



Welcome to Kindergarten

2016-2017

Millard Public Schools

Millard Board of Education

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Non-Discrimination Statement

The Millard School District does not discriminate on the basis of race, color, religion, national origin, gender, marital status, disability, or age, in admission or access to or treatment of employment, or in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Superintendent of Schools, 5606 South 147th Street, Omaha, NE 68137 (402) 715-8200. The Superintendent may delegate this responsibility as needed. Complaints and grievances by school personnel or job applicants regarding discrimination or sexual harassment shall follow the procedures of District Rule 4001.2. Complaints and grievances by students or parents regarding discrimination or sexual harassment shall follow the procedures of District Rule 5010.2

Dear Parents,

One of the most exciting days for you and your child is the first day of Kindergarten. Children have been learners from the time of birth. These days the majority of children experience some form of early schooling prior to Kindergarten entrance in full or part day childcare or a preschool setting. Even so, many parents and educators view Kindergarten as the gateway to formal schooling.

We, as educators in the Millard Public Schools, have the responsibility to accept each child and his or her stage of learning and development. School is the place where a child and parent should expect to find opportunities for growth, development, and learning from whatever starting point the child brings along.

Essential to this early school success is a strong partnership between parents and educators. Your positive attitude about education will influence how your child feels about school. Your interest and involvement are important in helping your child to move through the elementary school as a successful and enthusiastic learner.

We hope Kindergarten will develop an ongoing partnership between your home and our schools that will provide support for your child for the next 13 years.

Sincerely,

Jim Sutfin
Superintendent

THE GUIDING PRINCIPLES AND GOALS FOR KINDERGARTEN

(Based on the Nebraska Department of Education Guidelines of the Primary Program)

The Kindergarten Program nurtures the continuing growth of children's knowledge and their understanding of self and the world. It provides a safe, nurturing, and stimulating environment where learning flourishes. The program recognizes that children are individuals, and every child is unique. The program facilitates continuous learning by accommodating the broad range of children's needs, their learning rates and styles, and their knowledge, experiences, and interests. It presents an integrated curriculum incorporating a variety of instructional models, strategies, and resources.

The program values teachers and parents as partners in a child's learning experience. Teachers and parents consult and collaborate to create a climate of respect, success, and joy necessary for lifelong learning.

Common Understandings

- Experience, knowledge, curiosity, and sense of wonder are the foundations for children's learning.
- Children learn through active involvement.
- The ideal learning environment provides time and opportunity for children to learn cooperatively and collaboratively.
- Assessment and evaluation are the basis for educational decisions, which support each child's learning.
- The young child learns to make sense of a complex world.
- Teachers and parents are valued partners in each child's education.

KINDERGARTEN PROGRAMS

Each neighborhood elementary school offers the district's full day kindergarten program with space available for all children. Each school will conduct a meeting for parents to explain the program and to complete the registration process. Children will have an opportunity to experience the program either in the spring or prior to school starting in the fall.

Millard Public Schools provides 3 additional Programs of Choice for parents at the Kindergarten level. Each program provides children with the challenge of learning the same standards and indicators (objectives). Yet each program offers a different structure and approach to learning. A short description is listed below. For additional information contact the school.

The Core Knowledge Program provides a structured, disciplined, teacher directed setting, using Spalding phonics, Shurley grammar, Saxon math, Core Knowledge Language Arts and Core Knowledge unit studies. The rigorous curriculum challenges students through a spiral structure as it builds and expands on previously taught subject matter. The program is located at Cather Elementary at 3030 South 139th Plaza, 402-715-1315, and Disney Elementary at 5717 South. 112th Street, 402-715-2350. Parents are responsible for transportation.

The IB-PYP (International Baccalaureate--Primary Years Program) provides an educational framework based on teaching and learning using inquiry to conduct meaningful research on a multitude of topics. It aims to develop the whole child to meet certain competencies and attitudes outlined in a Learner Profile. The program is located at Aldrich Elementary at 506 North 162nd Ave., 402-715-2020. Parents are responsible for transportation.

The Montessori program provides an environment consistent with Dr. Maria Montessori's philosophy in which children learn through spontaneous and prescribed activities based on developmental needs as they become self-directed. This program is located at Montclair Elementary at 2405 South 138th Street, 402-715-1295 and Norris Elementary at 12424 Weir Street, 402-715-8340. Parents are responsible for transportation.

The deadline to submit a transfer application to the Office of Student Services (5606 S. 147 St., Omaha, NE 68137) is **February 15, 2016**. The district will notify parents of the approval or denial of their requests by March 1. Even if the child lives in the attendance area of the Program of Choice, they must submit a transfer form to be eligible to attend that program.

KINDERGARTEN PROGRAM

Philosophy

The Millard Public Schools Kindergarten Program is founded on the philosophy of high academic expectations for each student as they progress through the Kindergarten Learning indicators. Kindergarten classes provide the essential skills for learning and thinking that will enable students to become enthusiastic lifelong learners. It provides students with a strong, nurturing learning environment that fosters the development of the “Academic Skills and Applications / College and Career Readiness Skills” as identified in the Millard Education Plan.

Program Overview

- LANGUAGE ARTS focuses on the scientifically research-based components of phonemic awareness, phonics, vocabulary, fluency, and text comprehension as a part of each day’s instructional format. Writing, grammar, spelling, handwriting, speaking and listening are also integrated daily. A literacy-rich environment provides students with meaningful reading, writing, speaking and listening activities.
- MATHEMATICS instruction focuses upon building a child’s conceptual understanding of mathematics as a progression towards becoming fluent. This depth of understanding is taught using skills and processes within the mathematics standards of number sense, algebra, geometry, and data. Students are taught and encouraged to become critical thinkers by being flexible, efficient and accurate thinkers, as well as being able to justify and communicate their mathematical thinking during problem-solving.
- SCIENCE/HEALTH provides students with opportunities to explore science concepts that include inquiry; the scientific process; life, earth, physical, space and technology, and health topics presented in a hands-on format.
- SOCIAL STUDIES provides students with basic learning in the areas of history, economics, geography, and civics/citizenship.
- MUSIC includes experiences in singing, movement, basic theory, and playing rhythmic and melodic instruments and is taught by a music specialist.
- PHYSICAL EDUCATION is taught by a physical education teacher and addresses skills and knowledge related to spatial orientation and body image as well as fitness and sportsmanship.
- ART provides students will experiences in aesthetic perception, creative expression, history, and criticism.
- COLLEGE AND CAREER READINESS SKILLS - Within the school setting, students in Millard Public Schools will be able to demonstrate the standards and indicators as defined by the College and Career Readiness Skills within the Millard Essential Learner Outcomes:
 - Critical Thinking and Problem-Solving Skills
 - Creativity and Innovation
 - Collaboration and Teamwork
 - Citizenship and Personal Responsibility
- Clearly defined learner outcomes and enabling skills for students are measured by periodic assessments of students’ growth and progress in all curricular areas.
- High expectations are held for all students to grow and develop to their greatest potential.
- Rules of respect for one another and responsibility for oneself are stressed. Students listen to one another, solve conflicts and become sensitive to one another’s feelings.
- Parents and teachers work together as partners in the educational decision-making process for students.

