



**KINDERGARTEN HANDBOOK
CLOVERDALE CAMPUS**



SURREY CHRISTIAN SCHOOL
EDUCATING FOR WHOLENESS

MISSION

Educating for wholeness
by engaging in God's world
in the servant way of Jesus

VISION

Becoming fully alive in God's story!

TAGLINE

Educating for wholeness

Just Playing

By Anita Wadley

When I'm building in the block room, please don't say I'm "just playing"
For you see, I'm learning as I play, about balance and shapes.
Who knows? I may be an architect someday.

When I am getting dressed up, setting the table, caring for the babies.
Don't get the idea I'm "just playing". For you see, I'm learning as I play.
I may be a mother or a father someday.

When you see me up to my elbows in paint or standing at an easel, or moulding
and shaping clay, please don't let me hear you say "He is just playing"
For you see, I'm learning as I play, I'm expressing myself and being creative.
I may be an artist or an inventor someday.

When you see me sitting in a chair "reading" to an imaginary audience.
Please do not laugh and think I'm "just playing".
For you see, I'm learning as I play.
I may be a teacher someday.

When you see me combing the bushes for bugs, or packing my pockets with choice
things I find, don't pass it off as "just playing". For you see, I'm learning as I play.
I may be a scientist someday.

When you see me engrossed in a puzzle or some "plaything" at school.
Please don't feel the time is wasted in "play". For you see, I'm learning as I play.
I'm learning to solve problems and to concentrate.
I may be in business someday.

When you see me cooking or tasting foods, please don't think that because I enjoy it, it is
"just playing". I'm learning to follow directions and see differences.
I may be a chef someday.

When you see me learning to skip, hop, run and move my body, please don't say I'm "just
playing". For you see, I'm learning as I play. I'm learning how my body works.
I may be a doctor, nurse or athlete someday.

When you ask me what I've done at school today, and I say, "I just played"
Please don't misunderstand me. For you see, I'm learning as I play.
I'm learning to enjoy and be successful in my work. I'm preparing for tomorrow.
Today, I am a child and my work is play.

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INTRODUCTION

While many early childhood programs move toward an increasingly formal, technological and academic approach, Surrey Christian School will endeavor to nurture young children in an environment of loving respect, wholesome exploration and play, leading them to discover the amazing world God has created for them and their place in it.

The purpose of this handbook is to explain the uniqueness of the Kindergarten program at Surrey Christian School Cloverdale Campus. It is our hope that your child’s entry into Kindergarten will be an exciting and happy one. Your child will be entering a new phase of his/her life and we hope and pray the experience will be a positive one. There are specific things parents want to know about Kindergarten and this booklet is written to answer some of your questions. If you would like further information, feel free to contact your child’s Kindergarten teacher or me at any time.

-Matthew Beimers, Principal

EXPLORING GOD’S WORLD

Kindergarten is a year of new beginnings, full of spiritual, intellectual, emotional and social development. Each child brings their own excitement, energy and curiosity into the Kindergarten classroom. From learning the alphabet to learning about God’s wonderful creation, children are encouraged to use and develop their unique talents and to celebrate each other’s gifts.

During the Kindergarten year a variety of themes are explored through a model of inquiry and discovery. We learn about how amazing and loving our God is in the story of Creation. We celebrate how God made each of us unique as well as how our families are similar and different. We look at the larger community of which we are a part and the roles and responsibilities of the people who are part of that community, gaining an understanding of

what it means to be part of a larger community. We learn about the seasonal wonders and changes of Fall, Winter, Spring and Summer while exploring the temperate rainforest and the plants and animals that live around us. It's a year of hands-on learning and exploration, where we delight in the discovery of the wonders of the world around us and our role in relation to this world and its people.

Field Trips during the Kindergarten year include:

- Cloverdale Library
- Hazelmere Pumpkin Patch
- Skating (Cloverdale Arena)
- Buddy Bowling (Clover Lanes)
- Children's Art Festival (Richmond)
- Nature Detectives Program (Stanley Park)
- Eco Dairy Farm (Abbotsford)
- Cultus Lake Waterslides

GOALS OF CHRISTIAN KINDERGARTEN

Kindergarten in a Christian school

- Builds on a child's knowledge of God
- Guides children to reflect God's love to others around them
- Excites children about new knowledge of God's world and helps them learn and experience new ideas and skills
- Helps children to develop as responsible and responsive disciples of Jesus Christ
- Makes children aware of their task in caring for God's creation



A CHILD OF KINDERGARTEN AGE

Each child is created by God as a unique individual with different abilities, tendencies and experiences. Kindergarten contributes to the growth of a child's knowledge of themselves as children of God and adds to their understanding of the world around them, a world created and sustained by God. In a stimulating, secure and responsive Kindergarten environment the child can experience the joy of discovery in learning as well as receive encouragement to develop their gifts and talents.

