

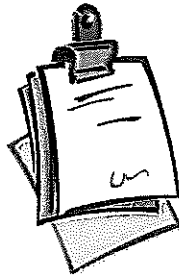
ENROLLMENT REQUIREMENTS
FOR OAK RIDGE SCHOOLS
LINDEN

Please complete the attached enrollment forms and return with the required documentation to *Linden Elementary School*

Forms required prior to student enrollment:

- **Information for Cumulative Record**
- **Birth Certificate**
- **TN Immunization/Physical Form**
- **Social Security Card (Optional)**
- **Proof of Residency (two documents)
(current utility bill and lease/mortgage)**

Students will not be enrolled without required documents



OAK RIDGE SCHOOLS
304 NEW YORK AVENUE
OAK RIDGE, TN 37830

DEPARTMENT OF
PUPIL SERVICES

TELEPHONE
(865) 425-6009

STUDENTS ADMISSION PROCEDURES

Dear Parent or Guardian:

We want to welcome your children to Oak Ridge Schools and wish everyone well in starting their new classes. We welcome you as parents and promise you our dedicated efforts to help your children have a successful educational program.

KINDERGARTEN PRE-REGISTRATION

To help school officials know approximately how many kindergarten children will be enrolling in each school and to simplify registration this summer, we ask that you complete an enrollment form which is available at each elementary school. According to Tennessee State Law, children must reach their fifth birthday by August 15th to be eligible for kindergarten. State Law also requires that, prior to attending first grade all children must have attended an approved kindergarten program.

May 11-15, 2020 is kindergarten pre-registration and the first step in enrolling your child in kindergarten. **THE REGISTRATION PROCESS IS TO BE COMPLETED ON OR BEFORE JUNE 30TH**. You will receive important information such as transportation, class materials, school lunch program, etc. relative to your child's school year during the first week of school.

If you move during the summer to another school in the Oak Ridge school district, you should call the school office to request that your child's registration form be sent to the school in the district into which you have moved.

REQUIRED ADMISSION INFORMATION FOR ALL STUDENTS IN K-12

When you come to your child's school to register, please bring the following:

1. Proof of residency within the Oak Ridge Schools district (current lease, deed, current electric bill, etc.)
2. Child's birth certificate (a certified copy for school records, not the hospital copy or Mother's copy).
3. Child's social security number or a copy of the card – **optional**.
4. The Tennessee Certificate of Immunization available from your doctor or Health Department consisting of two parts **which must be completed to begin school**.
 - A. **IMMUNIZATIONS:**

A Tennessee Certificate of Immunization shows the complete dates (month, day & year) the immunizations were administered.
 - B. **HEALTH EXAMINATION:**

A physical examination is required for all children entering Tennessee schools (K-12). Oak Ridge schools require a current physical examination current since January 1st of the year the student will enter kindergarten. Students transferring to Oak Ridge from another state must present a physical examination current within one year from date of enrollment.
5. **(GRADES 1-12)** Provide the name, address and phone number of the school(s) where your child previously attended or provide report cards and withdrawal form.
6. **(GRADES 9-12)** Parents must call the Oak Ridge High School guidance office at (865)425-9607 to schedule a conference with a counselor.

Dr. Larrissa Henderson
Director of Pupil Services

OVER
IMMUNIZATION / PHYSICAL EXAM INFORMATION

The Tennessee State Law requires that each child entering a Tennessee school for the first time have a physical examination and immunized against Diphtheria, Whooping cough (**Pertussis**), Tetanus (**DPT**), Polio, Rubella (**German measles**), Rubeola (**red measles**), Mumps (**MMR**), Hepatitis A, Hepatitis B and Varicella (**Chicken Pox**).

DPT/DTAP/DT/TD	4 or more doses. One of which was given on or after the fourth birthday. If the child is age seven or older 3 doses are required. If DT or TD must be used, only 3 doses are needed and the first dose is given after 12 months of age.
POLIO	4 doses of OPV or IPV, Final dose on or after the 4 th birthday now required.
MMR	2 doses. The first dose is to be given on or after the first birthday and no earlier than four days before the first birthday. The second dose should be administered at least 30 days following the first dose.
HEPATITIS A	2 doses, spaced at least 6 months apart. Required by kindergarten entry effective July, 2011.
HEPATITIS B	3 doses. For entrance into kindergarten.
Varicella (Chicken Pox)	2 doses. Proof of immunization against varicella or a history of the disease documented by a physician or health care provider will be required prior to entry into kindergarten and seventh grade, also new entrants into Tennessee school in any other grade. The second dose should be administered at least 3 months following the first dose.
TDAP	Tetanus-diphtheria-pertussis booster is required for students entering seventh grade . The booster is not required if a Td booster dose was given less than 5 years before seventh grade.

Immunizations may be obtained from your physician or the Anderson County Health Department located at 710 N Main Street, Suite A, Clinton TN 37716, telephone (865)425-8801. A parent or legal guardian must accompany a child needing immunizations. Take all records of past immunizations to the Health Department or to your physician when completing immunizations. The Tennessee Certificate of Immunization may be obtained from your doctor or the Health Department.

Be sure to obtain a written record of all immunizations, **including the dates the vaccine was administered, and signed by the health provider.** This record must be on the Tennessee Certificate of Immunization signed by the health provider (physician or health department). TCA 49-6-5002(a)

REMEMBER, NO PUPIL WILL BE ADMITTED TO ANY TENNESSEE SCHOOL UNTIL A CURRENT TENNESSEE CERTIFICATE OF IMMUNIZATION HAS BEEN RECEIVED BY THE SCHOOL. SCHOOL HEALTH RECORDS ARE SUBJECT TO ANNUAL AUDIT BY THE TENNESSEE DEPARTMENT OF PUBLIC HEALTH. STUDENTS ENTERING KINDERGARTEN MUST HAVE A PHYSICAL AFTER JANUARY 1ST OF THE YEAR THEY REGISTER.