Curriculum Descriptors

Language Arts – The **Scott Foresman Reading Street** Language Arts Program combines the five essential components of a scientifically research-based reading program. These components include: phonemic awareness, phonics, vocabulary, fluency, and text comprehension. An emphasis on developing a love of literature and the reading and writing skills to ensure success permeates the Kindergarten classroom environment. Instruction of reading skills, phonetic strategies, and comprehension skills are presented through an active hands-on approach that provides students with a sequential learning process. It incorporates children's interests and their ability to apply what they are learning to meaningful life experiences. Writing, grammar, and spelling are an integral component of the program, and are taught through a variety of multi-sensory methods to meet each individual child's learning style. Direct instruction in handwriting is given using the Zaner-Bloser Handwriting Program. The Kindergarten program includes a home-school component that consists of a collection of pre-decodable and decodable books to be read at home with parents throughout the school year reinforcing the phonetic skills and sight word vocabulary taught in their child's classroom.

Mathematics is currently being explored through a field study of two programs. It will be taught using a research-based program designed to allow for students to gain a more in-depth understanding of number and its relationships with other foundational skills and concepts including those outlined in the four mathematical standard strands: number, algebra, geometry and data. This program helps to build students' conceptual understanding of number, exploring a variety of strategies that encourage them to be flexible thinkers. In addition to becoming more flexible thinkers, students are taught and encouraged to communicate and justify their reasoning as they learn to problem solve. Students are given access to a variety of instructional practices, problem solving strategies and tools, including digital components, to help them succeed and meet their individual learning needs.

Science/ Health is both what we know (content) and how we come to know it (process). Millard's Elementary Science curriculum blends process and content through inquiry and technology to help students understand the content strands of science: Physical, Earth & Space, and Life Sciences. Inquiry also provides opportunities to apply what they have read and experienced, while developing written and verbal communication skills. Materials that are used in the classroom are *Full Option Science System (FOSS) Third Edition*: <http://www.fossweb.com>, *Scott Foresman Science*: <http://www.pearsonsuccessnet.com>. Health materials include resources from the National Dairy Council, *The Great Body Shop* (Children's Health Market) and Health Teacher.

Social Studies – Social Studies education prepares students to become engaged citizens in local, national, and global societies. *Social Studies Alive!*, published by Teachers' Curriculum Institute, is the resource used to teach the topics of history, geography, economics, and civics. The kindergarten grade text is *Me and My World.*

Art, Music and Physical Education allow for each student's individuality and creative expression to develop. The child is taught a sequential order of skills in each area and given several opportunities to apply, elaborate, and extend their newly acquired skills.

Art uses the *Art* program by Pearson Publishing. The six areas of art education include:

1. Understanding and applying media, techniques, and processes
2. Use knowledge of structures and functions
3. Evaluate a range of subject matter, symbols, and ideas
4. Visual arts in relation to history and culture
5. Assessing characteristics and merits of art works
6. Connections between visual arts and other disciplines

Music education utilizes *Spotlight on Music* published by Macmillan/McGraw Hill and other resources. The choral music classes include experiences in singing, movement, basic theory, and playing rhythmic and melodic instruments. The program is designed to help students develop sensitivity toward music, understand a variety of cultures, and express themselves musically. Music meets two to three times a week.

Physical Education consists of six areas and meets two or three times each week:

1. Motor skills and movement patterns
2. Movement concepts, principles, strategies, and tactics
3. Participation in physical activities
4. Achieves health-enhancing physical fitness
5. Personal and social behavior that respects self and others in physical activity settings
6. Physical activity for health, enjoyment, self-expression and social interaction

Student Evaluation and Assessment

Children are evaluated on their strengths and growth throughout the school year. Students are evaluated in Academic Skills and Applications and in the area of College and Career Readiness Skills. While it may seem out of place to refer to College and Career Readiness in a kindergarten handbook, we know that everything we do in school ultimately prepares our students for life beyond the Pre-Kindergarten - Grade 12 experience. When students leave Millard Public Schools we want them to be collaborative team players, creative innovators, critical thinking problem solvers, and responsible citizens. Skills in self-management, working with others, identifying goals, solving problems, personal wellness, and technology all prepare our children to be ready for the next grade and the challenges beyond school. We start to develop these skills during the pre-kindergarten and kindergarten experience.

Assessed skills are correlated to the state approved district standards and objectives for Kindergarten. Parents receive information about their child's scores on these assessments and how they relate to district grade level expectations. At the kindergarten level children are observed on a daily basis in the classroom. Teachers share this information with parents in quarterly report cards and during two parent-teacher conferences. Parents are encouraged to contact their child's teacher when questions arise throughout the school year.

KINDERGARTEN INDICATORS 2016-2017

LANGUAGE ARTS INDICATORS

LA S 00.1 Students will learn and apply reading skills and strategies to comprehend text.

LA S 00.1.1 Concepts of Print: Students will demonstrate knowledge of the concepts of print.

- a. Identify variations in text (e.g., font, size, bold, italic, upper/lower case)
- b. Identify punctuation (e.g., period, exclamation mark, question mark).
- c. Identify parts of a book (e.g., cover, pages, title, author, illustrator).
- d. Demonstrate knowledge that print reads from left to right and top to bottom.
- e. Explain that the purpose of print is to carry information (e.g., environmental print, nametags, street signs).
- f. Demonstrate voice to print match (e.g., student points to print while reading or as someone reads).
- g. Demonstrate understanding that words are made up of letters and sentences are made up of words.

LA S 00.1.2 Phonological Awareness: Students will demonstrate phonological awareness through oral activities.

- a. Blend and segment phonemes in spoken words (e.g., initial, medial vowel, and final sounds [phonemes]; recognize same sounds in different words).
- b. Segment spoken sentences into words.
- c. Identify and produce oral rhymes.
- d. Identify, blend and segment syllable sounds in spoken words (e.g., cupcake, birthday).
- e. Blend and segment spoken onsets and rimes to form simple words (e.g., v-an, gr-ab).

LA S 00.1.3 Word Analysis: Students will acquire phonetic knowledge as they learn to read and write grade-level text.

- a. Match individual consonant and short vowel sounds to appropriate letters when reading, writing, and spelling grade-level text.
- b. Identify similarities and differences in written words (e.g., word endings, onsets, rimes).
- c. Recognize and read grade-level (phonetic and non-phonetic) words in text.
- d. LA M 00.1.3.d Identify upper and lowercase letters

LA S 00.1.4 Fluency: Students will develop accuracy, phrasing, and expression during grade-level reading experiences to support comprehension.

- a. Listen to text of increasing length and/or complexity to develop stamina.
- b. Use appropriate expression to reflect meaning while reading emergent-reader text.

LA S 00.1.5 Vocabulary: Students will build and use conversational, academic, and content-specific grade level vocabulary.

