrolled, parent(s)/guardian(s) must meet with Regional Special Education (SPED) personnel to ensure that the programmatic needs of the student can be met at the requested school.

Fieldtrips and Special Activities

Participation in fieldtrips requires that the student present a fieldtrip form signed by the parent/guardian to his/her teacher(s) in advance. In addition, at times vendors who have a “no refund” policy will require schools to pay the full amount of the fieldtrip prior to the event. In this case, students/parents will be notified in advance of the vendor’s “no refund” policy.

Parties in School

Birthday parties are not allowed.

Confidential Information

Parents, guardians and students are protected by The Family Educational Rights and Privacy Act and the Florida Statutes from individuals' access to information in students' educational records, and are provided the right to challenge the accuracy of these records. These laws provide that without the prior consent of the parent, guardian or eligible student, a student's records may not be released, except in accordance with the provisions listed in the above-cited laws. The laws provide certain exceptions to the prior consent requirement to the release of student records, which include, but are not limited to, school officials with a legitimate educational interest and lawfully issued subpoenas and court orders.

Each school must provide to the parents, guardians or eligible students annual notice in writing of their right to inspect and review student records. Once a student reaches 18 years of age or is attending an institution of post-secondary education, the consent is required from the student only, unless the student qualifies as a dependent under the law.

Emergency Contact Information

Student Data/Emergency Contact Cards are distributed during the first week of school. Students are expected to bring the cards home and present them to their parents or guardians. The card must be carefully completed and then returned. The information provided on the Student Data/Emergency Contact Card will enable school staff to contact the parent/guardian immediately in the case of an emergency. Students may only be released from school to the persons listed on the emergency contact card after presenting picture identification. No persons, other than school staff, will have access to the information submitted. (See Appendix B)

Food and Nutrition

Breakfast, Elementary Schools:

All students	No Charge
Adults	\$2.00

Lunch, Elementary Schools:

Students	\$2.25
Reduced Price, Students	\$0.40
Adults	\$3.00

(Prices Subject to Change)

Free Breakfast:

The National School Breakfast Program was enacted to ensure that school children are being served a nutritious breakfast daily. **Miami-Dade County Public Schools offers breakfast at no charge to all M-DCPS Students.** The breakfast at no charge is not dependent on the student qualifying for free/reduced meals.

Free/Reduced Lunch Program:

The National School Lunch and School Breakfast Programs as administered by M-DCPS provide free and reduced priced meals for children unable to pay the full price. Applications must be filled out every school year; forms are sent home with a letter to parents or guardians the first week of school can be completed online at <https://freeandreducedmealapp.dadeschools.net>. Meal benefits begin on the day the application is approved and continues throughout the school year in which the application is approved, the summer, and approximately the first twenty days of the next school year.

PAYPAMS

M-DCPS Department of Food and Nutrition allows parents/guardians the convenience to pay on-line via the internet at <https://paypams.com> or by telephone for their child's/children's meals with a credit or debit card. The parent/guardians will create a lunch account on-line for the child and will be able to access the following:

- A. View the account balance;
- B. Schedule automatic payments;
- C. Receive low-balance e-mail reminders; and
- D. View a report of daily spending and cafeteria purchases.



How Does the Kindergarten Program Help Children with Special Needs?

The kindergarten program is based on the belief that all children can learn. In each kindergarten classroom children with a variety of needs and skill levels work and learn together. The teacher ensures that all children are included in activities that help them build on their own level of learning.

Some children have special intellectual, emotional, sensory, physical and communication needs that affect their learning of the language of instruction. Every effort is made to allow children to increase their potential for learning and to make the most of learning opportunities.

The kindergarten year touches children who have a wide range of abilities and developmental levels. Parents who are concerned about their child's learning needs should contact the teacher.

Parents can utilize the numbers from a variety of agencies listed below to obtain information for specific special needs or concerns within the family.

Child Find (Main Office)	305-274-3501
Or (North Satellite Center).....	305-626-3970
Easter Seal Society.....	305-325-0470
United Cerebral Palsy of Miami	305-325-1080
Miami-Dade County Public Schools Prekindergarten/Students with Disabilities.....	305 271-5701
Miami-Dade Office of Youth and Family Development	
Specialized Development Center – North	305-820-8505
Specialized Development Center – South	305-270-2952
Bertha Abess/Day Treatment Centers	
Palmetto Elementary	305-238-4306 Ext. 129

Special Education

The School Board of Miami-Dade County ensures that all students suspected of having a disability are identified, evaluated, and provided appropriate, specially designed instruction and related services, if it is determined that the student meets the state's eligibility criteria and the parent consents to initial placement.

Prior to referral for evaluation, the student must have participated in the school's Progress Monitoring Plan (PMP) program and have been referred to the school's intervention team, known as the Child Study Team (CST), the Student Support Team (SST) or the Student Development Team (SDT).

Students with disabilities who are eligible and require special education will have an Individual Educational Plan (IEP). The IEP describes the student's strengths and weaknesses and documents the services and supports the student needs in order to access a Free and Appropriate Public Education (FAPE) in the least restrictive environment (LRE).

The IEP is a working plan that must be developed by the IEP team at least once every 12 months and reviewed, when appropriate, to address any lack of expected progress toward annual goals, or to consider any new information that has been provided through re-evaluation or by the parent/guardian.

Parent involvement in the special education process is very important. Parents will be asked to participate in the IEP process each year and to consider the need for their child's re-evaluation at least once every three years.

The Individuals with Disabilities Education Act (IDEA) states that parents of a child with a disability have certain procedural safeguards. The Summary of Procedural Safeguards for Parents of Students with Disabilities documents all the information about the rights of parent/guardians. The notice of procedural safeguards is available to the parent upon initial referral or the parent's request for evaluation; upon the school district's refusal to conduct an initial evaluation that the parent has requested; upon each notification of an IEP meeting; upon consent for re-evaluation; upon the school district's receipt of a request for a due process hearing; and any other time the parent may request to receive a copy.

Other rights that are presented in the procedural safeguard document include, but are not limited to: the right of prior written notice; informed consent; participation in meetings; records, independent educational evaluation, mediation, state complaint; local education agency complaint; due process; due process hearings; resolution meetings; attorney fees; discipline; and private school placement.

As the parent/guardian of a child with disabilities, you are a very important member of the team that plans your child's education. Be informed and get involved. If you have any questions, please contact your child's school. Staff from the special education department and your child's student service provider will help to answer your questions. Additional information may also be found at <http://ese.dadeschools.net/>.

Parent Portal

Parents/Guardians of all Miami-Dade County Public Schools students, including employees, have access to the Parent Portal. In order to access the information in the portal, parents must first establish a parent user account. At this time parents can see and update personal information, see their child's information - including grades, attendance, and bus route information, and have access to the *Parent Resource* link, which takes you to sites such as Parent Academy, Schools of Choice, etc.

You will also have access to: electronic books for each subject; free and reduced lunch applications with balance renewal capability; and access to a new Choice application that will allow parents to indicate preferential school choice via the portal.



Parent Portal It is as easy as 1, 2, 3

1

- Obtain your child(ren) Student Identification Number
- Obtain your 6 digit Parent Identification Number (PIN) by visiting your child's school

2

- Create a parent account, login to:
<http://www.dadeschools.net/parents>

3

- Login to Parent Portal - for student grades, bus routes, attendance, and other important information.