The social, emotional, physical, intellectual and spiritual development of one child will not be the same for all children in a Kindergarten class. Development varies from the latter stages of those seen in an average four-year-old to that of a six-year-old. Within one Kindergarten class, it is possible to have an age span of eleven months from the youngest to the oldest, a significant difference considering this is one-sixth of the child's life span at this stage. Therefore, we cannot expect all children to perform at the same level. The two illustrations below reveal some of this difference:



SEPTEMBER



MAY

General Characteristics

Each child has different abilities, tendencies, and experiences; each child is created by God as a unique individual. A Kindergarten classroom encourages development of all their gifts and talents. The following examples are general characteristics of children at this age. Not *all* children exhibit all these characteristics, but *all* children will exhibit *many* of them.

- **Kindergartners need to move around frequently.** They must learn how to use spaces, especially large open spaces like gymnasiums or hallways. They need a change of position and a change of scene often.
- **Kindergartners need to talk.** They must learn when it is appropriate to talk. They need outlets for *verbal* as well as *physical* energy.
- **Kindergartners need to listen.** Besides informal occasions when listening is important, teachers design activities to specifically *teach* listening skills.
- **Many kindergartners are shy.** Some are shy only in certain situations. They may need time to adjust to their new setting.
- **Many kindergartners are outgoing and uninhibited.** They may need time to adjust to group dynamics.
- **Kindergartners are egocentric.** They view the world only from their own perspective, based on their own experiences and what and how they think about these experiences. They need a wide variety of familiar encounters, leading to the unfamiliar to learn about other people and how others feel about them.
- **Kindergartners are often selfish and very possessive of their own things.** They need to be encouraged to share and take turns. Praise them when they do.
- **Kindergartners want to feel proud, successful, and important.** The Kindergarten room contains materials to help *each* child find success. Children need some success each day in order to develop a good sense of who they are.
- **Kindergartners have vivid imaginations.** They may have trouble distinguishing between reality and fantasy.
- **Kindergartners are sensitive.** Their feelings are easily hurt.
- **Kindergartners are resilient.** Their hurt feelings are quickly mended when addressed.
- **Kindergartners are naturally trusting.** They are eager to learn about Jesus and are convinced that He hears their prayers and cares for them always.
- **Kindergartners have a strong sense of justice.** They can understand why rules are important and why rule-breakers are disciplined. However, they only see in black and white; there are no grey areas. Consistent discipline is very important.
- **Kindergartners are candid.** They are often blunt and honest to the point of tactlessness. They need to be reminded that their words can hurt others' feelings and that sometimes they must not say what they think.
- **Kindergartners think in practical and concrete ways.** They need a "hands-on" curriculum in which they can manipulate things. They need a variety of learning experiences more than paper work.
- **Kindergartners are often eager to please and very helpful.**

- **Kindergartners are dependent.** They must do activities in which they make choices in order to become responsible independent thinkers.
- **Kindergartners are curious and eager to learn.** They are hungry for stimulation and easily motivated.



DEVELOPMENTAL DIMENSIONS OF A 5-YEAR OLD

Spiritual and Moral

- begins to comprehend God's unconditional love for himself and reciprocates that love
- can understand that God wants her to love others
- appreciates God's wisdom in creating all that is in the world
- sees Jesus as a friend
- can praise God through prayer, song and listening to Bible stories
- can see himself as a disciple – a helper of God who can share his knowledge of God with others
- is able to see her role or task in taking care of God's world if it is related to her personal experiences
- sees stealing, lying, swearing, hurting others as wrong.

Emotional

- still displays intense emotions
- likes to feel secure
- is pleasant and helpful and naturally happy
- continues to have strong ties with home
- begins to be able to control tears
- develops self-concept, wants to feel good about himself
- displays a sense of humour
- hesitates at new experiences that are completely unknown or are conceived as too difficult
- can be shy or extremely aggressive
- looks for adult attention and approval
- dislikes being withdrawn from the group or “left out”

Social

- enjoys approval and praise
- likes playing with others or in a group
- needs guidance about sharing and taking turns
- moves from being unable to see the needs of others towards cooperative play and recognition of rules and firmness
- values friendship and loyalty and can sympathize with others
- needs guidance in listening in a group situation
- follows the crowd without thinking.