- a. Examine word structure elements and word patterns to determine meaning (e.g., plural forms, simple compounds).
- b. Develop awareness of context clues (e.g., predictions, word and sentence clues) and text features that may be used to infer the meaning of unknown words.
- c. Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.
- d. Identify semantic relationships (e.g., conceptual categories) to determine word relationships.
- e. With adult guidance, determine word meaning using reference materials and classroom resources.

LA S 00.1.6 Comprehension: Students will construct meaning by using prior knowledge while reading emergent literary and informational text.

- a. With adult guidance, identify author's purpose (e.g., explain, entertain, inform).
- b. Identify elements of literary text (e.g., characters, setting, events).
- c. With adult guidance, identify an author's use of literary devices (e.g., rhyme, rhythm, repetition, alliteration).
- d. With adult guidance, retell major events and key details from a literary text and/or media.
- e. With adult guidance, retell main ideas from informational text and/or media.
- f. Identify text features in print and digital informational text.
- g. Identify the basic characteristics of literary and informational text.
- h. Make connections between own life and/or other cultures in literary and informational text.
- i. Construct and/or answer clarifying questions (who, what, when, where, why, how) and support answers with evidence from the text or additional sources.
- j. Identify the characteristics of organizational patterns found in informational text (e.g., sequence, compare/contrast).
- k. Identify different purposes for reading (e.g., inform, enjoy).
- l. Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections.
- m. With adult guidance, monitor comprehension by recognizing when meaning is disrupted.
- n. Make predictions about a text using prior knowledge, pictures, illustrations and titles.
- o. Respond to text (e.g., verbally, in writing, or artistically).
- p. Make connections between a print text and an audio, video, or live version of the text.

LA S 00.2 Learn and apply writing skills and strategies to communicate

LA S 00.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

- a. Use prewriting activities and inquiry tools to generate ideas.
- b. Generate representations of ideas (e.g., pictures, labels, letter strings, words, simple sentences) and organize ideas relevant to a topic.
- c. With adult guidance, use relevant information and evidence to support ideas.
- d. Compose simple, grammatically correct sentences.
- e. With adult guidance, revise to improve and clarify writing through self-monitoring strategies and feedback from others.
- f. Provide oral descriptive feedback to other writers.
- g. With adult guidance, persevere in writing tasks.
- h. With adult guidance, proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation).
- i. Use own words to relate information.
- j. With adult guidance, publish a legible document with appropriate spaces between letters, words, and sentences in a variety of formats.
- k. LA M 00.2.1.k Write all uppercase and lowercase manuscript letters, attending to the form of the letters

LA S 00.2.2 Writing Modes: Student will write in multiple modes for a variety of purposes and audiences across disciplines.

- a. Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.
- b. With adult guidance, provide evidence from literary or informational text to support ideas or opinions.
- c. With adult guidance, conduct and publish research to answer questions or solve problems.
- d. With adult guidance, compare mentor texts and examples to create similar pieces.
- e. With adult guidance, compare mentor texts and examples to create similar pieces.

LA S 00.3 Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes.

LA S 00.3.1 Speaking Skills: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.

- a. Communicate ideas clearly to others within structured classroom activities and routines using appropriate word choice, proper grammar, and complete sentences.
- b. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations.
- c. Utilize appropriate visual and/or digital tools to support verbal communication.
- d. Convey a personal perspective with clear reasons.
- e. Ask pertinent questions to acquire or confirm information.

LA S 00.3.2 Listening Skills: Students will develop and demonstrate active listening skills across a variety of situations.

- a. Develop active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling) for multiple situations and modalities.
- b. With adult guidance, discuss the purpose and credibility of information being presented in diverse media and formats.
- c. Complete a task following one/two-step directions.

LA S 00.3.3 Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.

- a. Practice appropriate classroom etiquette and recognize social cues when communicating.
- b. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words) in conversation.
- c. Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas.
- d. Listen, ask clarifying questions, and respond to information being communicated about a topic, text, or issue under study.
- e. Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.

LA S 00.4 Students will apply information fluency and practice digital citizenship.

LA S 00.4.1 Information Fluency: Students will evaluate, create and communicate information in a variety of media and formats (textual, visual, and digital).

- a. With guidance, use provided print and digital resources to gather information, answer questions, and demonstrate understanding of valid information (e.g., fiction vs. nonfiction, real vs. not real).
- b. With guidance, demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools).
- c. Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).

LA S 00.4.2 Digital Citizenship: Students will practice the norms of appropriate and responsible technology use.

- a. Practice safe behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials).
- b. Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.

MATHEMATICS

MA S 0.1 Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA S 0.1.1 Numeric Relationships: Students will demonstrate, represent, and show relationships among whole numbers within the base-ten number system.

- a. Perform the counting sequence by counting forward from any given number to 100, by ones. Count by tens to 100 starting at any decade number
- b. Demonstrate cardinality (i.e., the last number name said indicates the number of objects counted), regardless of the arrangement or order in which the objects were counted. Read numerals within the range of 0-20 (Millard)
- c. Use one-to-one correspondence (pairing each object with one and only one spoken number name, and each spoken number with one and only one object) when counting objects to show the relationship between numbers and quantities of 0-20
- d. Demonstrate the relationship between numbers, knowing each sequential number name refers to a quantity that is one larger (e.g. before and after, one more and one less) (Millard)
- e. Count up to 20 objects arranged in a line, a rectangular array, or a circle. Count up to 10 objects in a scattered configuration. Count out the number of objects, given a number from 1 to 20.
- f. Write numbers 0 to 20 and represent a number of objects with a written numeral 0 to 20.
- g. Compose and decompose numbers from 11 to 19 into ten ones and some more ones by drawing, model, or equation (e.g., $14 = 10 + 4$) to record each composition and decomposition
- h. Compare the number of objects in two groups by identifying the comparison as greater than, less than, or equal to by using strategies of matching and counting
- i. Compare the value of two written numerals between 1 and 10

MA S 0.1.2 Operations: Students will demonstrate the meaning of addition and subtraction with whole numbers and compute accurately.

- a. Fluently (i.e. automatic recall based on understanding) add and subtract within 5

MA S 0.2 Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA S 0.2.1 Algebraic Relationships: Students will demonstrate, represent, and show relationships with expressions and equations.

- a. Decompose numbers less than or equal to 10 into pairs in more than one way, showing each decomposition with a model, drawing or equation (e.g., $7 = 4 + 3$ and $7 = 1 + 6$)
- b. For any number from 1 to 9, find the number that makes 10 when added to the given number, showing the answer with a model, drawing, or equation

MA S 0.2.2 Algebraic Processes: Students will apply the operational properties when adding and subtracting. (No additional indicator(s) at this level)

MA S 0.2.3 Applications: Students will solve real world problems involving addition and subtraction.

- a. Solve real world problems that involve addition and subtraction within 10 (e.g., by using objects or drawings to represent the problem)

MA S 0.3 Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA S 0.3.1 Characteristics: Students will identify and describe geometric characteristics and create two- and three-dimensional shapes.