Parent Teacher Association/Parent Teacher Student Association (PTA/PTSA)

The Parent Teacher Association (PTA) work with state and national PTAs and PTSAs to support and speak in the schools, in the community, before governmental bodies, and other organizations that make decisions affecting youngsters. The Associations support the faculty and administration in their efforts to improve educational and extracurricular activities in the school. The Associations work to encourage parent, student and public involvement at the school.

The Parent Academy

The Parent Academy is a free, year-round, parent engagement and skill building program of Miami-Dade County Public Schools (M-DCPS). The goals are to: educate parents about the importance of their role; strengthen the family unit; unite families and schools; and inform parents of their rights, responsibilities and the educational opportunities available to their children and to them personally.

The Parent Academy provides free classes and workshops for parents/guardians; organizes free Family Learning Events in our community's most culturally enriching venues, coordinates the availability of M-DCPS and community resources for parents/guardians and students; and provides professional staff development for school personnel on how to create parent-friendly schools.

Parent Academy classes and workshops have been developed around these subject area strands:

- Maintaining a Healthy Lifestyle
- The Home-School Connection
- Parenting in the New Millennium
- Pathways to Family Enhancement

The Parent Academy “campus” is spread throughout every corner of this community, and offers free classes and workshops at over 201 local sites such as public schools, libraries, parks, colleges, private businesses, and neighborhood centers. Please visit the website, www.theparentacademy.net and call (305) 995-2680 to speak with staff members who are available to provide parents/guardians, students and school sites with guidance and assistance

College Bound

College Bound is a free online parent education program that is available to all parents of students in kindergarten through grade five. Parents can register through links in the Parent Portal at www.dadeschools.net or on The Parent Academy's web page at <http://theparentacademy.dadeschools.net>.

School Volunteer Program

The School Volunteer Program is responsible for electronic registration, background checks and trainings of volunteers. There are two different levels of volunteerism.

Level 1 - complete a database background check	Level 2 - complete a fingerprint background check
<ul style="list-style-type: none">• Day chaperones for field trips• Classroom assistants• Math and/or reading tutors	<ul style="list-style-type: none">• Certified Volunteers• Mentors• Listeners/Oyentes• Athletic/Physical Education assistants• Overnight chaperones

Any individual interested in volunteering in Miami-Dade County Public Schools must:

- Complete Registration Form #1764, date, sign and submit to a school or work location;
- Show a current valid government-issued identification with picture;
- Show a social security card (check name and number);
- Complete a background check; and
- Upon clearance, attend an orientation at the school.

If you are a parent/guardian with a parent account, you may apply for the volunteer program through the Parent Portal. Detailed information about the process is available in the parent community volunteer user guide.

1. Log into the Community Portal at www.dadeschools.net.
2. In the Community Portal, you must first create a new user community account.
3. Using your community account credentials (user name and password), log into the Community Portal.
4. Click on the “Be a School Volunteer” link.
5. Complete the volunteer registration information and submit it.
6. Choose your school and activity in which you wish to volunteer.

Title I Administration Parental Program

The Title I Administration Parental Program helps parents/guardians become more engaged with their children’s education, by building their capacity for involvement. To improve student academic achievement, the program ensures a stronger partnership among the schools involved, parents/guardians and the community. To help meet the District and school-site goals and objectives, Title I funded Community Involvement Specialists (CIS) or Community Liaison Specialists (CLS) assist schools, the Region Centers and the District in planning, implementing and delivering educational support programs and special projects. For more information regarding the Title I Program at your child’s school, please contact the Title I CIS or parent representative at the school site or visit <http://title1.dadeschools.net/>.

Parents' Reception Area and School Site Parent Resource Center (PRC):

Parents' Reception Areas and School Site Parent Resource Center are located in each Title I funded school. The Parent's Reception Area or Schoolsite Parent Resource Centers (PRC) are designed as a welcome area/room for parents and other visitors to the school. An attendance/guest book should be available for visitors to sign-in, providing their name, address, telephone, child's name and grade. Parents may obtain information about the school and the parental involvement program.

Title I Neighborhood Resource Centers (NRC) and M-DCPS Parent Resource Center (PRC):

The Title I Neighborhood Resource Centers (NRC) support families' community service/referral needs; assists with improving parental academic at-home-learning support for their children; provides information on M-DCPS available resources; serves as a venue for professional growth opportunities for staff; and delivers Federal and State updates to families. A home learning and lending library, home-loan computers; and a designated computer lab, are all housed at the Title I NRCs.

Title I Neighborhood Resource Center-North

7900 NW 27th Avenue, Suite F-9

Miami, FL 33147

(Northside Shopping Centre, 130 South Ct.)

Phone: 305-694-7120

Title I Neighborhood Resource Center-South

FDLRS South

5555 SW 93rd Avenue, Portable #3

Miami, FL 33165

Phone: 305-274-7468

Title I Neighborhood Resource Center-Gratigny

733 East 57th Street, Title I Portable

Hialeah, Florida 33013

(M-DCPS North Central Regional Center)

Phone: 305-953-6068

Additionally, a model Parent Resource Center has been established through a partnership with Miami-Dade County Public Schools' Office of Parental Involvement and Title I Administration. The purpose of this center is to encourage parent/family school partnerships and to help strengthen parent-child interaction.

Miami-Dade County

Office of Parental Involvement

1450 NE 2nd Avenue, Suite 216

Miami, FL 33132

Phone: 305-995-1200

Parents as First Teachers

Parents play a central role in the lives of their children and are responsible for meeting their children's physical, social, and emotional needs. Parents are their children's first teachers, and family influences will last for a lifetime.

When children begin formal schooling, parents and teachers enter into a partnership to support children's learning. Parents are encouraged to become involved in the kindergarten experience. Parents can share expertise and skills with the class, help organize activities at the school, assist on field trips, and/or prepare materials at home.

Communication is critical during kindergarten. The teacher may use newsletters, notes, and telephone calls to share information with parents. Parents can also share their children's concerns and let the teacher know of changes at home that might affect a child's behavior and progress in school. Informal discussions between the parent and the teacher will keep both informed about the child's progress and development. Parents and teachers working together will help ensure a successful kindergarten experience for five-year-olds.

Parents as Teachers Before School Entrance

The following list provides ideas for parents as they prepare their children for their first school experiences:

- Provide routine in your child's day by establishing regular times for meals and a scheduled bedtime that gives your child eight or more bonus hours of sleep per night.
- Give your child many opportunities for physical play outdoors.
- Make sure that your child has had the required immunizations and physical examinations.
- Encourage your child to become independent in dressing, eating and using the bathroom.
- Interact often with your child by talking, listening and playing.
- Provide opportunities for your child to play with other children.
- Teach your child how to share.
- Teach your child how to disagree with others.
- Encourage social skills such as helpfulness, cooperation and concern for others.
- Model use of courteous language such as, "thank you" and "please."
- Establish and consistently enforce reasonable limits for behavior.

- Take your child to a variety of places around the community such as parks, various stores, the library, the beach, etc.
- Encourage work values such as persistence and initiative.
- Read to your child each day.
- Provide opportunities for your child to see yourself reading and writing, each day.
- Talk to your child about pictures and stories.
- Provide print materials for your child to look at such as books and magazines.
- Give your child lots of opportunities to draw, scribble, color and write.
- Limit the time your child spends in front of the television, videos and video games.