Intellectual and Aesthetic

- learns by doing, experimenting, manipulating, handling, exploring, imitating, observing – concrete experience
- sees similarities and differences and gross common attributes as opposed to more subtle ones
- arranges sequence according to size and can extend if asked
- classifies, sorts and matches if guidelines are given
- lacks concepts of conservation, volume, large numbers, length
- follows simple directions up to three at a time
- has a limited idea of time and forgets easily
- is curious about his world and eager to experience new things
- is imaginative and learning to tell the difference between real and make-believe
- begins to solve problems in real situations she comes in contact with
- cooperates and compromises to come to appropriate solution
- interprets and infers from pictures if encouraged
- is beginning to draw realistically

Physical

- is very active, full of energy but tires easily
- is better developed in the area of large muscles than small
- has difficulty with eye-hand coordination or small motor activities
- is susceptible to childhood diseases, colds, sore throats, ear infections
- displays some faulty or immature speech sounds including r, l, s, z, sh, ch, j, f, v, and th
- has short attention span
- has difficulty sitting still for long periods
- is able to run, jump, hop, roll, twist, but is still developing balance, skipping, bouncing and catching, hitting an object
- learns about his “own space” in relationship to the world around him
- has difficulty perceiving imaginary shapes, lines, corners, etc.

PARENTS AS PARTNERS

Is Your Child Ready for Kindergarten?

Readiness for Kindergarten depends more on development than age, and there is a wide range of abilities among children who are five. If your child does not have all the skills or abilities of others his age, it may indicate that his developmental age is younger and he may need more time before he can master those skills. Children who turn five after September may fall in this category.

How can you tell if your child is ready? You know your child best. Take a look at the material below and see if it supports your opinion. You can also obtain valuable information from preschool teachers (if he/she attended) and your child’s teacher-to-be. If you are at all concerned about your child’s readiness for Kindergarten, discuss some of the following readiness questions with the teacher. Remember that Kindergarten will provide valuable structured learning experiences even for those less developmentally mature although a second year may be needed before development and skill mastery are achieved.

General Readiness Checklist

Has your child

- had his vision checked?
- had her hearing checked?
- had his immunizations?

Is your child

- aware of dangers such as electricity, traffic and fires?
- able to express himself in complete sentences?
- able to cope with new situations?
- able to remember a song or nursery rhyme?

- able to dress him/herself?
- able to toilet independently?
- able to name colours?
- able to count?
- able to follow instructions?

How will your child respond to

- sitting still and listening while the teacher reads a story that takes more than 5 minutes?
- learning routines at school?
- separating reasonably from parents on school days?

Has your child had an opportunity to

- make some of his/her own choices?
- have experience with crayons, pencils and scissors?
- be regularly responsible for some tasks at home? (Counting out the forks and spoons for setting the table)
- spend time away from home without mom or dad?
- have group experiences? What was the experience like?
- play with a variety of children?

What Can Parents Do at Home to Help Children Learn?

- Talk with children. Ask them questions. Children learn to think by trying to formulate answers. Listen to them and encourage them to listen when people speak. This is a vital skill for learning.
- Read with your child. Reading with your child is important because it contributes to vocabulary and oral language development. It also allows you to spend valuable time with them.
- Help them to be independent in dressing, toiletry, tying shoelaces, cleaning up after themselves and caring for their own possessions.
- Try to maintain regular sleeping habits. Ten to twelve hours of sleep are needed. Lack of sleep interferes with their school progress the next day by making them easily irritated and upset.
- Send children off on a positive note as this often makes a difference between a happy or unhappy school day.
- Remind them how they will be getting home from school.
- Encourage them to be considerate of others and to develop respect for adults and authority. If they see you support the teacher and the school, they will too.
- Be consistent. Follow up what you asked children to do; if they have not done it, insist. Do not threaten with anything you cannot carry out. Hold your children accountable if the task is not done.
- Limit television watching and other.

- Spend time in prayer and reading through the Biblical story with your child. Have consistent patterns and establish a devotional rhythm in your family.
- Remind the over and over and over that they are loved by you and loved by God.

What Can Parents Do as Volunteers in the Classroom?