- a. Describe real world objects using names of shapes, regardless of their orientation or size (e.g., squares, circles, triangles, hexagons, cubes, cones, spheres, and cylinders)
- b. Identify shapes as two-dimensional (“flat”) or three-dimensional (“solid”)
- c. Compare and analyze two- and three-dimensional shapes, with different sizes and orientations, to describe their similarities, differences, parts (e.g., number “corner/vertices), and other attributes (e.g., sides of equal length)
- d. Model shapes found in real world by building shapes from materials (e.g., clay and pipe cleaners) and drawing shapes
- e. Combine simple shapes to compose larger shapes (e.g., use triangle blocks to build a hexagon)

MA S 0.3.2 Coordinate Geometry: Students will determine location, orientation, and relationships on the coordinate plane.

- a. Describe the relative positions of objects (e.g., above, below, beside, in front of, behind, next to, between)

MA S 0.3.3 Measurement: Students will perform and compare measurements and apply formulas.

- a. Describe measurable attributes of real world objects (e.g., length or weight)
- b. Compare length and weight of two objects (e.g., longer/shorter, heavier/lighter)

MA S 0.4 Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA S 0.4.1 Representations: Students will create displays that represent the data.

- a. Organize and represent a data set with up to three categories (Millard)

MA S 0.4.2 Analysis & Applications: Students will analyze data to address the situation.

- a. Identify, sort, and classify objects by size, shape, color, and other attributes. Identify objects that do not belong to a particular group and explain the reasoning being used

MA S 0.4.3 Probability: Students will interpret and apply concepts of probability. (No additional indicator(s) at this level)

- a. Begin to measure objects using standard and non-standard units
- b. Explore solids and liquids

SC M 00.2.2 Explore position and motion of objects

- a. Identify location of objects
- b. Explore force and motion of objects

SC M 00.2.3 Explore signs of energy transfer

- a. Observe and explore characteristics of light energy

SC M 00.3 Integrate and communicate the information, concepts, principles, processes, theories, and models of the Life Sciences to make connections with the natural and engineered world.

SC M 00.3.1 Observe the characteristic of living things

- a. Differentiate between living and nonliving things
- b. Explore the basic needs of plants and animals

SC M 00.3.2 Observe changes in living things

- a. Observe how offspring resemble their parents
- b. Observe how living things change as they grow

SC M 00.3.4 Explore changes in organisms

- a. Observe seasonal changes in plants and animals

SC M 00.4 Integrate and communicate the information, concepts, principles, processes, theories, and models of the Earth and Space Sciences to make connections with the natural and engineered world.

SC M 00.4.1 Become aware of and observe objects of the sky

- a. Identify and observe objects in the sky

SC M 00.4.2 Explore characteristic of Earth's materials

- a. Observe, identify, and describe characteristics of Earth's surface materials

SC M 00.4.3 Observe simple patterns of changes on Earth

- a. Explore the Sun's ability to provide light and heat
- b. Identify and describe simple daily changes in weather
- c. Observe simple seasonal weather indicators

SCIENCE

SC M 00.1 Combine scientific process and knowledge with scientific reasoning and critical thinking to ask questions about phenomena and propose explanations based on gathered evidence.

SC M 00.1.1 Ask questions, conduct observations and communicate findings

- a. Ask questions that relate to a science topic
- b. Use their five senses to participate in simple investigations
- c. Select and use simple tools with guidance
- d. Describe objects, organisms, or events using pictures, words, and numbers
- e. Collect and record observations
- f. Use drawings and words to describe and share observations with others
- g. Use appropriate mathematics in all aspects of scientific inquiry
- h. Explore informational text to gain meaning
- i. Write for a selected purpose

SC M 00.1.2 Describe how scientists go about their work

- a. Recognize that some objects occur in nature and others have been designed or made by man
- b. Recognize people interact with the natural and man-made world
- c. Recognize that scientists work as individuals and in groups to investigate the natural world

SC M 00.1.3 Explore a simple design problem

- a. Identify a simple problem
- b. Propose a solution to a simple problem
- c. Collaboratively implement propose solution
- d. Reflect on the implementation of a solution
- e. Communication the problem, design and solution
- f. Begin to apply engineering design and creative thinking to solve practical problems with adult guidance

SC M 00.2 Integrate and communicate the information, concepts, principles, processes, theories, and models of the Physical Sciences to make connections with the natural and engineered world.

SC M 00.2.1 Explore properties of objects

WELLNESS K-2

Emotional Health – Students will demonstrate knowledge of emotional health by recognizing the positive and negative influences in their daily lives.

- Recognizes and expresses feelings
- Recognizes appropriate and inappropriate touch
- Identifies different ways to handle conflict

Social Health – Students will demonstrate knowledge of the family unit by recognizing qualities needed to maintain healthy relationships.

- Describes what makes a family
- Describes roles in a family

Injury Prevention – Students will demonstrate an understanding of good health practices, safety habits and related community resources.

- Recognizes stranger danger
- Knows how and when to call 911
- Uses safe playground practices

Nutrition – Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks by accessing valid health information and health-promoting products and services.

- Recognizes components of the food pyramid
- Recognizes the importance of balance between rest, physical activity and nutrition

Personal Health – Students will demonstrate the ability to make positive personal health choices by practicing healthy behaviors.

- Identifies and uses good personal hygiene
- Recognizes the dangers of tobacco and alcohol use

Substance Abuse – Students will demonstrate the ability to practice health enhancing behaviors and eliminate and/or reduce health risks.

- Distinguishes between helpful medicines and illegal use of drugs
- Knows who can give a child medicine
- Practices saying “no” to negative influences

SOCIAL STUDIES

CIVICS

SS 00.1.1 Students will recognize the purpose of rules and the roles of authority figures.

- Explain why rules are needed in family, school, and community (e.g., safety, to make learning possible, to protect freedoms)
- Identify the roles of authority figures in family, school and community

SS S 00.1.2 Students will demonstrate good citizenship through knowledge of expected behavior.

- Model citizenship skills (e.g., respect, courtesy, honesty, voting)
- Identify patriotic symbols, songs, and actions (e.g., U.S.Flag, Pledge of Allegiance)
- Identify important historical and current government figures that exemplify civic engagement (e.g. Presidents)

ECONOMICS

SS S 00.2.1 Students will recognize people make choices because they cannot have everything they want (scarcity).

- Identify choices students have made and explain why they had to make a choice

SS S 00.2.3 Students will describe that people earn income/wages through work.

- Recognize that people earn money to buy things they need and want through a variety of jobs.

SS 00.2.6 Students will recognize money is used to purchase goods and services to satisfy economic wants.

- Classify and identify U.S. coins and currency

GEOGRAPHY

SS S 00.3.1 Students will explore where (spatial) and why people, places, and environments are organized in their world.

- Demonstrate personal directions (e.g., left/right, up/down, front/back, over/under, near/far) to describe relative location
- Identify locations in the classroom (e.g., dress up center, reading table, carpet area)
- Explain why things are located where they are (e.g., “Why is the playground outside?”)
- Identify land and water on a globe
- Identify land and water on a globe/map and identify these tools as representation of regions and the world

SS S 00.3.2 Students will explore places and regions.