Parents as Helpers at School

The following list provides examples of a typical parent role in the kindergarten classroom:

- Talk to the children
- Assist at a learning center
- Help with snacks
- Write down stories that children dictate
- Read to children
- Supervise simple games
- Prepare materials
- Share personal expertise with the children
- Organize the classroom library
- Listen as children read
- Assist with field trips
- Prepare charts, posters, booklets
- Act as a room mother

Parents as Helpers at Home

The following ideas are just a few ways in which parents can support their child's kindergarten experience through at-home activities:

- Read stories aloud every day and ask questions using who, where, when, why, and what;
- Help the child to print his or her name (Ask the teacher for a sample to guide the printing.);
- Read and write at home to provide a model for your child;
- Use good speech, as a model for children's language skills;
- Celebrate your child's efforts to read and write;
- Listen to your child when he/she speaks;
- Encourage your child to talk about the day's events;
- Encourage children to make decisions and choices;
- Encourage children to take responsibilities for some tasks;
- Encourage children to solve everyday problems;
- Ensure plenty of rest with early bedtimes;
- Ensure that children eat nutritious meals;
- Provide opportunities for children to practice buttoning, sliding zippers, drawing, cutting, tying shoelaces, and doing puzzles;
- Provide opportunities for children to walk, run, stretch, hop, jump, dance and skip both indoors and outdoors;
- Encourage children to listen to a variety of music;
- Display the children's schoolwork at home; and
- Include children in everyday activities such as:

Baking - Letting children measure and stir the ingredients;

Walking - Encouraging the child to observe the world and to develop an active lifestyle;

Shopping - Pointing out the names of stores, gas stations, businesses, restaurants, and schools, and noticing traffic signs;

Gardening - Giving the child a small plot of land to plant and care for;

Writing - Including a note from the child in letters to family members, and having the child write telephone messages and lists;

Cleaning - Helping the child sort toys, clothing into categories; and

Reading - Providing a wide selection of books, including reference books such as a thesaurus and a dictionary on the level of the child. Limit the use of the television, videos and video games.

Remember that working together is just as important as completing the task. Give your child lots of practice and encouragement.

After School/When Your Child Arrives Home

Talking with children about their experiences in kindergarten sounds easier than it is. The question, “What did you learn in school today?” often receives the response, “Nothing. All we did was play!”

Below are some additional questions that may help your child share more specific information with you:

- “How did you make that?”
- “What are you learning about now?”
- “What did you have for lunch today?”
- “What learning centers did you go to today?”
- “What is your favorite thing to do at school?”
- “Can you tell me about a story you heard today?”
- “Where did you play today?”
- “Who did you play with today?”

Before and After School Care Programs at Elementary Schools

Before school care programs are conducted one hour before school. After school programs are conducted from the time of school dismissal until 6:00 p.m.

In the after school care programs, children are provided a snack, time to do their homework and time for games and activities. Before school programs offer supervised, quiet activities. After school care fees are \$8.00 a day and before school programs cost \$4.00 a day.

Interested parents should contact the school's office at your child's school to learn which programs are offered. Further information may be obtained by calling the Office of Community Education and Before/After School Programs at 305-817-0014 or by logging on to <http://communityed.dadeschools.net>.

Questions for the Teacher

Information provided to parents during registration will likely answer questions about the length of the school day, school contacts and telephone numbers, vacation dates, emergency procedures, field trips and transportation, lunch prices and procedures, completion of the Emergency Contact Card, and Parent Teacher Association meeting dates.

Other questions that you may want to ask are:

- “What are the procedures parents and children need to follow when arriving at the school in the morning?”
- “Will there be extra costs for special activities such as field trips?”
- “How many children will be in the classroom?”
- “Can I visit my child in his/her classroom?”
- “How can I help my child at home?”
- “Do the children go outside to play every day?”
- “What are the rules for the classroom, school, playground, fire drills?”
- “How do you handle discipline at school?”
- “How do you resolve conflicts between children?”
- “My child is – shy, very active, younger/older, allergic, asthmatic, doesn't talk much, talks all the time, has special medical problems. How will he/she fit in?”
- “Will programs such as, Speech, English Language Learners (ELL), Spanish-S, be available for my child?”

- “Will my child participate in classes provided by the music/art teachers?”
- “Is there a Before/After School Care Program available at the school?” If so, what is the cost?”
- “How can parents help at the school?”
- “How many students attend the entire school? How many grade levels are there?”
- “Does my child need to bring any supplies for the year?”
- “Will school pictures be taken during the year?”
- “What will my child need to know to be promoted to first grade?”

Research shows that when parents and families are involved, children and schools are more successful. Schools are encouraged to reach out to families and keep them involved as their children move through the prekindergarten year and into kindergarten. Share what you know about your child with the kindergarten teacher who will be working with your child in the new school year. It gives you the opportunity to pass on important information about your child’s likes and dislikes, strengths and weaknesses and any concerns that you may have. To provide this information about your child, complete *Getting to Know My Child: A Guide for My Child’s Kindergarten Teacher*. (See Appendix F) It is best if you review and discuss this information with your child’s kindergarten teacher during the first month of school. Taking the time to connect with your child’s teacher will get the new school year off to a terrific start.

Transportation Eligibility

Students will be assigned for transportation to and from school on a M-DCPS bus if the distance between the home and the school exceeds two miles, or if the distance between the home and the nearest bus stop exceeds 1 ½ miles. Students who do not meet these requirements are not eligible for transportation services. Special provisions are made for Special Education students.

Safety and Security

The Emergency Operations Plan:

Student and employee safety is a primary concern of the M-DCPS System. The Emergency Operations Plan (EOP) was created to provide school personnel with the necessary leadership skills and knowledge needed to respond to critical incidents or other related emergencies that may occur in our schools or community. All schools have a site specific plan to address all types of critical incidents. These plans address the individual needs of the school, and provide guidelines for devising methods for communicating with the staff, students, parents/guardians and the media during a critical incident or an emergency. Some of the protective action procedures include the evacuation of students/staff from the building(s), evacuation of the

disabled and if necessary the relocation of students/staff from the school campus, lockdown procedures and holding/dismissing students during school and community emergencies. Some important tips for parents/guardians to remember during a critical incident are as follows:

- Remain calm;
- Monitor media outlets for updates and official messages from M-DCPS;
- Do not flood the school with telephone calls; and
- If the school is on lockdown, wait until the lockdown is lifted before going to the school.

All school administrators, Region Center Superintendents/Directors and all M-DCPS Police officers have been adequately trained in the school EOP and are prepared to respond immediately during a critical incident or emergency to provide safety for all children.

Accident Reports:

Any student who witnesses an accident or is injured in school should report it immediately to the nearest staff member.

Code Yellow/Code Red:

In the event of an emergency, the primary responsibility of all school personnel is to provide for the safety of all students. In the event a school administrator announces a possible threat to students and staff safety exists within the community (Code Yellow), or an imminent threat to students and staff safety exists within the school (Code Red) students, faculty and staff will comply with all the procedures outlined in the Miami-Dade County Public Schools Critical Incident Response Plan and remain on lockdown until a school administrator makes an “All Clear” announcement.

Closing of School:

The emergency closing of a school for any cause, such as weather or in which the safety of individuals may be endangered, is only at the discretion of the Superintendent of Schools.

Fire Drills:

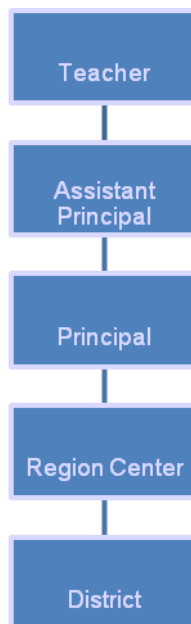
Ten fire drills will take place according to the Miami-Dade County Public Schools Policy and Emergency Procedures. At the sound of the emergency bell, students must stop what they are doing and follow the teacher’s instructions. They must clear the building promptly by the prescribed route. Any student who is in the hallway or the restroom at the sound of the emergency bell must proceed to the nearest exit and locate the teacher. Students, teachers and staff must remain outside the building until permission is given to re-enter.