OAK RIDGE SCHOOLS
304 NEW YORK AVENUE
OAK RIDGE, TN 37830

Departamento de
Servicios Estudiantiles

Teléfono
(865) 425-9009

Estimados Padres y representantes,

Queremos darles a sus hijos la bienvenida a las escuelas de Oak Ridge deseándoles un buen año escolar. Les damos a ustedes también la bienvenida y prometemos dedicar nuestros esfuerzos para ayudar a que los niños tengan un programa educativo exitoso.

PRE-INSCRIPCION PARA KINDERGARTEN

Para saber cuantos alumnos de kindergarten se inscribirán en cada escuela del distrito, y para simplificar el proceso de inscripción este verano, le pedimos que complete el formulario de inscripción que podrá solicitar en cada escuela primaria. De acuerdo a la Ley del Estado de Tennessee, los niños deberán haber cumplido los cinco años el quince de agosto para estar aceptados en Kindergarten. La ley también exige que, antes de pasar al primer grado, todos los niños deben haber asistido a un programa aprobado de kindergarten.

La pre-inscripción para Kindergarten se iniciará del 11 de mayo al 15 de mayo del 2020. Este es el primer paso para inscribir a su hijo en Kindergarten. **EL PROCESO DE INSCRIPCION DEBE ESTAR COMPLETADO ANTES DEL 22 DE JUNIO. DEBE PRESENTARSE EN LA ESCUELA DE SU HIJO CON LA DOCUMENTACION E INFORMACION EXIGIDA PARA ENTRAR EN LA ESCUELA.** En ese momento usted recibirá información importante relacionada con: transporte, útiles escolares, comidas, etc., la información se relaciona con el año escolar que su hijo inicia.

Si durante el verano, usted se muda para otro distrito escolar de Oak Ridge, debe llamar a la oficina de la escuela cualquier día de la semana y solicitar que el formulario de inscripción de su hijo, se envíada al distrito escolar al cual se ha mudado.

INFORMACION EXIGIDA PARA LA INSCRIPCION DE TODOS LOS ALUMNOS (K-12)

Cuando vaya a inscribir a su hijo en la escuela, por favor traiga los siguientes documentos:

1. Prueba de residencia dentro del distrito escolar de Oak Ridge (contrato de arrendamiento actual, contrato de arrendamiento, factura de electricidad actual, etc.)
2. Certificado de Nacimiento (una copia certificada para el registro de la escuela; no se acepta la copia del hospital o de la madre).
3. El número de seguro social del niño o una copia de la tarjeta- **opcional**
4. Nombre de la compañía de seguro
5. El Registro de Salud de Tennessee otorgado por el médico o el Departamento de Salud y que deben tener las siguientes dos partes **completadas para comenzar la escuela:**
 - A. **VACUNAS:** El registro de vacunación del niño del Estado de Tennessee muestra las fechas exactas (mes, día y año) en las cuales las vacunas fueron administradas.
 - B. **EXAMEN MEDICO:** Un examen médico es exigido a todos los niños que asisten a las escuelas de Tennessee (K-12). Oak Ridge requiere un examen físico reciente a partir del primero de enero del año en que el alumno inicia su escolaridad. Los estudiantes que se transfieren a Oak Ridge de otras escuelas deben mostrar un examen físico actualizado durante del primer año de la fecha de inscripción.
6. **(Grados 1-12 solamente)** Proporcione el nombre, la dirección y el número de teléfono de la escuela(s) a las que asistió o proporcione las boletas de notas y el formulario de retiro.

7. **(Grados 9-12 solamente)** Los padres deben llamar a la oficina de guiatura del Liceo de Oak Ridge al número 425-9607 para pedir una cita con un consejero.

INFORMACION SOBRE VACUNAS Y EXAMEN FISICO

La ley del Estado de Tennessee exige que cada niño que asiste por primera vez las escuelas de Tennessee deba tener un examen físico y estar vacunados contra la difteria, tos ferina, tétano (DPT), polio, rubeola, sarampión, paperas (MMR), Hepatitis A, Hepatitis B y varicela.

DPT/DTAP/DT/Td	4 o más dosis, una al menos estuvo administrada durante o antes de los cuatro años. Si el niño tiene 7 años o más, se exigen 3 dosis más. Si DT o Td debe estar usado, solo se necesita 3 dosis y la primera dosis está administrada después de cumplir 12 meses.
POLIO	4 dosis de VPO o VPI ; la última dosis, ahora se exige durante o después de los cuatro años
MMR	2 dosis; la primera dosis debe estar administrada al cumplir el primer año o después, no antes de cuatro días antes del primer año. La segunda dosis debe estar administrada a los menos 30 días después de la primera dosis.
HEPATITIS A	2 dosis, la segunda dosis debe estar administrada a los menos 6 meses después de la primera dosis. Se exige ante de asistir al Kindergarten (en efecto desde julio de 2019).
HEPATITIS B	3 dosis, para asistir al Kindergarten
VARICELA (Lechínea)	2 dosis, comprueba de la inmunización contra la lechínea, o una historia de enfermedad que está documentado por un diagnóstico médico o un representante, estará exigida antes de que su hijo asista al Kindergarten y al séptimo grado. También, cualquier estudiante que está asistiendo una escuela de Tennessee por la primera vez tiene que tener comprueba antes de entrar. La vacuna no debe estar administrada antes de los cuatro días previos al primer año.
TDAP	Tétano-difteria-tos ferina es exigida para los alumnos que inician al séptimo grado. Esta dosis no es exigida si la TD estuvo administrada menos de los cinco años antes de iniciar el séptimo grado.

Las vacunas pueden estar administradas por su médico o en el Departamento de Sanidad del Condado Anderson ubicado en 710 N. Main Street, Suite A, Clinton, TN 37716, teléfono (865) 425-8801.

El padre o el representante legal deberá acompañar al niño durante la vacunación. Lleve los registros de vacunaciones anteriores al Departamento de Sanidad o al médico cuando las vacunaciones hayan estado completadas. El formulario para la cartilla de registro de salud de Tennessee puede conseguirse en el consultorio de su médico o en el Departamento de Sanidad.