- Identify physical characteristics of place (e.g., landforms, water bodies and weather)
- Identify human characteristics of place (e.g., cities, buildings, farms, roads, highways)
- Identify characteristics of places that have changed over time

SS S 00.3.3 Students will identify natural processes in their physical world.

- Identify elements of weather (e.g., rain, snow, sun, clouds, fog)
- Identify elements of weather and the effects on human activity (e.g., people wear coats and mittens in the winter)
- Identify the four seasons

SS S 00.3.4 Students will recognize that people belong to different groups and live in different settings.

- Identify aspects of culture within the local community and other communities (e.g., food, language, religion, celebrations, and popular culture such as food, music, and sports)
- Identify places in the community (e.g., farms, parks, houses, stores)

SS S 00.3.5 Students will explore the relationship between humans and their physical environment.

- Recognize the impact of weather on everyday life (e.g., weather-appropriate clothing, indoor/outdoor recess)
- Match resources to their sources (e.g., food from farms, wood from trees, fish from the sea)
- Give examples of how to care for the environment (e.g., recycle cans, bottles, and paper; pick up your trash)

SS S 00.3.6 Students will use geographic skills to make connection to their lives.

- Give examples of how geographic knowledge or techniques are applied (e.g., locate people or

places in relationship to each other, make a fire evacuation plan)

HISTORY

SS S 00.4.1 Students will identify chronological relationships and patterns.

- Identify concepts of time and chronology (e.g., yesterday, today, tomorrow)
- Read dates on a calendar
- List personal events over time; (e.g., daily schedule, timelines)
- Identify the chronology of personal events and their impact

SS S 00.4.2 Students will identify historical people, events, ideas, and symbols.

- Identify the contributions of historical people and the impact of symbols, including various cultures and ethnic groups (e.g., George Washington, American flag, picture and name of current president)
- Differentiate between stories from the present and the past

SS S 00.4.3 Students will recognize different perspectives of events.

- Understand that two people can tell a story about the same event and share different details (e.g., Events that occurred on the playground)

SS S 00.4.4 Students will recognize past and current events, issues, and problems.

- Describe how people's actions affect others (e.g., why must we take turns?)

SS S 00.4.5 Students will develop historical research skills.

- Develop questions about their personal history
- Identify and cite appropriate sources for researching their personal history (e.g., "My grandma gave me this picture.")
- Gather historical information about their lives (e.g., have a conversation with a family member)
- Present historical information about their lives (e.g., pictures, posters, and oral narratives)

ART

AM00.1 Understanding and applying media, techniques, and processes

- Explore the differences between materials, techniques, and processes
- Explore how different materials, techniques, and process cause different responses
- Explore different media techniques, and processes to communicate ideas, experiences, and stories
- Use grade level materials and tools in a safe and responsible manner

AM00 .2 Use knowledge of structures and functions

- Explore visual structures and functions to communicate ideas

AM00.3 Choosing and evaluating a range of subject matters, symbols, and ideas

- Explore prospective content for works of art
- Explore subject matter, symbols, and ideas to communicate meaning

AM00.4 Understanding the visual arts in relation to history and culture

- Explore specific works of art as belonging to particular cultures, times, and places

AM00.5 Reflecting upon and assessing the characteristics and merits of their work and the work of others

- Explore various purposes for creating works of visual art
- Explore how people's experiences influence the development of specific artworks
- Explore different responses to specific artworks

AM00.6 Making connections between visual arts and other disciplines

- Discuss similarities and differences between characteristics of the visual arts and other disciplines
- Explore connections between the visual arts and other disciplines in the curriculum

MUSIC

MU M 00.1 Sing, alone and with others, a varied repertoire of music

- Explore voice types, melody, contours, high and low pitches
- Explore expressive singing with dynamics and interpretation
- Sing a variety of songs representing genres and styles from diverse cultures
- Explore beginning speech and part singing that includes ostinati and partner songs
- Explore group singing, blending vocal timbre, matching dynamic levels and responding to the cues of a conductor

MU M 00.2 Performing on instruments, alone and with others, a varied repertoire of music

- Explore performing on pitch, with appropriate dynamics and timbre, and maintain a steady tempo
- Explore easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments
- Perform expressively a varied repertoire of music representing diverse genres and styles
- Experience rhythmic and melodic patterns
- Explore in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor

MU M 00.3 Improvising melodies, variations and accompaniments

- Explore response to given musical prompt

- Explore musical accompaniments
- Explore rhythmic variations and melodic embellishments on familiar melodies
- Explore a variety of songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means

MU M 00.4 Composing and arranging music within specified guidelines

- Explore music to accompany readings or dramatizations
- Explore music to create short songs and instrumental pieces
- Use a variety of sound sources when composing

MU M 00.5 Reading and notating music

- Experience rhythmic values through multiple mediums and with iconic symbols and notation
- Experience reading pitches through multiple mediums with iconic symbols and notation
- Explore traditional terms referring to dynamics, tempo and articulation
- Explore stand symbols to notate meter, rhythm, pitch, and dynamics

MU M 00.6 Listening to , analyzing, and describing music

- Explore and discover simple music forms
- Discover through movement and other media, aural examples of various styles and cultures
- Discover appropriate terminology that explains and describes music notation, instruments, voices and performances
- Discover sounds of instruments and voices

MU M 00.7 Evaluating music and music performances

- Rate their individual or group performance using a provided scale or rubric with assistance
- Describe musical examples

MU M 00.8 Understanding relationships between music, the other arts, and disciplines outside the arts

- Explore a variety of arts experiences
- Experience a variety of cross-curricular music activities

MU M 00.9 Understanding music in relation to history and culture

- Experience music from various historical periods and cultures
- Describe in simple terms how elements of music are used in music examples from various cultures of the world
- Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use
- Experience roles of musicians in various music settings and cultures

PHYSICAL EDUCATION

PE M 00.1 Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

PE M00.1.1 Introduction to locomotor and non-locomotor skills

- Demonstrates locomotor skills
- Demonstrates non-locomotor skills

PE M001.2 Introduction to manipulative skills

- Dribble, throw, catch, roll, and strike a variety of objects with hands
- Dribble, trap, kick, and roll a variety of objects with feet
- Jump a self-turned rope
- Strike using various implements

PE M00.1.3 Introduction to movement patterns and sequences

- Combine locomotor skills into a sequence
- Perform dance sequences to music
- Demonstrate a smooth transition between locomotor skills in time to music
- Combine balancing, transferring weight, and rolling actions
- Combine shapes, levels, directions, and pathways into simple sequences

PE M001.4 Introduction to the ability to adapt and adjust movement skills to uncomplicated, yet changing, environmental conditions and expectations

- Travel forward and sideways using different tempos
- Change directions quickly in response to a signal or obstacle using a variety of locomotor skills
- Chase, flee, and dodge individuals or stationary obstacles

PE M 00.2 Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

PE M002.1 Identify critical elements of basic movements using movement vocabulary

- Identify and demonstrate the major characteristics of locomotor skills
- Repeat cue words for movement skill and demonstrate and/or explain what is meant by each

PE M002.2 Apply feedback to improve performance

- Use teacher, peer, and self-assessment to correct motor performance

PE M 00.3 Participate regularly in physical activity.