Visitors:

Due to legal regulations, students are not permitted to have guests attend school with them at any time. Parents/guardians are always welcome and tours may be arranged to view the school. Classroom visits require a 24-hour notice. Visitors must first register with security at the main entrance, sign-in and produce photo identification, and then proceed to register in the main office. Anyone who fails to follow these procedures will be considered a trespasser and is subject to arrest.

Procedures for Addressing Concerns

For issues involving an individual teacher or class, parents address their concerns to the following individuals in the order below.



Citizen Information Center

The Miami-Dade County Public Schools' Citizen Information Center provides answers to people with general questions about the school system.

Located in Room 158 of the School Board Administration Building, 1450 N.E. Second Ave., the center also provides the public with documents, general information and agendas for the School Board meetings.

Citizens can contact the center at 305 995-1128 or visit Monday through Friday from 8:00 a.m. to 4:30 p.m. Miami-Dade County Public Schools' website – www.dadeschools.net – also offers a variety of information about the school system.

Parent-Child Summertime, Fun-Time Transitional Activities

These activities were designed to help you promote your child's readiness to begin kindergarten. It is important to know that the activities may be repeated often, modified, or expanded upon. It is extremely important that your child experiences success and that he/she receives an abundance of praise and reinforcement from parents and family members. (See Appendices D1-D5 for Transitional Activities for the months of May through September 2015.)

- Have your child sort a handful of buttons by color.
- Ask your child to name different parts of the body below the waist.
- Count to five, leaving out one number. Ask your child which number you left out.
- Have your child name two members of your immediate family.
- Ask your child to name three parts of the body that are above the shoulders.
- Have your child identify three family members that do not live in your house.
- Have your child name two articles of clothing worn when it's cold.
- Have your child identify pictures in the clouds.
- While in the produce section of a food market, have your child identify the largest and smallest apples.
- Have your child identify the color of each traffic light you point to.
- Have your child point to and name the different parts of a house.
- Ask your child to name some of the things he/she sees that are higher than your house.
- Have your child sort a pocket-full of change by size.
- Ask your child to name the different rooms in the house.
- Take your child on a tour of the entire house, and discuss the name of each piece of furniture and how it may be used.
- Have your child find things around the house that have a shape similar to a cereal box.
- While in the library with your child, have him/her sign up for a library card.
- Help your child cut out pictures of people who are happy and paste them in a book called, "Happy Faces."

- Have your child describe his/her feelings when you use the term “wiggly.”
- Help your child make prints by putting food coloring on one foot and stepping on a sheet of paper.
- Help your child plant some watermelon seeds, water them daily and watch them grow.
- Give your child a piece of string with a knot tied at one end. Have your child add a button to the string for each full year of his/her life.
- After taping name tags to different items in your child’s room for an entire week, remove them. Have your child place the name tags on the correct items.
- Ask your child to name three different pieces of clothing he/she wears during warm weather.
- Let your child take telephone messages today.
- Let your child help you make fruit salad (using plastic utensils).
- Have your child describe himself to a relative over the telephone.
- After you and your child make footprints in soft soil, compare the two.
- Ask your child to tell you about the things he/she enjoys doing around the house.
- Cut out and scramble the first ten days of a previous month’s calendar. Have your child arrange the days in the correct order.
- Let your child help you make a garden salad by washing the ingredients.
- Give your child one sample place setting. Then ask him/her to help set the table for the rest of the family.
- While dressing, have your child name the garments he/she puts on.
- Have your child say the names of beverages around the house that we usually drink when we are hot.
- Have your child spread rice on a number he/she wrote with glue.
- Speak with your child about what it is like at school on the first day.
- Ask your child to describe a friend.
- Suggest one of the ways we use rubber bands. Ask your child to name two other ways.
- Ask: “Which animals wouldn’t make good pets? And why?”
- Have your child help sort the laundry by putting like objects together.

- Mark your child's shadow at 10:00 a.m. and 4:00 p.m. with chalk. Discuss with your child the location of his/her shadow.
- Have your child say the names of numerals on a clock as you point to them.
- With your child, tour all the rooms in the house to find closet space.
- Help your child use the grocery list to find things at the supermarket.
- While in the dairy section of a food market, help your child find the code that tells the expiration date of milk products.

Read at Home

As your child's first teacher, it is important that you, as the parent, model reading habits while at home and that you read aloud to your child/children at home every day. As you read to your child, stop often to talk about the story. You can ask:

- What do you think might happen next...?
- What would you do if you were...?
- How would that make you feel...?
- What makes you feel sad? happy? scared? frustrated?

Children's experience with books plays an important role in their development. Picture book reading provides children with many of the skills that are necessary for school readiness: vocabulary, sound structure, the meaning of print, the structure of stories and language, sustained attention, and the pleasure of learning. Children need food, shelter, love; they also need the nourishment of books.

It is important to read frequently with your child. Children who are read to three times per week or more do much better in later development than children who are read to less than three times per week. It is important to begin reading to your child at an early age. By nine months of age, infants can appreciate books that are interesting to touch or that make sounds.

A good source for literature is your public library. The library card is free and the vast collection of books gives you and your child an opportunity to choose according to interest.

The following list of books provides a variety of titles that can be enjoyed by you and your child together. Titles chosen do not need to be on the reading level of the child. Reading chapter books allows the listener to develop good listening skills and encourages a child's imagination to soar.

Suggested Books for Prekindergarten to Kindergarten Age Children:

- Allard, Harry. **Miss Nelson Is Missing!**
- Ames, Lee J. **Draw Draw Draw**
- Anonymous. **Fairy Tales, Folktales, and Nursery Rhymes**
Including: “Cinderella”, “The Gingerbread Man”, “Little Red Riding Hood”, “The Three Little Pigs”, “The Three Billy Goats Gruff”, “Goldilocks and The Three Bears”, and Mother Goose Rhymes
- Bang, Molly. **When Sophie Gets Angry – Really, Really Angry**
- Bemelmans, Ludwig. **Madeline.**
- Berenstain, Stan and Jan. **The Berenstain Bears**
- Bridwell, Norman. **Clifford, The Big Red Dog**
- Brown, Margaret W. **Goodnight Moon**
- Bunting, Eve. **Market Day**
- Carle, Eric. **The Very Hungry Caterpillar**
- Fleming, Denise. **Buster**
- Greenfield, Eloise. **Daddy & I**
- Hawk, Fran. **Count Down to Fall**
- Hicks, Barbara Jean. **Jitterbug Jam**
- Howard, Elizabeth Fitzgerald. **Aunt Flossie’s Hats**
- Ipcizade, Catherine. **Twas the Day Before Zoo Day**
- Jenkins, Steve. **Actual Size**
- Kramer, Jennifer Evans. **Ocean Hide and Seek**
- Kraus, Robert. **Leo the Late Bloomer**
- Mayer, Mercer. **There’s a Nightmare in My Closet**
- McCloskey, Robert. **Make Way for Ducklings**
- Mora, Pat. **Gracias*Thanks**
- Penn, Audrey. **The Kissing Hand**
- Piper, Watty. **The Little Engine That Could**
- Potter, Beatrix. **The Tale of Peter Rabbit.**
- Provensen, Alice. **A Day in the Life of Murphy**
- Rey, H.A. **Curious George**
- Rockhill, Dennis. **Polar Slumber**
- Root, Phyllis. **Contrary Bear.**
- Sendak, Maurice. **Where the Wild Things Are**
- Sendak, Maurice. **Chicken Soup with Rice, A Book of Months**
- Seuss, Dr. **The Cat in The Hat**
- Shaw, Nancy. **Sheep in a Jeep**
- Solbodkina, Esphyr. **Caps for Sale**
- Stewart, Melissa. **Ants**
- Stoeke, Janet Morgan. **Minerva Louise at School**
- Wabaer, Bernard. **Ira Sleeps Over**
- Waddell, Martin. **Good Job, Little Bear**
- Waddell, Martin. **Owl Babies**
- Wick, Walter. **A Drop of Water: A Book of Science and Wonder**

Dialogic Reading

How we read to preschoolers is as important as how frequently we read to them. The Stony Brook Reading and Language Project has developed a method of reading to preschoolers that is called *dialogic reading*.