- Your teacher counts on you, so try to be present at the time agreed on. If possible, find a replacement when you cannot avoid missing your turn. Notify the teacher as soon as possible if unable to attend.
- Arrive early so that you can discuss the day's agenda and tasks planned for you with the teacher.
- Encourage your child to sit as he/she does when you are not there. Independence is encouraged. (e.g. not on your lap).
- Guide individual behaviour at the teacher's request.
- Participate in activities.
- Do not be afraid to ask the teacher questions about procedures, expectations, etc.
- Do not discuss individual performances of the children or the teacher outside the school. Confidentiality is very important.

How Can Parents Communicate Well with Teachers?

- Make your first contact a positive one.
- Understand clearly the teacher's expectations.
- Accept your own responsibility for your child's education.
- Become involved in your child's educational experiences.
- Talk with the teacher first about a problem.
- Set up a conference

Teachers hope that parents will be involved in their children's education. Parent involvement helps students learn, improves school climate, and makes teachers' work more meaningful.



CURRICULUM

Introduction

Thematic units form the basis of a Kindergarten curriculum. The program is organized around activity centers carefully planned with materials and supplies that will foster the development of each child at their own rate.

Activity centers are flexible and adaptable to the different themes (weekly/monthly units) around which the program is presented. Themes are connected to the BC curricular competencies and are integrated across several subject areas.

Many of the following skills are uniquely integrated within the units taught:

Bible (includes singing, prayer, devotions, Bible stories and memory work)

Many children are already familiar with several Bible stories. In Kindergarten, they will continue to enjoy these but will be led to see them in a chronological order as related to before and after Jesus was born.

Language Development

God blessed His people with the gift of language to communicate with one another and with Him for His glory.

A child begins to learn to read from the first time a parent introduces books and stories to them as a young child. Reading books to children is crucial for developing their reading and writing skills and creates a special bond between family members.

Emergent Reading can be developed at home and at school as the child is encouraged to enjoy and appreciate a realm of books through experiencing what language and books are all about:

- the appearance of the cover and title.
- the feel of the paper, the turning of the pages.
- the beauty and clarity of the illustrations.
- the sound and rhythm of the words, the excitement and expectancy of what might happen next.
- learning the names and sounds of the alphabet letters.
- what is a word, sentence, etc.

Children are exposed to a variety of experiences and opportunities for language development. These take place throughout the day:

- at library time. (Take your children to the public library on a regular basis!)
- at sharing time.
- in class discussions.
- through memorizing and reciting.
- when using and recognizing rhyming words and opposites.
- when trying to make themselves be understood.
- through expressing conceptual understanding of the world around them.

- through listening activities.
- by classifying, sorting, matching shapes and symbols.
- by recognizing and making patterns, etc.
- by experimenting with writing words and sentences (Kindergarten spelling).
- through environmental print such as words on the wall, labels on grocery items, and road signs.
- through creating classroom big books and stories, matching print.

Printing

Printing is introduced in Kindergarten. Because most five-year old children do not have small muscle control fully developed, an abundance of activities are provided to help the child:

- develop the small muscles of wrists, hands and fingers.
- to use his eyes to pick out fine details.
- to coordinate movement of his hand and eyes as he follows the teacher, e.g. in directed drawing and observes the left to right progression of print.

If children want to print their name teach them to use upper case and small case letters, eg. Elise. not ELISE.

Picture Reading

Picture literacy – being able to comprehend through visual clues – is an important part of learning to read. The parent and the teacher can develop the many pre-reading skills of **comprehension** through **picture reading** long before the decoding of words takes place.

Have your child look at a single picture or group of pictures and ask:

- What is happening?
- Show me...
- Tell me...
- Where is...
- Who is this...
- How many...can you see?
- What do you think happened before or after?
- Why do you think...
- Pretend that...
- How do you think it happened?

There is a higher order of thinking happening here as with questions that develop thoughtful and appreciative understanding such as:

- What do you like about...
- What don't you like about...
- Do you think that should have...
- How would you feel if...
- Have you ever...
- What would you do if...

This can be a lot of fun and you'll be surprised how your little five-year-old's mind works. You'll also be teaching one of the most important skills of learning to read.