Asegúrese de tener el registro escrito de todas las vacunaciones, **incluyendo fechas y firma del representante de salud que las administró**. Esta información debe estar en el formulario de Registro de Salud de Tennessee (firmada por el médico o una enfermera). **(TCA 49-65002 (a))**

RECUERDESE, NINGUN ALUMNO ESTARA PERMITIDO ASISTIR A UNA ESCUELA DE TENNESSEE HASTA UN CERTIFICADO ACTUAL DE VACUNACION DE TENNESSEE (TENNESSEE CERTIFICATE OF IMMUNIZATION) HA ESTADO RECIBIDO POR LA ESCUELA. LOS REGISTROS DE SALUD ESTAN SUJETOS A LA AUDITORIA ANUAL DEL DEPARTAMENTO DEL SALUD PUBLICA. LOS ESTUDIANTES QUE INICIAN KINDERGARTEN DEBEN TENER UN EXAMEN FISICO DESPUES DEL PRIMERO DE ENERO DEL AÑO EN QUE SE INSCRIBEN.

INFORMATION FOR CUMULATIVE RECORD

Oak Ridge Schools
Oak Ridge, Tennessee

Completing this form constitutes
parental permission for preparation
of the pupil's cumulative record.

Birth Certificate on file _____
TN Health Record _____
SSN card on file _____
Previous School Record _____
Checked EIS _____
Enrolled (first time this year) _____
Transferred Enrollment _____
Enrolled from Out-of-State _____
Medication Form _____

SCHOOL NAME: _____

ENROLLMENT DATE: _____

Teacher first assigned to: _____

Has your child ever attended Oak Ridge Schools? Y or N

PUPILS SOCIAL SECURITY NUMBER _____
(Optional)

GRADE _____

PUPILS FULL LEGAL NAME _____ Generation _____
Last First Middle (Jr., Sr., II, III etc.)

Preferred Name _____
First Last

Gender (circle one): Male Female

Pupil's Home Phone (_____) _____ Mother's Maiden Last Name _____

Father's Name _____

Birthdate (mm/dd/yyyy) _____ Birth City _____ Birth County _____

Immigrant _____ Date entered Country _____ Birth State _____ Birth Country _____

Immigrant _____ Date entered Country _____ Immigrant from _____ Year started school _____

Ethnic Code _____ (circle one Hispanic/Latino, Non-Hispanic/Latino)

Race _____ 1-American Indian or Alaska Native 2-Asian 3-Black or African American 4- Native Hawaiian or Other Pacific Islander 5-White

*Home Language _____ Requires Translator Y N

Physical Address: _____ Apt _____
City State Zip County

Mailing Address: _____ Apt _____
(If different) City State Zip County

Previous Physical Address: _____ Apt _____
City State Zip County

In Order to Attend Oak Ridge Schools, a student must be a legal resident of Oak Ridge or have an approved tuition contract. Legal residence is defined as living with a legal custodial parent or legal guardian who is domiciled (living) in Oak Ridge. If the legal custodian or guardian moves out of the Oak Ridge city limits during the school year, Pupil Services must be notified immediately. Please provide school with appropriate legal documentation from judicial system regarding divorce/custody restrictions, orders of protection or power of attorney.

Please complete information below:

ENGLISH LANGUAGE LEARNER INFORMATION*

What is the first language this child learned to speak? _____

What language does this child speak most often outside of school? _____

What language do people usually speak in this child's home? _____

Parent/Guardian Signature: _____

Within the last two years has your child been served by:

CDC Placement _____
 A Title 1/Chapter 1 Program _____
 An Individual Education Plan (IEP) _____
 An English as Second Language (ESL) Program _____
 Home School _____

A 504 Program _____
 A Gifted Program _____
 A Speech Clinician _____
 Other _____

If yes to any of the above, please provide explanation or documentation. _____

Health Insurance Provider: _____

Health problems or physical limitations: _____

Medication(s): _____
 (If medications are listed, please complete the form for Authorization for Medications.)

Is your child currently under a discipline action (suspension/expulsion) in another school system? Y or N

Explain: _____

Any additional information you feel is relevant to the enrollment and services for your child. _____

SCHOOL HISTORY List all schools attended (Including Oak Ridge)

Date Entered	Grade	School, City and State	Date Left	Date Entered	Grade	School, City and State	Date Left

BROTHERS AND SISTERS Give last name if different

Name	Sex	Yr. of Birth	Grade or Occupation	Name	Sex	Yr. of Birth	Grade or Occupation

I certify that all of the above information is true and correct and that deliberate misrepresentation of the information may subject me to prosecution under applicable State and Federal laws. I also certify that I am the parent, legal custodian/legal guardian of the child identified on this enrollment form.

PARENT OR LEGAL GUARDIAN SIGNATURE _____ Date _____

CONTACTS FOR:	(Last)	(First)
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ONE NAME PER CONTACT - MAILINGS WILL BE SENT TO CONTACT 1

<p>CONTACT 1: (Person with whom the student is living.)</p> <p>Name: _____</p> <p>Relationship: _____ (own, step, foster, other)</p> <p>Home Phone: () _____</p> <p>Work Phone: () _____</p> <p>Cell Phone: () _____</p> <p>Address: _____ (mailings will go to this address)</p> <p>Active Duty ___ National Guard ___ Reserve Military ___</p> <p>Email Address: _____</p> <p>Employer: _____</p> <p>Year of Birth _____ Birthplace _____</p> <p>Education Completed: _____</p>	<p>CONTACT 2: (Allowed to check student in/out Y N)</p> <p>Name: _____</p> <p>Relationship: _____ (own, step, foster, other)</p> <p>Home Phone: () _____</p> <p>Work Phone: () _____</p> <p>Cell Phone: () _____</p> <p>Address: _____</p> <p>Active Duty ___ National Guard ___ Reserve Military ___</p> <p>Email Address: _____</p> <p>Employer: _____</p> <p>Year of Birth _____ Birthplace _____</p> <p>Education Completed: _____</p>
<p>CONTACT 3: (Allowed to check student in/out Y N)</p> <p>Name: _____</p> <p>Relationship: _____</p> <p>Home Phone: () _____</p> <p>Work Phone: () _____</p> <p>Cell Phone: () _____</p> <p>Address: _____</p>	<p>CONTACT 4: (Allowed to check student in/out Y N)</p> <p>Name: _____</p> <p>Relationship: _____</p> <p>Home Phone: () _____</p> <p>Work Phone: () _____</p> <p>Cell Phone: () _____</p> <p>Address: _____</p>

STUDENT DIRECTORY INFORMATION (Please refer to the form in the discipline handbook, for more detailed information concerning directory information): The school, in conjunction with certain activities or certain community organizations may publish the names and addresses of students achieving awards or other recognition. If you do not want your child's name and/or address released as general student directory information you need to complete an opt-out form and return it to the building level principal. This form is located in the school office. A new opt-out form must be submitted at the beginning of each school year the student is enrolled.