When most adults share a book with a preschooler, they read and the child listens. In dialogic reading, the adult helps the child become the teller of the story. The adult becomes the listener, the questioner, the audience for the child. No one can learn to play the piano just by listening to someone else play. Likewise, no one can learn to read just by listening to someone else read. Children learn most from books when they are actively involved.

The fundamental reading technique in dialogic reading is the PEER sequence. This is a short interaction between a child and the adult. The adult:

- **P**rompts the child to say something about the book;
- **E**valuates the child's response;
- **E**xpands the child's response by rephrasing and adding information to it; and
- **R**epeats the prompt to make sure the child has learned from the expansion.

Imagine that the parent and the child are looking at the page of a book that has a picture of a fire engine on it. The parent says, "What is this?" (the prompt) while pointing to the fire truck. The child says, *truck*, and the parent follows with "That's right (the evaluation); it's a red fire truck (the expansion); can you say *fire truck*?" (the repetition).

Except for the first reading of a book to children, PEER sequences should occur on nearly every page. Sometimes you can read the written words on the page and then prompt the child to say something. For many books, you should do less and less reading of the written words in the book each time you read it. Leave more to the child.

How to Prompt Children

There are five types of prompts that are used in dialogic reading to begin PEER sequences. You can remember these prompts with the word CROWD.

- **C**ompletion prompts:

You leave a blank at the end of a sentence and get the child to fill it in. These are typically used in books with rhyme or books with repetitive phrases. For example, you might say, "I think I'd be a glossy cat. A little plump but not too _____," letting the child fill in the blank with the word *fat*. Completion prompts provide children with information about the structure of language that is critical to later reading.

- **Recall prompts:**

These are questions about what happened in a book a child has already read. Recall prompts work for nearly everything except alphabet books. For example, you might say, "Can you tell me what happened to the little blue engine in this story?" Recall prompts help children in understanding story plot and in describing sequences of events. Recall prompts can be used not only at the end of a book, but also at the beginning of a book when a child has been read that book before.

- **Open-ended prompts:**

These prompts focus on the pictures in books. They work best for books that have rich, detailed illustrations. For example, while looking at a page in a book that the child is familiar with, you might say, "Tell me what's happening in this picture." Open-ended prompts help children increase their expressive fluency and attend to detail.

- **Wh- prompts:**

These prompts usually begin with what, where, when, why, and how questions. Like open-ended prompts, wh- prompts focus on the pictures in books. For example, you might say, "What's the name of this?" while pointing to an object in the book. Wh- questions teach children new vocabulary.

- **Distancing prompts:**

These ask children to relate the pictures or words in the book they are reading to experiences outside the book. For example, while looking at a book with a picture of animals on a farm, you might say something like, "Remember when we went to the animal park last week. Which of these animals did we see there?" Distancing prompts help children form a bridge between books and the real world, as well as helping with verbal fluency, conversational abilities, and narrative skills.

Distancing prompts and recall prompts are more difficult for children than completion, open-ended, and wh- prompts. Frequent use of distancing and recall prompts should be limited to four- and five-year-olds.

Virtually all children's books are appropriate for dialogic reading. The best books have rich detailed pictures, or are interesting to your child. Always follow your child's interest when sharing books with your child.

Source: Whitehurst, Grover J. (2009). Dialogic Reading: An Effective Way to Read to Preschoolers. Retrieved from <http://www.readingrockets.org/article/400>

Websites for Parents

It is important for parents to educate themselves about this new technology and the opportunities it provides for fun and learning. The resources available on the Internet are many. As children mature and progress to higher grade levels, use of the Internet will be a valuable educational tool.

Spending time online with your children is the best way for you both to learn about the Internet. Ask your children to share their favorite web sites and what they like about them. Help them discover web sites that can assist with ideas, schoolwork, hobbies or special interests.

If you don't have a computer or Internet connection at home, school site libraries, as well as the Miami-Dade County Public Library, offer equipment for public use. Some schools and community centers offer special programs for parents to learn about the Internet and what it offers children and their parents.

Miami-Dade County Public Schools hosts a website that contains information about the public school system. You can access the site at the following address: www.dadeschools.net/parents
<http://ech.dadeschools.net/>

Other Miami-Dade County Public School websites with information about early childhood issues are: <http://prekese.dadeschools.net/>


Parents and children can use the following websites listed to gain information, as well as strengthen developing educational skills.

www.pbs.org/parents
www.crayola.com/parents
<http://familyfun.go.com/arts-and-crafts>
<http://childfun.com>
www.sitesforparents.com
<http://www.readingrockets.org>
<http://prekese.dadeschools.net>
<http://title1.dadeschools.net>
www.funbrain.com
<http://www.wegivebooks.org>
www.seussville.com
www.alphabet-soup.net
www.storyplace.org
www.starfall.com
<http://pbskids.org>
www.coolmath.com
www.magickeys.com/books/
<http://kinderwebgames.com>
www.coolmath4kids.com
www.kidsites.com
<http://www.floridaearlylearning.com/>
www.abcya.com/



APPENDICES

Home Language Survey Card

 **MIAMI-DADE COUNTY PUBLIC SCHOOLS**
HOME LANGUAGE SURVEY
 To Be Completed By Parent or Guardian Student I.D. No. _____

Student Name _____
 Last First Middle

Date of Birth _____ / _____ / _____ Grade _____ Parent Language _____ Student Language _____
 Month Day Year


Date Entered U.S.: _____ / _____ / _____
 Month Day Year

EXAMPLE

If the answer is "YES" to any of these questions, the student must be tested for English proficiency.

1. Is a language other than English used in the home?	Yes _____ No _____
2. Did the student have a first language other than English?	Yes _____ No _____
3. Does the student most frequently speak a language other than English?	Yes _____ No _____

School _____ Date _____ Parent/Guardian Signature _____

 **ESCUELAS PUBLICAS DEL CONDADO DE MIAMI-DADE**
ENCUESTA SOBRE EL IDIOMA HABLADO EN EL HOGAR
 Debe ser completado por el/la padre/madre o tutor/a No. De I.D. _____

Nombre del Estudiante _____
 Apellido Nombre Inicial

Fecha de Nacimiento _____ / _____ / _____ Grado _____ Edad _____ Idioma del Estudiante _____
 Mes Día Año


Fecha de Entrada a los Estados Unidos: _____ / _____ / _____
 Mes Día Año

EJEMPLO

Si responde "Sí" a alguna de estas preguntas, el estudiante debe tomar un examen para saber cual es su conocimiento del Inglés.