Mathematics

- **Patterning** is one of the most important skills for Math and critical thinking skills
 - line up car, truck, car, truck (AB pattern)
 - boy, boy, girl, boy, boy, girl (AAB pattern) etc.
- **Number concepts.** Experiences leading to the formation of number concepts take place not only at school, but also in the home:
 - "I have 6 candies, 3 for you and 3 for me."
 - "Count how many children are here today."
 - Let's make some cookies. We'll need 3 eggs. You can measure out 1 cup of water."Before the child can make sense of abstract symbols, they must experience math concretely.
- **Counting** (one to one correspondence)
 - one count to each object
 - count a lot with your children. Some children are able to count well over 100 at this age
- **Matching and sorting** is a basic thinking skill
 - Is this picture the same as the other? How are they the same? How are they different?
 - Sort all the soft things into the green box and the hard things into the brown box.
- **Problem solving skills** will develop as children sort for likenesses and differences and express the thinking that went into their choices.
- **Graphing** is a useful recording device frequently used in problem solving as a means of organizing information:
 - Everyone who rides the bus stand here. Everyone who comes by car stand here. See, more people ride the bus than a car.
- **Shapes** (circle, square, triangle, rectangle, oval etc.)
- **Simple Addition**

Social Studies

Young children learn about the world by adding and relating to the experiences they already have. They are still basically egocentric. The program provides social studies units (e.g. God Made Me Special) that deal with children as they are created by God. They are led to see themselves as someone special made by God. God has placed them in the world with the task to look after the world and its people. It is important to know that a Christian Kindergarten is radically different in its approach. God made children special not to become proud and self-centered but to use this specialty to serve others. A trip to a nursing home to delight our seniors would be an example of carrying out our task in serving others.

Children also need to be exposed to cultures that are different than their own (e.g. First Nations). This is a marvelous way to open up their world towards justice, equality and knowledge that all

people are created for His glory. The children will be led to praise God for His wisdom and be encouraged to give glory and thanks to God.

Science

Concepts about natural and physical science as God has created the world, are formed as young children see, hear, touch, feel, smell, taste, question, and do.

- They see the snow melt as the temperature changes.
- They watch their seeds grow when watered or die when they're not.
- They experience local forests
- They smell the yeast as they make buns and they watch its effect as they see the dough rise.
- They feel the coldness of metal, the warmth of the pavement.
- They taste the sour lemon, the sweet candy, the salty chips.
- They pile the sand to make a dam.
- They try to make a rock float, and they ask, WHY? WHY NOT?!
- They experience local forests

Music

God created children with innate need for music and rhythm. Music brings joy to the children through listening and participating. Children need:

- many songs to sing – using our bodies to sign and/or do actions relating to the songs.
- instruments to play
- music to hear
- patterns to clap
- space in which to respond to music with their bodies

Arts and Crafts Activities

God's children have wonderful gifts of creativity that are explored in arts and craft activities:

- imagine and visualize
- develop sensory awareness
- explore
- create
- interpret
- express and represent through a variety of forms

Various media (paint, crayons, chalk, pastels, play dough, plasticine, scissors, glue, etc.) help them to express themselves creatively.

Physical Education

God commands us to look after our bodies (1 Cor. 6:19 & 20). Physical education in Kindergarten includes large muscle and health fitness activities including games. Young children naturally like to move. They enjoy PE without realizing that their locomotor skills such as walking, leaping, sliding, galloping, hopping, skipping, rolling, dodging, falling are developing. Through various body awareness activities, creative movement and gymnastics, they'll get to know how their bodies move when bending, stretching, turning, twisting, pushing, pulling, lifting, swinging,

circling. They'll learn to be creative as they walk like a bear, slither like a snake and hop like a rabbit.

SCHOOL NURSE

A website for parents to access child and youth health information has been established. Check out www.fraserhealth.ca. Also feel free to talk to our school nurse who checks in with us regularly to see if we have any questions.

Disease	Symptoms	Exclude from school
Chicken Pox	Fever, blister type rash	From when spots first appear & 5 days after
Cold	Fever, running nose, slight cough	24-72 hours
Diarrhea	Runny stools, fever	Until symptoms have subsided
Ear Infection	Possible fever, pulling on ear, ear pain	Ear infections are not contagious. Send your child to school when they feel able
Flu	Fever, nausea, vomiting, runny nose	Until they feel better
Hand, Foot and Mouth Disease	Spots on palms of hands, fingers and soles of feet. Sometimes on buttocks. Lasts for 7-10 days	They should stay home until all the blisters dry up.
Impetigo	Crusty rash mostly on face, arms, legs	Stay home for 24 hours after the first dose of antibiotics
Lice	Itchy head. Small nits that are hard to remove from the hair shaft	Stay home until treated and all nits have been removed
Pink Eye	Thick discharge from one or both eyes. Redness or itching of one or both eyes	Stay home until seen by a doctor who says the child may return
Rashes	Red spots anywhere- can be measles, chickenpox, allergies, impetigo	Stay home until the doctor says it is not contagious
Sore Throat	Fever, red throat, hurts to swallow	If strep throat they can return after they have been on antibiotics for 24 hours

SPECIFIC INFORMATION ABOUT OUR KINDERGARTEN

Kindergarten Teacher

- Ms. Krystal Luymes

Class Time

Kindergarten will run from 8:45-11:45 starting the first day of school for three weeks. Beginning Monday on the fourth week of school your child will begin full days from 8:45-2:50.