Will your child be riding the bus? am _____ pm _____ both _____ If your child is an elementary or middle school student and rides the bus to a different address than the physical address listed above, please indicate their after school destination. _____

Please notify the office in writing if the transportation mode changes.

Linden Elementary School

700 Robertsville Road
Oak Ridge, TN 37830

Office of the Principal

rward@ortn.edu

CONSENT/NON-CONSENT TO FINGERPRINT SCANNERS

Dear Linden Parent or Guardian:

We are introducing a new payment method in our school cafeteria. Students will now be allowed to purchase lunch by having their fingerprint scanned instead of using their ID cards. This new system is intended to help improve the efficiency, accuracy, speed, and cost-effectiveness of this process. This technology **will not** store your student's fingerprint in our system. Rather, the software converts your student's fingerprint into a mathematical algorithm which will remain in the system after the fingerprint is initially scanned. More simply, the fingerprints scanned from each student are converted to a set of numbers and those numbers are used to identify each student. There are **no fingerprint images saved** to the computer system.

In addition, both parents and students can rest assured that the biometric images **cannot** be used by law enforcement for identification purposes. The fingerprint scanner will help to expedite the process to get students their lunches and also eliminate potential for replacement cost of the ID badge. Our goal is to utilize this new technology as a means to best serve our students and families while also making sure we are protecting our student information.

In order for your student to participate in this new pilot program, Tennessee law requires your active consent. **Please complete the form below and turn it into your homeroom teacher no later than Friday, February 14, 2020.** If you consent to your student participating in this pilot program and the use of the fingerprint scanning device, indicate same and sign below. If you do not want your student to participate, please indicate same and sign below. Consent may be revoked at any time by providing notice to the *Linden Elementary School* principal, in writing.

Respectfully,

Roger Ward
Principal

I **DO** consent to my student's participation in the fingerprint scanner payment method as described above.

I **DO NOT** consent to my student's participation in the fingerprint scanner payment method as described above. I understand that my student will continue to use his/her ID card to pay for school lunch.

Student Name (printed)

Date

Parent Name (printed)

Parent Name (Signature)

Oak Ridge Schools District Calendar 2020-2021

Counselors/Facilitators Report: July 6th
 Teachers Report: July 20th
 Students Report - Early Dismissal Districtwide: July 29th
 Early Dismissal K-8 Only: July 30th

Labor Day Holiday: September 7th

Fall Break: September 28th-October 9th
 Fall School Intersession: September 28th-October 1st
 Fall Parent/Teacher Conferences: October 20th/21st
 Early Dismissal Elementary Only: October 20th

Election Day - No School: November 3rd
 Thanksgiving Break: November 25th-27th

Winter Break Early Dismissal Districtwide: December 18th
 Winter Break: December 21st-January 4th

Staff Professional Development - No Students: January 4th
 Students Report: January 5th
 Dr. Martin Luther King Jr. Holiday: January 18th

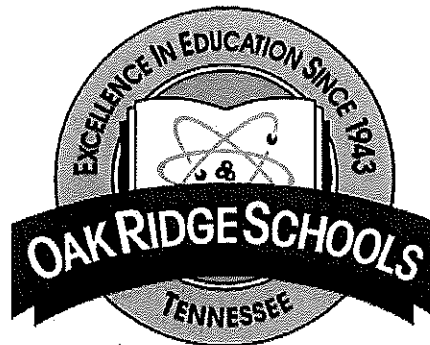
Winter Parent/Teacher Conferences: February 10th/11th
 Early Dismissal Elementary Only: February 11th

Spring Break: March 15th-26th
 Spring School Intersession: March 15th-18th

Good Friday Holiday: April 2nd

ORHS Commencement: May 27th
 Student Last Day - Early Dismissal Districtwide: May 28th
 Memorial Day Holiday: May 31st

Teacher Last Day: June 1st



1 st Quarter Days	42
2 nd Quarter Days	46
3 rd Quarter Days	48
4 th Quarter Days	44
Total Instructional Days	180

July 2020						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2020						
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2020						
S	M	T	W	T	F	S
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2020						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2020						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2020						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2021						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2021						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2021						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2021						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2021						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2021						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

School: _____ Grade: _____ New Student: YES NO

Student Last Name: _____ Student First Name: _____

First Student

Request for Bus Service

In compliance with ORS transportation provider, **First Student**, and to new state laws, it is required that each student have an assigned bus number in order for them to ride the bus to or from school. **Every ORS student will be required to complete this Request for Bus Service Form before the bus number is assigned. First Student will honor bus requests on the 15th and 30th of each month. PLEASE, DO NOT PUT YOUR CHILD ON A BUS UNTIL YOU RECEIVE WORD OF APPROVAL FROM THEIR RESPECTIVE SCHOOL OFFICE.**

Students will not be allowed to ride another bus other than the one they are assigned to without a bus pass from their respective school which the student will then provide to the driver.

Student Home Address: _____ Home Phone: _____

If your student rides the bus to or from a different address listed above, please indicate that address:

AM: _____ PM: _____

Birth Date: ____/____/____ Gender: M F (circle one)

Emergency Contact/Phone # _____

People Authorized (including parents) to get Kindergarten Student off the bus (they may be asked to provide ID):

AM Bus Service: YES NO (circle one) PM Bus Service: YES NO (circle one)

Parent Signature: _____ Date: _____

School Office Personnel: Please fax this completed form to Transportation Department at 425-1884 (no cover sheet required). Requests will be honored the 15th & 30th of each month, unless student is NEW to Oak Ridge Schools. Your office will receive a faxed bus approval with transportation information.