1. ¿Usan en su casa algún otro idioma que no sea el Inglés?	Sí _____ No _____
2. ¿Tuvo el estudiante una lengua materna distinta al Inglés?	Sí _____ No _____
3. ¿Habla el estudiante frecuentemente otro idioma que no sea el Inglés?	Sí _____ No _____

Escuela _____ Fecha _____ Firma del Padre/Madre _____

 **MIAMI-DADE COUNTY PUBLIC SCHOOLS**
SONDAJ SOU KI LANG TIMOUN NAN PALE
 Pou paran oubyen moun ki responsab timoun nan ranpli No. I.D. Elèv La _____

Non Elèv la _____
 Non fanmi Non

Dat Fèt li _____ / _____ / _____ Ki _____ Lang Elèv La _____
 Mwa Jou Ane

Dat ou Antrè U.S.: _____ / _____ / _____
 Mwa Jou Ane

EGZANP

Si repons lan se "Wi" pou nenpòt nan kesyon anba yo, elèv la dwe pran yon tès Anglè.

1. Eske yo sèvi ak yon lang ki pa Anglè lakay li?	Wi _____ Non _____
2. Eske elèv la te genyen yon premye lang anvan Anglè?	Wi _____ Non _____
3. Eske elèv la abitye pale yon lang ki pa Anglè?	Wi _____ Non _____

Lekòl _____ Dat _____ Siyati Paran _____

APPENDIX B

Student Data Card

MIAMI-DADE COUNTY PUBLIC SCHOOLS										STUDENT DATA CARD	
SCHOOL NO.	I.D. NUMBER	STUDENT'S LAST NAME	APP	FIRST NAME	MIDDLE NAME	BIRTH DATE	SEX	GRADE			
Current Entry Date	Florida I.D. Number	Last Legal Name (if different)	APP	First Name	Middle Name	Section	Student Social Security No.				
ETHNIC HISPANIC _____ (Y/N)	(Check all that apply)	RACE: WHITE <input type="checkbox"/> BLACK <input type="checkbox"/> ASIAN <input type="checkbox"/> AMERICAN INDIAN <input type="checkbox"/> NATIVE PACIFIC ISLANDER <input type="checkbox"/>				Place of Birth: (City)		(State/Country)			
Student's Address						(Zip)	Telephone				
P A R E N T / G U A R D I A N	Last Name	First Name	Relation	Place of Employment	Telephone	Alt Telephone					
	Last Name	First Name	Relation	Place of Employment	Telephone	Alt Telephone					
Current School:						Are you in Military services? Y ___ N ___		Card No.			

878-0269

COMPLETE REVERSE SIDE

FM-2733E Rev. (02-09)

Parents/guardians have the right to review the professional qualifications of their child's classroom teacher(s) including the licensing status, degree major, graduate degree(s) and the field of certification. This "right to know," available from your child's school, includes whether your child is receiving services provided by paraprofessionals and, if so, their qualifications.

Kindergarten Only: Was the child in pre-school or child care? Yes _____ No _____
Was the full cost paid by you? Yes _____ No _____ What type? Headstart _____ ESE _____ Migrant _____ Other _____ Unknown _____

EMERGENCY CONTACT INFORMATION: Additional data is needed in case of an emergency illness of your child. The legal responsibility of medical and transportation expense incurred on behalf of your child is a parental one. If parents/guardian can't be reached, whom should we try to contact? (List two person in priority order below.)

(Name)	(Relation to Student)	(Address)	(Phone at Work)
(Name)	(Relation to Student)	(Address)	(Phone at Work)

Parent's/Guardian's E-Mail address _____

Family Doctor _____ Phone _____

Student health data which should be known in _____

AUTHORIZATION FOR RELEASE OF STUDENTS FROM SCHOOL: List below the names of persons either authorized or not authorized to take your child from school during the school day. Your child will not be released to anyone not specifically authorized by you.

AUTHORIZED: _____

NOT AUTHORIZED: _____

IT IS THE PARENTS' RESPONSIBILITY to inform the school in writing of any changes in the information listed on this card.

Date: _____ Parent's Signature _____

878-0269

FM-2733E Rev. (02-09)

APPENDIX C









Sample Kindergarten Report Card

MIAMI-DADE COUNTY PUBLIC SCHOOLS REPORT CARD 2015-2016

STUDENT:
STUDENT ID: GR: HR:
SCHOOL: PHONE:







COURSE TITLE AND TEACHER	1 st Grading Period				2 nd Grading Period				3 rd Grading Period				4 th Grading Period				FINAL GRADE
	GRD	ABS	TD	CM	GRD	ABS	TD	CM	GRD	ABS	TD	CM	GRD	ABS	TD	CM	
OFFICIAL ATTENDANCE DAYS EXCUSED ABSENT DAYS UNEXCUSED ABSENT TIMES TARDY																	
Language Arts Teacher's Name																	
Reading Teacher's Name																	
Mathematics Teacher's Name																	
Science Teacher's Name																	
Social Studies Teacher's Name																	
Art Teacher's Name																	
Music Teacher's Name																	
Physical Education Teacher's Name																	
Spanish Language Arts in the Elementary School Teacher's Name																	
Kindergarten Conduct Teacher's Name																	
Elementary Homeroom Teacher's Name																	





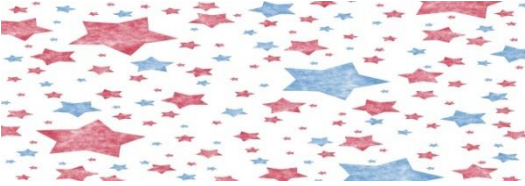









May 2015

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					<p>1 Show your child a magazine or newspaper picture. Ask him/her to tell you about the picture.</p> <p>MAY DAY</p>	<p>2 Go outside with your child this evening. Listen to the night sounds together. How many can the two of you identify?</p>
<p>3 Take your child to the library. Let him/her select his/her books to check out.</p>	<p>4 Have your child help you change the bedding. Let him/her get the correct number of pillow cases for the pillows on each bed.</p>	<p>5 Ask your child to help a younger brother, sister or a friend complete a household chore.</p> <p>CINCO DE MAYO</p>	<p>6 Take your child for a walk. Have your child count all the trees she sees.</p> 	<p>7 Name various occupations for your child. Ask him/her to act out what people do in one of those jobs.</p>	<p>8 Ask your child to tell you the first thing he/she did today.</p>	<p>9 Play “What If” with your child. Ask: “What would you do if you could not find your way home?”</p>
<p>10 Have a “tea party” with your child. Talk with him/her as if you are visiting a friend.</p> <p>MOTHER’S DAY</p>	<p>11 Practice with your child what he/she should say to the operator if an emergency arises and he/she has to dial 911.</p>	<p>12 Cut a hole in a closed box. Place a variety of small objects inside. Have your child identify the objects by how they feel.</p>	<p>13 Give your child a puppet to use as he/she tells about a special school adventure.</p>	<p>14 Take your child to visit the local fire station. Talk about how fire fighters help us in emergencies.</p>	<p>15 Read a poem to your child. How many rhyming words can he/she tell you?</p>	<p>16 Take your child to movie or free concert. Demonstrate good listening manners.</p>
<p>17 Prepare a favorite recipe with your child.</p> 	<p>18 Use this day to talk with your child about people who help others.</p>	<p>19 Tie a blindfold over your child’s eyes. Ask him/her to try to walk around a familiar room.</p>	<p>20 Ask your child to help you put out the trash collection. Talk about how the garbage collector is important to our health and safety.</p>	<p>21 Have your child tell you what he/she did in school today.</p>	<p>22 Help your child find objects around the house that are shaped like a triangle, circle, square or rectangle.</p>	<p>23 Make your child a sandwich. Cut it into two triangle halves. Discuss the shapes.</p>
<p>24 At dinner today, have everyone practice good manners when asking another person for assistance.</p> <p>31 Reverse the roles and let your child tell you a bedtime story.</p>	<p>25 Turn on some music. Take your child by the hand and dance to it.</p> <p>MEMORIAL DAY</p>	<p>26 Ask your child to teach you a song he/she learned in school.</p> 	<p>27 Have your child button, snap, zip his/her clothing when dressing in the morning.</p>	<p>28 Give your child one of your discarded sneakers and have him/her practice tying the laces.</p>	<p>29 Visit a doctor’s office or clinic with your child. Talk about the different people who work there, e.g., doctor, nurse, receptionist, etc.</p>	<p>30 Together, fold a paper in half. Ask: “How many halves do we have now?”</p>