Absences & Late Arrival

Please be sure to inform the school office by 9 am if your child will be absent from school. Call 604-576-6313 or email sschoenroth@surreychristian.com to report your child's absence. If a student comes late to school, he/she must sign in at the office. To ensure a late child is excused, parents should either send a note or phone the school.

Parent Volunteers

There will be an opportunity for parents to assist in the Kindergarten room. This is an opportunity to see your child in the school setting. Your visit will be scheduled at a convenient time. There will also be other volunteering jobs available. These will be discussed during the parent orientation. If possible, please find a babysitter for preschoolers when it is your turn to volunteer in the classroom. Preschoolers can be distracting for Kindergartners. All volunteers should sign in at the office before proceeding to the classroom.

Parking Lot

Parents are responsible for their vehicle and their children. Please do not let your child run through the parking lot; walk with them and be aware that children are everywhere. Please be cautious.

- Please respect "no parking" signs on the west side of 179th street directly across from the school.
- Please respect crossing guard and never try to "beat" a stop sign. All parents and children need to cross at the crossing guard station.
- When walking to the building from the street or parking lot, use the sidewalk. As much as possible, do not use the parking lot as a walk way to or from the primary building.
- Parking lot:
 - Absolutely no cell phone usage while driving in parking lot
 - Please circle counter-clockwise so we have one-way traffic
 - Be patient
 - Follow people directing traffic
 - Maximum 10 km/hr in parking lot
 - Wait until you are parked to let your child out of the car
 - Please turn off your engine while you wait

Home Visits

Home visits will be conducted by the Kindergarten teacher during the afternoons of the first three weeks of school. These will be half hour visits arranged by the Kindergarten teachers. If you prefer, you do have the option of visiting with the teacher in the classroom instead. School goes from 8:45-11:45 during this time.

Assessment

During the first months, teachers will assess your child so that we can plan the program to best suit his/her needs. There will be Learning Conferences twice a year and report cards in February and June. Teaching children to self-evaluate is an integral part of our program throughout the year.

Fall Emphasis

In the beginning of the year, the emphasis will be placed on:

- emotional and social adjustment to school
- establishing routines for effective learning such as listening to and following directions, being responsibly independent, participation in lessons, completing learning tasks and cleaning up
- stimulating intellectual development

Supplies Needed

- Inside runners which are appropriate for the classroom and for physical education (easy to get on and off footwear with velcro fasteners or step-ins for those who have difficulty tying shoes).
- A *regular* size knapsack. It needs to be big enough for large library books, newsletters and art projects.
- Draw string bag with an extra set of clothing
- The school provides all necessary school supplies for Kindergarten

Labelling

Please mark, with your child's name, all items of clothing and footwear (runners, slippers, boots, coats, hats, sweater, mittens, etc.)

Snacks

Snacks in Kindergarten are a part of teaching nutrition. We encourage healthy snacks at recess and lunch. **Please note that our school is nut-free and juice free.** Please have your children bring their snacks in their knapsacks.

Some suggestions:

- any fruit
- fruit leather
- raisins

- digestive cookies
- bran muffins
- small sandwiches
- bagels & cream cheese
- hummus
- crackers
- cheese

Newsletters

Communication between home and school is important. Your child will bring home a newsletter monthly regarding the Kindergarten program. Our school weekly newsletter, The Connect, will be emailed to you. It will have important information for you to read and can also be found online at www.surreychristian.com. If you prefer, you can request a hard copy be sent home with your child.

Kindergarten Schedule

- Doors open: 8:25 (Mon-Thurs), 9:15 (Friday)
- Classes start: 8:40 (Mon-Thurs), 9:25 (Friday)
- Recess: 10:45-11:03
- Lunch time: 12:35-12:50
- Lunch Recess: 12:50-1:17
- School Ends: 2:50

Late Start Fridays

Please note that every Friday the teachers engage in ongoing professional development, school starts 30 minutes later.