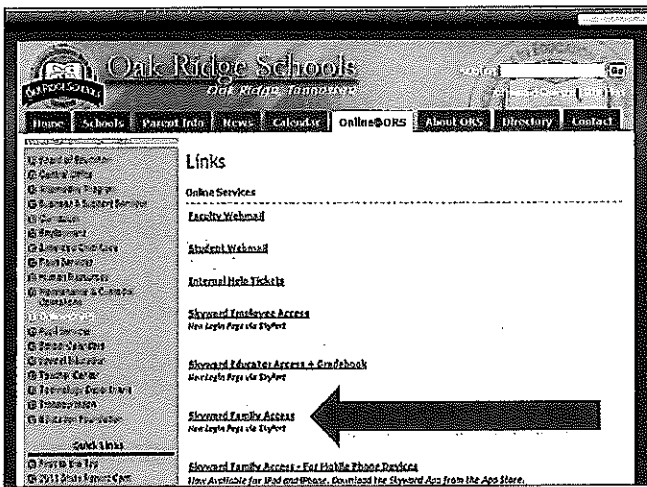
Thank You,
Clifford Bunch

PARENTS ARE RESPONSIBLE FOR THE TRANSPORTATION OF CROSS BOUNDARY AND TUITION STUDENTS

Using Skyward Family Access

With a current e-mail address on file, parents can log in to Skyward Family Access and view their student's Attendance, Food Service transactions, Schedule, contact information for teachers, grade history and more. Parents can set up automated email alerts for attendance and grades and submit requests to change certain account profile information, like addresses and phone numbers. The school will occasionally send out important messages that will come to your e-mail address as well.

If the school has your current, correct e-mail address entered, you can already log in to Skyward Family Access. One login will give parents and guardians access to all of their students, even if they are at different school buildings! To set your password, use the link to *Skyward Family Access* on the Oak Ridge Schools District Home page. <http://www.ortn.edu> Go to the tab that is labeled "Online@ORS." You will see a link for Skyward Family Access.



Click this link and it will take you to a login page. On the login page, click "Forgot your Login/Password?"

A screenshot of the Skyward login page. At the top is the Skyward logo. Below it, the text reads 'Oak Ridge Schools' and 'Oak Ridge Schools Educator Access'. There are two input fields: 'Login ID:' and 'Password:'. A 'Sign In' button is located below the password field. At the bottom, there is a link that says 'Forgot your Login/Password?' and a version number '04.11.10.00.03'.

Then you will see a window like this:

A screenshot of the 'Forgotten Login/Password Assistance' window. It features the Skyward logo at the top. Below the logo, the text reads 'Forgotten Login/Password Assistance' and 'Please enter your email address or user name. If it matches the email or user name the district has on file, you will be sent an email containing your login and a link that can be used to reset your password.' There is a search box containing the name 'Borriello, [last name]' and a 'Go' button. Below the search box is a 'Email or User Name:' input field and a 'Submit' button.

Type the words in the box and enter the e-mail you have on file with the school office and click, "Submit."

The e-mail you receive back from Skyward will contain your username and a link to 'reset' (create) your password. Follow the link and the instructions and you can reset your password to one that will be easy for you to remember.

Remember to add the log in page and Skyward in your "Safe Senders" list so they won't be blocked.

For further assistance, please contact your school's office or e-mail Heather Henderlight at hvhenderlight@ortn.edu

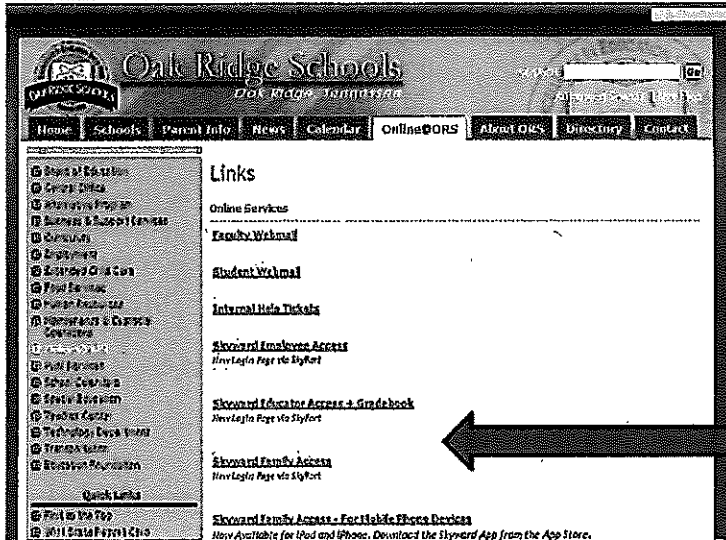
Estimado padre de familia o tutor,

Si ha registrado su dirección de correo electrónico en la oficina de la escuela para la recuperación de la contraseña del sitio de Skyward family and Student Access , puede recuperar de forma segura su nombre de usuario y crear una contraseña .

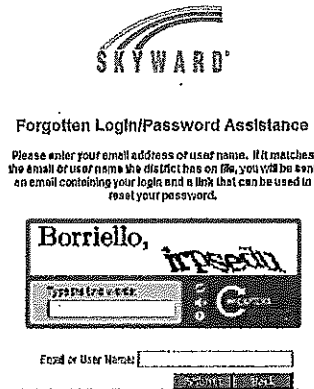
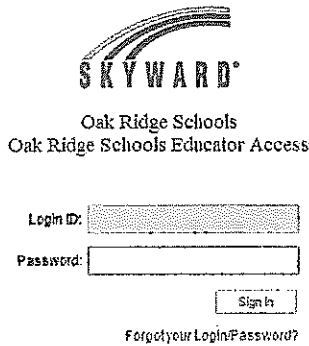
Aquí se explica como:

Hay un link de acceso a Skyward family and student access en la página de las escuelas del distrito de Oak Ridge.