June 2015








Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 Have your child cut out pictures of things that begin with the letter "C".	2 When you go to a fast food eatery, let your child do the ordering. 	3 As you show pictures of zoo animals to your child, ask him/her to make sounds like the pictures animal makes.	4 Ask a police officer to speak with your child about safety rules. LAST DAY OF SCHOOL	5 Together, fold a paper in half, ask: "How many halves do we have now?"	6 Take your child to the grocery store. Ask him/her to choose one fruit to buy for a snack. 
7 After reading a story to your child, ask him/her to draw a picture about the story.	8 Take time to enjoy being together as a family. Ask each person to share a special feeling he/she experienced today.	9 Let your child help plan today's activities with you.	10 Help your child make a new game to play. 	11 Set up a pretend store for your child. Let him/her be the clerk.	12 Have your child name some of the things mom does around the house.	13 At dinner time, put a plate at each person's place. Ask your child to put a napkin, spoon, and fork beside each plate.
14 Take your child to visit an elderly relative or friend today. Help him/her plan an activity to share with this person.	15 Ask your child to cut pictures of farm animals and glue them on paper according to size.	16 Take your child to the post office. Let him/her mail a letter.	17 Speak with your child about household responsibilities. Ask: "What do you do around the house?"	18 Go to the library with your child. Help him/her find a picture book about pets to check out.	19 Look at the globe together and plan a make believe trip.	20 Allow your child to watch a cartoon today. Afterwards ask him/her to retell the story.
21 Cut off the top of a carrot and place on a damp sponge. Once it sprouts roots, place it in soil and grow your own carrots.	22 Have a "Thank You" Day. Ask each family member to count the number of times he/she uses the phrase "Thank You" during the day.	23 Throw a big blanket or sheet over the backs of two chairs. Let your child pretend it's a tent and camp under it.	24 Make a face. Ask your child if it is a happy or sad face.	25 Let your child suggest a vegetable to be served with tonight's meal.	26 Let your child make a purchase at the drug store.	27 Go to a park that has climbing equipment. Use the words over, on under, and around with your child as he/she plays.
28 Using your favorite recipe, let your child help you make a cake.	29 While in the living room with your child, give directions using the words behind, between and beside, e.g. Stand beside the bed.	30 Play "telephone" with your child. Pretend to call. Help your child use good telephone manners. 	<div>  <h2>Summer Vacation</h2>  </div>			

<div> <div>JULY 2015</div> <div>     </div> </div>						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		Happy Birthday America!	1 Give your child a disposable camera and help him/her take pictures of interesting plants.	2 Give your child marshmallows and straws. Ask him/her to build something with them.	3 Bounce a ball with your child. Count the number of times he/she catches it.	4 Share a book. Discuss the pictures with your child.  INDEPENDENCE DAY
5 Write a number from one to twelve in each section of an egg carton. Have your child place a corresponding number of beans in each section.	6 Ask your child to name two friends. 	7 Give your child some household activity to be responsible for this week, e.g. making their bed. 	8 Have your child tell you about his/her favorite teacher and classroom.	9 Give your child some clay and let your child make their own creation.	10 Have your child count the bottles in the refrigerator.	11 Give your child an assortment of buttons. Ask him/her to group them by color.
12 Have a “You are Special Party” for your child today to make your child feel important and loved. 	13 Take your child to the beach. Let him/her run in the sand. 	14 Play a “body” game with your child. Ask him/her to touch the body part you name.	15 Ask your child to say his/her telephone number. 	16 Prepare breakfast for your child. He/she can butter the toast or pour the juice.	17 Take your child out to eat. Urge him/her to practice good table manners.	18 Ask your child to show you three things in the home that are blue.
19 Set the alarm on a clock and then hide it. Let your child try to find it when it goes off.	20 Ask your child to tell you a story about his/her favorite stuffed animal. 	21 Say a number from 1-30 and have your child point to it on a calendar. Repeat with another number.	22 Ask your child to read as many numbers on a clock as he/she can.	23 Help your child learn his/her birth date. 	24 Have your child draw a horse with four legs.	25 As you dress your child, say the color and name of each article of clothing.
26 Practice jumping rope with your child today.	27 Have your child tell some of the reasons he/she is thankful.	28 Let your child make a design with glue on paper and sprinkle sand over the wet glue.	29 Have your child make rock sculptures using rocks, stones and glue.	30 Together, collect family pictures to be placed in an album. Let your child dictate the captions.	31 Give your child crayons, white paper, and a rough object. Ask him/her to rub the side of the crayon on the paper over the object. Discuss what happened.	

August 2015

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<div>  <h2>Summer Fun</h2>  </div>						
2 Give your child some large bolts and nuts. Have him/her screw the nuts up and down the bolts.	3 Go for a walk with your child this evening. Share the events of the day.	4 Hum a familiar tune and have your child guess what tune you are humming.	5 Have your Child roll play dough until it is thin and then from the numerals 1, 2, and 3.	6 Light a candle. Ask your child what he/she sees, hears, feels and smells while observing the flame.	7 Ask your child to say his/her ten digit phone number.	1 Play music for your child. Have him/her dance to the music.
9 Ask your child to say "I spy" whenever he/she sees the letter "T" on street sign.	10 Make a gelatin dessert with your child to touch, smell and taste before and after it gels.	11 Have your child cut out pictures of things that begin with the letter "C".	12 Cut an apple into 4 parts. Share 2 parts with your child as a snack. Discuss the taste and color.	13 Ask your child to tell you his/her age in a complete sentence.	14 Ask your child to arrange three raw potatoes in a row by size from largest to smallest.	8 Let your child help make cookies. Cut them in circles, squares and triangles.
16 Take your child to an ethnic restaurant. Encourage him/her to sample new foods.	17 Ask your child to describe his/her favorite room and then ask why.	18 Give your child a deck of cards. Help him/her divide them into a black pile, a red pile and a picture pile.	19 Ask your child to help take the trash for collection. Talk about how the garbage collector is important to our health and safety.	20 Have your child count three pennies form your change. Ask: Whose head is on the penny?	21 Clap your hands slowly, then quickly. Ask your child to copy your actions.	15 Name various occupations for your child. Ask him/her to act out what people do in one of those jobs.
23 Write the words "I Love You" on a paper plate and let your child decorate it. Put it on the refrigerator.	24 Tie a blindfold over your child's eyes. Ask him/her to try to walk around a familiar room. FIRST DAY OF SCHOOL	25 Play "telephone" with your child. Make "pretend" calls. Help your child use good telephone manners.	26 Help your child set the alarm clock for tomorrow morning.	27 Give your child a ribbon. Help him/her tie a bow.	28 Ask your child to name the family members who live in your home and their relationship to you, e.g., Lisa-daughter.	22 Make a cardboard thermometer. Use red ribbon for the mercury. Daily, have your child move the ribbon up or down to show temperature.
30 Give your child a big hug and say "I love you".	31 Read a fairy tale story to your child. Discuss the difference between real and pretend things.	<div>  <h2>BACK TO SCHOOL</h2> </div>				