PE M003.1 Participates regularly in a wide variety of activities that involve locomotor, non-locomotor and manipulative skills in P.E. class and during leisure time

- Participate regularly in a variety of non-structured and low organized physical activities

PE M003.2 Participates regularly in a variety of structured and non-structured physical activities in and outside of the school day

- Participates regularly in scheduled physical education classes during the school day

PE M 00.4 Achieve and maintain a health-enhancing level of physical fitness.

PE M00.4.1 Engage in moderate to vigorous physical activity

- Participate in a variety of physical activities that elevate breathing and heart rates in physical education and/or on the playground

PE M00.4.2 Recognize the basic physiological indicators of physical activity

- State the basic physiological indicators that accompany moderate to vigorous play activity

PE M00.4.3 Identify the basic components of health-related fitness

- Introduced to exercises that improve strength, flexibility, and cardiovascular fitness

PE M00.4.4 Introduction to fitness concepts.

- Introduction to a variety of activities that develop and maintain fitness

PE M 00.5 Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

PE M00.5.1 Introduction on how to work cooperatively and interacting with other students regardless of differences

- Invite a peer to share opportunities for movement
- Assist partner by sharing observations about skill performance during practice
- Work in a variety of group settings without interfering with others
- Work cooperatively with a partner to reach a shared goal during physical activity
- Demonstrate respect for others' individual differences through verbal and nonverbal encouragement and assistance during physical activity

PE M00.5.2 Introduction to identify and model safety practices and class procedures

- Follow direction given to the class for an all class activity
- Work independently on physical activity task
- Move safely through space
- Apply rules, procedures and safety practices with little or no reinforcement
- Encourage others and refrain from disparaging statements and/or actions

PE M00.5.3 Introduction on how to follow class rules to insure safety and learning

- Introduction to respect for general class rules
- Introduction to acceptance of consequences of their behavior

PE M 00.6 Value physical activity for health, enjoyment, challenge self-expression, and/or social interaction.

PE M00.6.1 Introduction on how to recognize physical activity as a positive opportunity for social development and group interaction

- Exhibit verbal and non-verbal indicators of enjoyment
- Name physical activities that are enjoyable
- Identify feelings resulting from challenges, successes and failures in physical activity

PE M00.6.2 Introduction on how to describe the physiological benefits that result from physical activity

- Continue to participate when not successful on first try
- Try new movements and skills willingly

INFORMATION TECHNOLOGY

BIT M 02.IT.KS.1 Students will be aware of ethical issues that relate to computers and networks.

- Practice responsible digital citizenship in the use of technology systems and software

BIT M 02.IT.KS.2 Students will understand how to arrange information into useful order.

- Arrange information in order, such as sorting students by birth date, without using a computer
- Use technology resources to solve age-appropriate problems

BIT M 02.IT.KS.3 Students will use writing tools and/or drawing tools to illustrate thoughts, ideas, and stories in a step-by-step manner.

BIT M 02.IT.KS.4 Students will demonstrate how 0s and 1s can be used to represent information.

BIT M 02.IT.KS.5 Students will be aware of technology concepts, systems and operations.

BIT M 02.IT.KS.6 Students will use simple keyboarding skills to type words, phrases, or sentences.

- Demonstrate an appropriate level of proficiency with keyboards and other input and output devices
- Uses open hands on keyboard
- Distinguishes right and left hand keys
- Understands relative position of the letter and number keys on a keyboard
- Uses the space bar, return/enter, shift, delete/backspace, arrow & directional keys
- Identify and use the cursor

BIT M 02.IT.KS.7 Students will use standard input and output devices to successfully operate computers and related technologies.

BIT M 02.IT.KS.8 Students will gather information and communicate electronically with others with support from teachers, family members, and/or student partners.

- Use the basic steps of the research process by using digital tools to guide inquiry, gather, evaluate, and use information (e.g.: plan research, locate, record, and share information)

COUNSELING

ACADEMIC DOMAIN

Outcome 1: Students will acquire the knowledge and skills that contribute to effective learning in school.

- Describe the role of the counselor.
- Demonstrate the ability to listen and follow directions.

Outcome 2: Students will set goals as to prepare for their future.

- Identify components of a SMART (Specific, Measurable, Achievable, Real, Timed) goal.
- Write a SMART goal.

PERSONAL/SOCIAL DOMAIN

Outcome 1: Students will apply the knowledge, attitudes, and interpersonal skills acquired to help them understand and respect self and others.

- Identify and express feelings appropriately

Outcome 3: Students will practice safety and survival skills.

- Demonstrate the ability to set boundaries and protect personal rights and privacy.
- Identify resource people in the school and community and know how to seek help.

CAREER DOMAIN

Outcome 1: Self awareness: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

- Describe how working at school is a student's job.
- Develop a positive attitude towards work and school

COLLEGE AND CAREER READINESS SKILLS PreK-5

Standard 1: Students in Millard Public Schools will demonstrate critical thinking and problem-solving skills.

CCR M 5.1.A

Students will recognize other perspectives.

- Practice persuasive and written communication
- Identify perspectives in literature
- Recognize the "give and take" in oral communication
- Disagree appropriately

CCR M 5.1.B

Students will conduct research, gather input and analyze information.

- Express the above through expository writing
- Conduct experiment and form a conclusion
- Create a survey and interpret results

CCR M 5.1.C

Students will identify possible solutions to a problem.

- Brainstorm possible solutions
- Create a Pros and Cons list
- Articulate solutions to math problems (Number Talks, Math Talks, etc.)

CCR M 5.1.D

Students will demonstrate a willingness to learn new knowledge and skills.

- Create academic SMART Goals
- Persevere
- Ask questions to clarify tasks

CCR M 5.1.E

Students will demonstrate the ability to focus, prioritize and organize.

- Work without disturbing self or others
- Maintain assignment organizer
- Ask questions to clarify tasks

CCR M 5.1.F

Students will understand the components of a problem.

- Recognize personal awareness
- Understand others' viewpoints
- Create a Pros and Cons list

CCR M 5.1.G

Students will identify solutions to a problem.

- Use The Process of Scientific Inquiry
- Accurately and efficiently solve problems
- Identify consequences

Standard 2: Students in Millard Public Schools will demonstrate creativity and innovation.

CCR M 5.2.A

Students will recognize different ways to approach processes.

- Develop and monitor plans
- Identify available resources
- Be open to new ideas

CCR M 5.2.B

Students will acknowledge new and creative ideas of others.

- Respect ideas and opinions of others
- Disagree appropriately
- Work collaboratively

CCR M 5.2.C

Students will use information, knowledge and experience to generate original ideas.

- Create valid generalizations
- Make inferences
- Utilize the Process of Scientific Inquiry

CCR M 5.2.D

Students will recognize that the creative process has a final result.