<http://ortn.edu> vaya a la pestaña que se llama , " Online @ ORS ." Usted verá enlaces a acceso a Skyward family Access.



Dele click a este link y le llevara a la página de acceso. En la página de acceso de click a "Forgot your Login/Password?"



04.11.10.00.04 Despues vera esto:

Escribe las palabras en el cuadro e introduzca la dirección de correo que tiene en el archivo de la oficina de la escuela y haga clic en "Enviar".

El correo electrónico que reciba contendrá su nombre de usuario.

Un enlace (link) será enviado al correo electrónico para restablecer su contraseña. Siga el enlace (link) y las instrucciones y pueda restablecer su contraseña a algo fácil de recordar.

NOTA: Cada usuario de Skyward Family and Student Access **DEBERA** tener una dirección de correo electrónico única para el sistema de recuperación de contraseña y así funcione correctamente.

Si usted es el tutor para varios estudiantes inscritos en el distrito, su nombre de usuario funcionara para ver la información de cada estudiante que tiene. Hay un menú desplegable en la parte superior de la página que le permite alternar entre los perfiles de los estudiantes.

Para obtener asistencia adicional, por favor, póngase en contacto a la oficina de orientación y consejería.

Skylert

This area allows you to manage which notifications you will receive, such as general, emergency, and attendance.

You may enter and update any contact information as needed. When updating the information in the My Skyward Contact Info area, it will update the information throughout Skyward. Note: If you are unable to enter or update information in this area, contact your district.

The Additional Contact Info for Family with [Student] could be used for individuals other than a guardian, such as a grandparent, or a babysitter. Note: Any updates you make in this section will be used for the Skylert application only.

Skylert enables you to receive notifications concerning your child(ren). You have control over which notifications to receive and how you would like to receive them.

Save

My Skyward Contact Info

Contact Info	Emergency	Attendance	General	Other	Sports/Activities	Survey	Another One
* Primary Phone: (554) 554-5554 Family With Jon:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Work Phone: (554) 222-2222 Family With Jon:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Phone: Family With Jon:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Home Email: abastascr@scramble.com Family With Jon:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Additional Contact Info for Family With Jon

Phone Numbers	Emergency	Attendance	General	Other	Sports/Activities	Survey	Another One
Additional Phone 1: (554) 233-3333	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional Phone 2:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional Phone 3:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional Phone 4:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional Phone 5:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional Phone 6:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional Phone 7:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional Phone 8:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional Phone 9:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

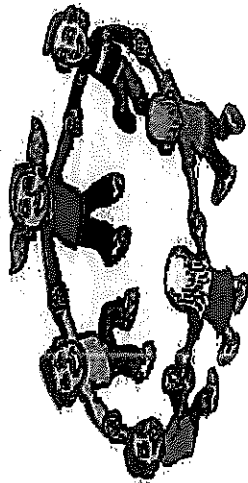
Fee Schedule

There is a yearly \$55.00 per child non-refundable registration fee. This helps to cover the cost of snack, activities, and special events.

Elementary School Student Weekly and Daily Rates

Weekly	
Morning	\$40.00
Afternoon	\$55.00
Morning & Afternoon	\$55.00

Please note: If your child attends one or more days in a week's time, you will be charged the weekly fee.



Why ECC?

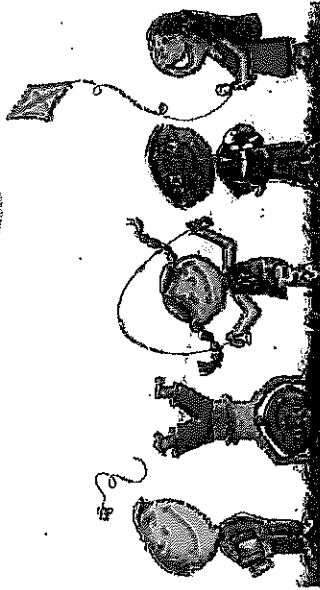
Here are some benefits from selecting our program for your child care needs:

1. We offer all day care (6:30am-6:00pm) during the schools Fall, Winter and Spring breaks. We also offer an all day camp during the summer break.
2. Since we are located "in house" there is no need for us to transport the children. Drop off and pick up are located at the school.
3. The doors to our buildings remain locked 100% of the time. We utilize a camera/puzzer-system so the only way to gain access to the building is to be buzzed in by the ECC staff.
4. We ask for identification from EVERYONE! Only the people on your child's approved list will be allowed to pick up from ECC AFTER they have been properly identified.
5. Our "in house" location provides us with a wonderful working relationship with your child's teacher and the schools administration. We are one big team!
6. We provide a snack and drink every afternoon.

OAK RIDGE SCHOOLS EXTENDED CHILD CARE

ECC

"Quality Care for Working Families"



A Supervised before and after school program for Elementary students.

FOR MORE INFORMATION PLEASE CONTACT:
 INGRID HAMM—DIRECTOR CODY WRIGHT— ASSISTANT DIRECTOR AT
 865 452 9145 OR 865 425 9007

Our Mission Statement

Mission of Oak Ridge Schools

Extended Child Care

Build Self Esteem within Individuals

Develop Leadership Skills

Build a Great Appreciation of Cultural and Individual Differences

Help Children to Have Fun

Our Objectives are:

1. Provide a comprehensive child care program with the commitment to help children develop physical and social skills and emotional well-being.
2. Develop a safe and comfortable environment that allows each child to develop confidence, self-discipline and a positive self image.
3. Increase each child's awareness of his or her own potential.
4. Provide not only direct supervision of the children but also productive use of their time.
5. Serve as an advocate for each child's right to a healthy, happy childhood.

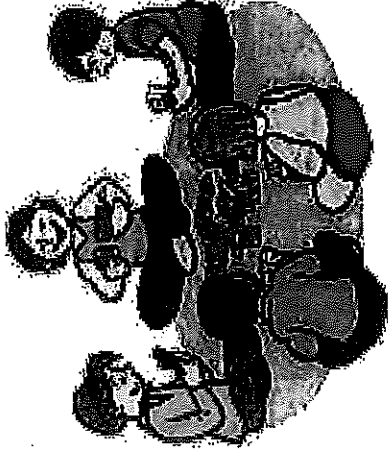
Hours of Operation

During the school year, ECC provides services from 6:30am until the students go to class.