<div> <h1>September 2015</h1>     </div>						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 Bounce a ball with your child. Count the number of times he/she catches it.	2 Help your child find pictures of workers. Discuss what they do at work.	3 Have your child tell you how many boys and how many girls are in their class.	4 Let your child draw a face on a watermelon. Cut it out carefully with a knife.	5 Have your child find a piece of clothing that is the same color as the sky.
6 Cut uppercase (big) letters out of a newspaper or magazine and spell your child's name with them.	7 Discuss with your child the reason we celebrate Labor Day. LABOR DAY	8 Have your child count the tables in a restaurant and ask how many are full.	9 Play music that is slow. Ask your child to move their arms to the music. 	10 Let your child make a birthday card. Visit the post office together and let him/her mail the card.	11 Write the name of a color on a piece of paper. Have your child find, cut out and paste pictures of the color on the paper.	12 Have your child tell you things that could be done with a balloon, i.e., stretch it
13 Take your child to visit grandparents today. Help him/her plan an activity to share with their grandparents, e.g. sing a song, read a story. GRANDPARENTS' DAY	14 Ask your child to say his/her full name and address.	15 After reading "Little Red Riding Hood", ask your child what was in the basket she took to grandma.	16 When you read a story to your child, ask him/her to act out the main character. 	17 Go for a bird walk with your child. Look for different birds and listen for their sounds. 	18 Talk with your child about his/her day at school. Ask him/her to tell you about the best part of the day. 	19 Help your child find the best way to carry the laundry to the washing machine.
20 Ask your child a room riddle like "What piece of furniture do you sleep on?" 	21 After your child gets dressed ask him/her what he/she did first, second, third, etc.	22 Have your child tell you the name of your closest neighbor.	23 Allow your child to choose an activity for you to do together.	24 Write numerals 1-5 on five cards. On five others, glue one to five pieces of popped corn. Let your child match them.	25 Have your child tell you the names of the seven days of the week.	26 Place a clothesline at a level your child can reach. Give him/her some clip clothespins and clothing to hang on the line.
27 Add food coloring to water and freeze in ice trays. Let your child draw on paper with these cubes.	28 When visiting a grocery store, ask your child to tell you some of the different kinds of work he/she sees employees doing.	29 Ask your child to describe the house next door.	30 Listen to a wind chime with your child and ask: "Where else can you hear sounds like this?"	<h2>Welcome to Kindergarten</h2> 		



MIAMI-DADE COUNTY PUBLIC SCHOOLS
2015-2016 SCHOOL CALENDAR
ELEMENTARY AND SECONDARY

August 2015				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

November 2015				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

February 2016				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29				

May 2016				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

	New Teachers Report
	Teacher Planning Day
	Teacher Planning Day No Opt
	Legal Holiday

September 2015				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

December 2015				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

March 2016				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

June 2016				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

	Recess Day
	Beg/End of Grading Period
	Secondary Early Release

October 2015				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

January 2016				
M	T	W	T	F
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

April 2016				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

Days in Grading Period

1-46
2-45
3-46
4-43

For information on employee opt days, please refer to back of calendar.

Getting to Know My Child: A Guide for My Child's Kindergarten Teacher

Child's Name: Last Name First Name Middle Initial

Basic Information

Name of Person Completing This Form:		
Date:		
Child's Date of Birth:		
Mother's Name:		
Father's Name:		
Guardian's Name:		
Other Adult (s) Living in the Home:		
Address:		
City:	State:	Zip Code:
Home Phone:	Work Phone:	Cell Phone:
Email Address:		
Best time to reach parent(s):		

About My Child

Favorite Color:	Favorite Food:
Favorite Book:	Favorite Toy:
Favorite Expression:	Other Favorites:
My child is good at:	
My child likes to: (check all that apply) <input type="checkbox"/> Listen to Stories <input type="checkbox"/> Draw and Color <input type="checkbox"/> Play Alone <input type="checkbox"/> Play with Other Children <input type="checkbox"/> Play Outside <input type="checkbox"/> Use the Computer <input type="checkbox"/> Engage in Music and Movement <input type="checkbox"/> Build with Blocks/Legos <input type="checkbox"/> Explore Math/ Science	
My child doesn't like to:	
My child is allergic to:	
I'd like you to know this about my child:	
My child learns best by:	

About My Child's Early Learning Experiences at Age 4

My child is not enrolled in any pre-kindergarten program. Check here: ☐

Name of Four Year Old Program:
This is a: <input type="checkbox"/> Public School <input type="checkbox"/> Child Care Center <input type="checkbox"/> Family Child Care Home <input type="checkbox"/> Other

About Our Family

We speak the following languages in our home:	
Most of the time, I speak the following language to my child:	
Most of the time, my child speaks the following language to me:	
Some things I'd like you to know about my family: (culture, activities that the family enjoys doing together, etc.)	
The number of children in the home:	Their ages are:
The best times for me to come to school are:	
My family would like to share the following skills or activities with our child's class or school:	

Screenings and Special Services

My child does not receive any special services. Check here: ☐

Type of Service: <input type="checkbox"/> Occupational Therapy <input type="checkbox"/> Physical Therapy <input type="checkbox"/> Speech and Language
<input type="checkbox"/> Social Worker <input type="checkbox"/> Other
I would like for you to observe my child because I am concerned about the following:

Thank you for getting to know my child. We want to work with you to ensure a successful kindergarten year.

Parent/Guardian Signature

Date

Anti-Discrimination Policy

Federal and State Laws

The School Board of Miami-Dade County, Florida adheres to a policy of nondiscrimination in employment and educational programs/activities and strives affirmatively to provide equal opportunity for all as required by:

Title VI of the Civil Rights Act of 1964 - prohibits discrimination on the basis of race, color, religion, or national origin.

Title VII of the Civil Rights Act of 1964 as amended - prohibits discrimination in employment on the basis of race, color, religion, gender, or national origin.

Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of gender.

Age Discrimination in Employment Act of 1967 (ADEA) as amended - prohibits discrimination on the basis of age with respect to individuals who are at least 40.

The Equal Pay Act of 1963 as amended - prohibits gender discrimination in payment of wages to women and men performing substantially equal work in the same establishment.

Section 504 of the Rehabilitation Act of 1973 - prohibits discrimination against the disabled.

Americans with Disabilities Act of 1990 (ADA) - prohibits discrimination against individuals with disabilities in employment, public service, public accommodations and telecommunications.

The Family and Medical Leave Act of 1993 (FMLA) - requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to "eligible" employees for certain family and medical reasons.

The Pregnancy Discrimination Act of 1978 - prohibits discrimination in employment on the basis of pregnancy, childbirth, or related medical conditions.

Florida Educational Equity Act (FEEA) - prohibits discrimination on the basis of race, gender, national origin, marital status, or handicap against a student or employee.

Florida Civil Rights Act of 1992 - secures for all individuals within the state freedom from discrimination because of race, color, religion, sex, national origin, age, handicap, or marital status.

Title II of the Genetic Information Nondiscrimination Act of 2008 (GINA) - Prohibits discrimination against employees or applicants because of genetic information.

Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal Law) and Section 295.07 (Florida Statutes), which stipulate categorical preferences for employment.

Rev. (01-11)