- Create a plan
- Set short term goals to accomplish a task
- Stick with a task
- Produce a final result

CCR M 5.2.E

Students will identify improvements to ideas and concepts.

- Give and receive feedback through peer review

CCR M 5.2.F

Students will accept constructive criticism.

- Practice peer editing
- Utilize feedback to improve pieces

- Disagree appropriately

Standard 3: Students in Millard Public Schools will demonstrate collaboration and teamwork.

CCR M 5.3.A

Students will contribute to team-oriented projects, problem-solving activities and assignments.

- Respect ideas and opinions of others
- Share ideas, materials and equipment
- Be actively engaged

CCR M 5.3.B

Students will engage team members, compromise and utilize individual talents and skills.

- Be accountable for your own contributions
- Include everyone

CCR M 5.3.C

Students will identify actions that could lead to possible conflicts.

- Understand cause and effect
- Develop conflict resolution skills
- Be accountable for actions

CCR M 5.3.D

Students will demonstrate the ability to disagree with others respectfully.

- Make appropriate choices for self with regards to others
- Use respectful words and actions

CCR M 5.3.E

Students will take responsibility for individual and shared group tasks.

- Share ideas
- Complete tasks in a timely manner
- Be actively engaged

Standard 4: Students in Millard Public Schools will demonstrate citizenship and personal responsibility.

CCR M 5.4.A

Students will respect the rights of others.

- Use positive, helpful comments and actions
- Contribute to the learning environment
- Communicate respectfully
- Recognize and report when others are wronged

CCR M 5.4.B

Students will treat others in a considerate manner.

- Use positive, helpful comments and actions
- Contribute positively to the learning environment
- Include peers in all activities

CCR M 5.4.C

Students will respect diversity.

- Learn about cultures and traditions
- Avoid negative or hurtful comments or actions
- Communicate respectfully with others

CCR M 5.4.D

Students will demonstrate the ability to manage time.

- Use good work habits
- Demonstrate responsibility
- Stick with the task and complete the work

CCR M 5.4.E

Students will demonstrate the ability to follow directions.

- Ask questions to clarify
- Do what is asked
- Listen actively

CCR M 5.4.F

Students will develop the attributes of self-discipline and positive attitude.

- Handle disappointment well
- Respond appropriately
- Demonstrate self-control over emotions and actions
- Use good manners

CCR M 5.4.G

Students will take personal responsibility for actions.

- Be dependable
- Be accountable
- Follow school rules

CCR M 5.4.H

Students will demonstrate the ability to create and stick with a plan.

- Work to accomplish a task even if it becomes difficult
- Be willing to take appropriate risks
- Practice perseverance skills

CCR M 5.4.I

Students will demonstrate reliability, dependability and commitment.

- Help others
- Contribute to learning environment
- Take ownership for actions

CCR M 5.4.J

Students will arrive on time to school, adequately prepared and appropriately dressed.

CCR M 5.4.K

Students will follow the rules.

- Model appropriate behavior
- Be responsible
- Make helpful choices

CCR M 5.4.L

Students will participate in school and/or community organizations.

- Have pride in your classroom, school and community
- Participate in extracurricular activities
- Volunteer to help others without being asked (home, school)

CCR M 5.4.M

Students will learn about government.

- Be involved in student council activities/events
- Participate in mock election
- Contribute to community projects

CCR M 5.4.N

Students will demonstrate a respect for laws and those who enforce them.

- Follow school rules
- Obey laws

- Respect community helpers

CCR M 5.4.O

Students will understand the consequences of their actions.

- Take responsibility

PREPARATIONS AT SCHOOL

Registration

As a new year begins, so do the preparations for a new class of Kindergartners. Registration information is sent to each family with a child who will be five years old by **July 31st** of that year. These families are identified through our school census. If you know a family with a preschooler who has recently moved into the neighborhood, or a family who has not received a letter, please encourage them to contact the school.

This mailing includes a list of dates on which your school staff will be working with pre-kindergarten children and/or their parents. The birth certificate, which is proof of a child's age, must be presented to the school with the registration forms.

According to Nebraska law, when a child is enrolled in our school district for the first time, the child's parents or guardian must provide the school with (a) a certified copy of the student's birth certificate or (b) other reliable proof of the student's identity and age accompanied by an affidavit explaining the inability to produce a copy of the birth certificate.

The process for enrolling your kindergartener for the 2016-17 school year begins at your child's assigned school. The assigned school will be contacting you in January with instructions of how to enroll your kindergartener. The following documents will need to be provided to the assigned school to begin the enrollment process:

- Original birth certificate (It is necessary for you to bring an official record of your child's birth date. The Nebraska Missing Children Identification Act, which became effective on September 1, 1987, states we must see a certified copy of the student's birth certificate with the raised seal from the state where he/she was born. The copy you received from the hospital is not permissible).
- Proof of residency (purchase or lease agreement, and/or utility bill of your residence).

If you wish to transfer your child to a school other than his/her assigned school, you must **first** complete enrollment with your **assigned home school**. You may then submit a *Within District Transfer Application* to the Office of Student Services postmarked no later than **February 15, 2016**. Please note: Failure to meet this deadline will require you to apply for school choice via Open Enrollment.

Within District Transfer Forms are available at any school, online at www.mpsomaha.org, or from the Office of Student Services. You will receive notification regarding your transfer application no later than March 1, 2015. More information regarding our within-district transfer policy can be found on our web page under Board Policies (Rule: 5110.1).

Physical Examinations and Immunizations

Nebraska law requires that prior to the entrance of any student into Kindergarten, the parents/guardians must submit written evidence of a physical examination of the student by a physician, physician assistant, or advanced practice registered nurse. The physical examination must have been performed **no earlier than six (6) months prior to the first day of school**. The cost of such physical examination is to be assumed by the parents/guardians of each child examined. The immunizations must be completed and turned in no later than the first day of school in order for your child to attend school. In accordance with new law LB114, there is a change in the eye examination provisions for Kindergarten enrollment. All Kindergartners will be required to have an eye exam by a Physician, APRN, Ophthalmologist or Optometrist within 6 months prior to admissions. The eye exam can be done at your doctor's office at the same time as your child's school physical.

Student Age Group: Students entering school for the first time (K-1st Grade) or students transferring from outside the State of Nebraska.

Immunization Rules and Regulations:

- 3 doses of DTaP, DTA, DT or Td vaccine. One should be given on or after the 4th birthday;
- 3 doses of Polio vaccine;
- 3 doses of pediatric Hepatitis B vaccine;
- 2 doses of MMR or MMRV vaccine – to be given on or after 12 months of age and separated by at least one month; and
- 2 doses of Varicella (Chickenpox) or MMRV if given on or after 12 months of age
 - The minimum intervals between the first and second dose of varicella are:
 - 3 months for children 12 months through 12 years of age
 - 4 weeks for children 13-years-old and older

****ABOVE IS SUBJECT TO CHANGE UPON STATE UPDATES****

In Nebraska, the law requires that all children be fully immunized to enter school. No child will be allowed to start school without full dates (month, day and year) of the immunizations. Immunization Rules and Regulations for the 2016-2017 school year are above.