Children remain under school supervision until they arrive to ECC at the end of the school day. ECC closes promptly at 6:00pm Monday-Friday.

ECC is open for the scheduled school breaks; Fall Break, Winter Break, Spring Break and we hold a Summer Camp during June, July and August. We do not accept drop in care!

Please note ECC will be closed on the following days: Labor Day, Thanksgiving Day and the day after, Christmas Eve, Christmas Day, New Year's Eve, New Year's Day, Martin Luther King Jr. Day, Good Friday, Memorial Day and July 4th, and anytime school is closed for inclement weather.



Prepayment of Fees:

All expenses for ECC are taken from monies paid by parents. We do not receive any other type of financial assistance from the city or school system. It is absolutely essential that we remain fiscally responsible in order to provide quality child care for your children while keeping your child care costs down. ECC fees may be paid in several ways. We accept check, money orders and online eFunds payments.

ECC policy states that all fees are to be prepaid. Your child care fees need to be paid in full no later than the Friday before the week that child care is to be received. A grace period will be extended to Monday by 6:00pm. After this date, your payment will be considered late. If your payment is late continually, other child care arrangements will need to be made.



INTERESTED IN JOINING OUR
EXTENDED CHILD CARE
FAMILY? GIVE US A CALL, WE
WOULD LOVE TO HEAR FROM
YOU!

WOODLAND- 425-9504
LINDEN- 425-5704

WILLOW BROOK- 425-3204
GLENWOOD- 425-9404

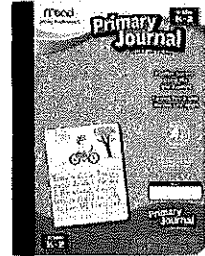
MAIN ECC OFFICE- 425-9007 OR
425-9145

Kindergarten School Supplies

(updated March 2020)

PLEASE DO NOT LABEL THESE ITEMS:

- 3 boxes **CRAYOLA** Crayons (24 count pack)
- 2 packs of **CRAYOLA** TWISTABLE crayons
- 1 box of **CRAYOLA** classic color markers
- Fiskars for Kids – primary blunt scissors
- 10 glue sticks
- 2 packs of Expo Dry Erase Markers, **BLACK ONLY!**
- 1 **EXTRA LARGE** bottle of hand sanitizer
- 2 boxes of tissues
- 2 boxes of Zip-loc bags (gallon, quart, one of each)
- 2 boxes (12 count) Ticonderoga brand #2 pencils
- 2 Mead primary journal (see picture)
- 1 plastic pencil box (no cardboard, zipper, or handle) no larger than 8" x 5" (see picture)



Please label these two items with your child's name

- 1 over-sized t-shirt to use for art (no plastic aprons or smocks).
Please write child's name on front AND back of shirt in large letters.
- Large backpack (NO WHEELS)

Wish List

These items are things that we use FREQUENTLY throughout the year and often have to spend our own money on. We would LOVE any donations you might be willing to provide!

- Stickers
- Post-it notes
- Play dough
- Sharpie markers, **BLACK ONLY**

A Parent's Guide to Teaching Sight Words at Home

A Word About Sight Words

Your child will be working in small groups with his/her teacher on the basic skills needed to learn to read. Sight words are one of the essential skills that you can help with at home. Partnering with practice between home and school will make a big difference, but it should also be enjoyable. Below are some ideas on ways you can make sight word practice at home fun for all!

- Always keep in mind that sight words should be recognized by SIGHT. "Sounding out" will not always work, and students should be able to read the word in 5 seconds.

- Write each sight word on a card to make a set of basic flashcards that can be used for practice and games. You may need two copies for some games.

- When the child is working on the first few words it may be necessary to start with 5-8 words and put doubles of each card in the stack. Never have more than 20-25 words in the stack.

- The stack of sight word cards that you practice with your child should have more known than unknown words to build in success. When your child knows most of the stack, remove the easiest 3-5 and add 3-5 new word cards.

- Practice in short sessions. Two 8 minute sessions will be more productive than one 16 minute session.

- If your child becomes frustrated, change activities or take a break.

- Set goals with your child. How many can your child get right? Raise the goal by just a few each time to build success.

- Encourage your child to WRITE. Research shows that reading and writing are connected and that reading helps the child to write and writing helps the child to read. Help them write the sounds they hear for words they don't know – but help them make the connection between their sight words and writing by always helping them to spell their sight words correctly. Provide as much support as needed, including letting them see the card or having it close by in case they need to see it.

- To make the connection of sight words to reading, take time to point out sight words in the print of the stories you read to your child. This can be a "before the story" activity.

Sight Word Games and Activities

1. Memory/Concentration – (this game will need 2 cards of each word) Pick 5 words (this will be ten cards). Lay them face down on the table. Have your child turn two over. If they are a match and they can read the word, they get to keep it. If not (for either), turn the cards face down and try again.
2. Can You Find? – Lay cards on table, face up. Ask your child to find a given word. If they find it, they keep it. Keep going until all the cards are picked up.
3. Who Has More? – Flash the cards to your child. If they read the word within 10 seconds, they can keep the card. If not, you keep the card. The goal is that the child will have more cards than you at the end of the game. You can also tweak the game by decreasing the "time limit" gradually down to 5 seconds.
4. BINGO- Draw a simple bingo card (5 boxes by 5 boxes) and write sight words in the boxes. You can use repeated words or all different words as your child becomes familiar with more. Using flashcards, call out each word. Have your child locate the word and cover it with a small object (cheerio, smarties, etc. – after the game they can eat them!). Play for a horizontal, vertical, or diagonal match. You can also play blackout (cover the whole board).
5. Sidewalk Chalk Hopscotch – Build a hopscotch grid on the sidewalk or driveway. Make it with as many sections as sight words your child is working on! Fill all the sections with sight words. Remember, you can put all different words OR work with fewer words and repeat them more than once in the grid. Put the flashcards in a bucket or bowl. Have your child pull out a word, read it, and then jump to that word on the hopscotch grid. Note – this can also be made indoors with painters tape!!!!!!
6. Additional activities:
 - Rainbow write the words with multiple colors.
 - Write the words with a finger or stick in a pan of sand.
 - Build the words with magnetic letters on table, refrigerator, or a metal cookie sheet.
 - Bend/build the words with pipe cleaners.
 - Use glitter glue to make flashcards and then have your child trace/feel over the words with their finger. They can also put another sheet of paper over them and do a rubbing of the word.
 - Use a highlighter, crayon, colored pencil, or marker to find sight words in print (newspaper, magazine, etc.).
 - Put shaving cream in a cookie sheet and let your child trace the words with their finger.