The cost of such immunizations shall be borne by the parent/guardian of each student who is immunized or by the State Department of Health for those students whose parents/guardians are unable to meet such cost. There are two options acceptable by the Health Department if you choose not to have immunizations.

1. **The Medical Waiver.** This must be signed by a doctor and is usually due to a specific allergy to the immunization.
2. **The Religious Waiver.** If for some reason immunizing is against religious beliefs, then this form must be signed and notarized. If either of these forms is needed, please ask in the office.

The physician's statement or affidavit shall be kept in the students' file. A student may be provisionally enrolled in the district if the student has begun immunizations required by state law and continues to receive the necessary immunizations as quickly as is medically possible. All forms will be provided by the school.

Parents' Meeting

Each school will arrange a meeting or open house prior to Kindergarten Roundup. At this time, you will be able to meet the teachers and the principal. They will describe various aspects of Kindergarten Roundup and the hearing screening process.

Roundup

A visit to school is scheduled for children during second semester. This brief session allows them to meet their teachers and classmates and explore their classroom. It is an introduction to Kindergarten, and does not include any type of screening to determine whether the child is "ready" for Kindergarten. Each school arranges for the dates of the Roundup experience so dates may vary. Typically the Roundup visit occurs in April or May.

Safety Habits

Your child will be supervised at all times when in school. There may be safety patrol members stationed at the intersections near school. Nevertheless, we cannot do enough to teach safe ways of playing and traveling between home and school.

Walk to school with your child, emphasizing the landmarks and the safest manner of crossing streets. Teach your child to use the traffic signal if one is available. Pretend to be lost and have your child lead you.

Explain the safety reasons for putting away toys and equipment. Teach your child to use scissors and to carry them carefully. Have your family line up and demonstrate why it is important not to crowd or to push. It is also a good idea to discuss emergency situations and the proper ways to deal with them. What should be done if the child is approached by a stranger or frightened by a stray pet? Where should the youngster go if no one is home after school? From whom may the child accept rides in bad weather?

One of the first activities at school each year is a fire drill. You may share with your child that this is a safety precaution and their teacher will be with them at all times. A bell will ring; the class will line up and walk outside. It is important they are quiet so they can hear their teacher's directions. Schools will also practice other safety drills to ensure that students are prepared to react appropriately in other emergency situations.

THE FIRST DAY

It's the night before school starts. How quickly it arrived! What can be done to make the first day of Kindergarten a thrilling experience for your child?

Plan a special time to talk privately with your child. There may be fears or questions disturbing the youngster. Talk about the fears, but emphasize the positive aspects. Use the teacher's name and encourage your child to ask for extra assistance when necessary. This will help both child and teacher.

Plenty of sleep is easy to advise, but excitement can interrupt the regular rest schedule. Perhaps an earlier bedtime could compensate for some of the lost sleep.

Clothes can be a source of needless tension. If your child has a favorite outfit that will boost self-confidence, it doesn't matter how new it is. Indeed, new clothes (especially shoes) should be worn once or twice beforehand so that they will be comfortable.

Your child might appreciate a special breakfast or lunch in honor of this red-letter day. On the other hand, excitement may lead to loss of appetite before school. A nutritious after school snack may be more appropriate.

Encourage your child to prepare for school independently: washing, getting dressed, brushing teeth, combing hair. Before the first day, the teacher will provide a list of the supplies your child will need.

The most difficult time for parents is often the moment when the child says good-bye and enters school. Some parents decide to say good-bye at home and arrange for their child to walk to school with siblings or friends. If you do accompany your child, plan to leave at the front door of school. A loving hug and kiss are needed, of course, but encourage your youngster to walk into the classroom alone or with classmates.

After class your child will have much to tell you. Plan plenty of time to listen and to ask questions. A long school career stretches ahead of your child. We want to make it as rewarding as possible. If your child seems anxious, you may contact the school and visit the classroom and teacher prior to school starting. Knowing the room or where a special book is located may help them forget their fears and focus on looking for something familiar.

HELPFUL EXPERIENCES

Families are their children's first teachers. Parents can help their children enter Kindergarten feeling happy, confident and safe. Share what you see and ask your child questions. Note what your child finds interesting and then join in sharing that interest. Children love to explore new places and ideas. Spending time with your child is more valuable than any toy. Enjoy this time with your child; it passes by quickly. The suggestions in this section can help your child develop key thinking and learning skills for Kindergarten.

SPEAK AND LISTEN

- Use new words daily as you play together and go about everyday activities.
- Be a model for your child by speaking in complete sentences. Help your child add words to complete his or her sentences.
- Listen carefully to your child's questions and together spend time to find out the answers.
- Say and sing nursery rhymes and play rhyme games.
- Listen with interest to your child's stories, make comments and ask questions. Share your own stories.

READ AND WRITE

- Take your child to the library to select books. Read with your child and discuss things that your child likes about the books.
- Read books often with your child so he or she learns how to hold and use a book.
- Allow your child to pretend to "read" to you favorite stories from books.
- Have your child point out and say the letters in his or her name; put magnet letters of the alphabet on the refrigerator for your child to use.
- Introduce your child to the sounds of letters by helping your child to say the sound of the first letter of his or her name. Have your child find or say things that begin with the same letter sound of his or her name. Have your child say the sounds of the first letters of the names of his or her brothers and sisters.
- Print your child's first name whenever possible, start with a capital letter and write the rest in lowercase. Provide pencils, crayons or markers and paper for your child to scribble or write his or her name.
- Let your child see you writing for various reasons.

USE MATHEMATICS

- Turn meal time into counting fun by having your child count objects as he or she helps set the table.
- Play "I Spy" with numbers as you travel.
- Put magnetic numbers on the refrigerator for your child to use.
- Use a favorite story/picture book; describe objects according to color, shape and size.
- Play games where your child has to find the matching sock, shoe and mitten.
- Use your morning routine to practice "First we get up, second we wash our face."
- Gather a variety of objects from your child's toy box and have them line them up from largest to smallest.

PHYSICAL DEVELOPMENT

- Provide opportunities for your child to exercise and develop large muscles, by running, climbing and playing with a ball.
- Provide opportunities for your child to exercise and develop small muscles by using crayons, pencils and play dough.

PARTICIPATE AND COOPERATE

- Teach your child to give personal information such as first and last name, address, phone number and birth date.
- Be clear when giving directions to your child. Have your child repeat the directions in his or her own words so you can make sure that he or she understands.

- Provide lots of opportunities for your child to be with other children, to learn to share, wait, and take turns.
- Help your child make choices at home.
- Teach your child to share and play with other children.

ENCOURAGE INDEPENDENCE

- Teach your child to use the bathroom by him or herself.
- Practice how to button, zip clothing, and tie shoes.
- Establish daily routines for your child.
- Practice eating lunch on his/her own. Opening ketchup packages, using utensils correctly, throwing away one's own trash are a few examples.

Educational Services
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