You're on your way to K!

The transition to kindergarten is respected as a major milestone not only for the child, but for his or her family as well. The attitude towards school and learning that the child carries with them for life is often determined by this very first experience with school. A smooth transition to kindergarten can help make sure your child is successful in school.

The information provided below is designed to help you prepare your children for their school experience.

You bet, I'm ready for K!

Personal Needs Without help, can they...

- ___ Put on and take off coat
- ___ Tie their own shoes
- ___ Wash their hands
- ___ Snap, button, zip, and buckle

Social Skills Can they ...

- ___ Listen to an adult & follow simple instructions
- ___ Cooperate with other children
- ___ Sit for short periods of time
- ___ Follow simple two-step directions

Intellectual Skills Do your children...

- ___ Sit and listen to a story
- ___ Hold a book upright and turn the pages
- ___ Know their first and last name
- ___ Tell and retell familiar stories
- ___ Know colors, shapes and sizes
- ___ Counts 0-10

Intellectual Skills {continued}

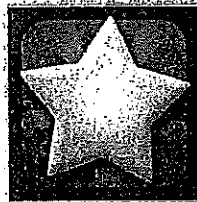
- ___ Saying the ABC's
- ___ Holds scissors & pencil appropriately
- ___ Recognizes and writes first name (remember-use capital letter for the first letter in a name.) M-a-t-t, not M-A-T-T
- ___ Recognizes the letters within their name

To help with a smooth transition into kindergarten you can follow these additional helpful ideas; provide opportunities to play with other children, teach your children socially acceptable ways to disagree, and encourage social values such as helpfulness, cooperation, sharing and concern for others.

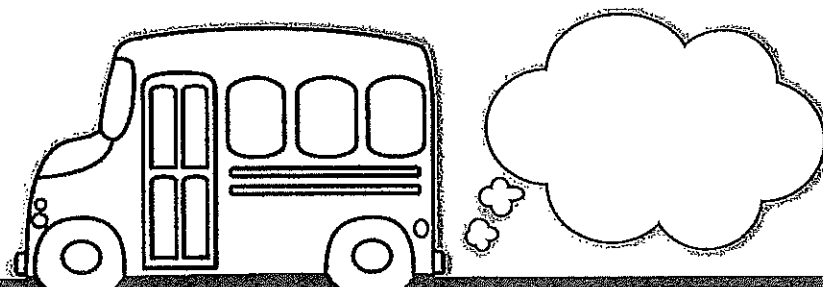
•Additional Resources•



The Leap Frog Letter Factory DVD is a fun and engaging way to teach children the letters and the sounds of the alphabet.



Starfall.com has several free educational videos and games for teaching children the letters of the alphabet, and more!



As the time for a child to begin school approaches, many parents question their child's readiness for school experience. With this in mind, the following information about the development of four- and five-year-old children may be helpful in understanding your own child.

It is important to remember that children grow and develop at rates which may differ from their chronological age. At the age of four or five, your child will have demonstrated many of the characteristics noted below, but remember that the process of development occurs at an individual rate. With maturation and experience, a child's responses become refined and specific. It is important not to push a child into formal learning of reading and math until he is developmentally ready.

CHARACTERISTICS OF FIVES

Your child is a special person who neither looks, acts nor thinks like other children. However, some characteristics are common to all five-year olds.

The five-year old child:

GROWS PHYSICALLY

- Has an uneven period of growth -- boys generally a year behind girls
- Is active
- Can be quiet for short periods of time
- Has difficulty seeing small objects
- Has good motor control, but small muscles are less developed than large ones
- May not pronounce words clearly
- Is developing hand-eye coordination
- Accepts more responsibility in bathing, dressing and taking care of toilet needs

GROWS MENTALLY

- Is curious and eager to learn
- Learns by doing things himself
- Improves his speech by talking and playing with others
- Is interested in listening to stories and records
- Reacts to challenging surroundings
- Has a short but expanding interest span
- Has a vivid imagination, finds it difficult to distinguish between fact and fancy

GROWS EMOTIONALLY

- Is seeking acceptance and a sense of belonging
- Responds to praise, encouragement and love
- Needs opportunities to succeed
- Needs to be free from pressure
- Enjoys a variety of activities, but finds security in knowing what is coming next
- Is growing in the ability to distinguish right from wrong
- Is eager and able to carry some responsibility
- Has strong feelings about himself, his possessions, his experiences and other people

GROWS SOCIALLY

- Is happy, friendly and cooperative
- Is learning to share materials with others
- Plays best in small groups which should be carefully supervised
- Is embarrassed by his mistakes
- Seems to like the idea of growing up
- Needs adult guidance in learning to take turns
- Can be a great talker -- needs to have time to express himself

WHAT IS READINESS?

Child's Learning Readiness

A child who is intellectually curious and reaches out to learn new things is exhibiting learning readiness. Most children reach this point before they reach readiness to participate in a formal learning situation. Not all children learn at the same rate, nor do they all learn the same things at the same time or in the same ways. Children have their own learning styles, their own level of awareness, and their individual store of experiences which contribute to their readiness.

A Child's Readiness for School

Along with a child's learning readiness, one must remember to consider the child's readiness for school. The capacity to handle the distractions of a classroom and learn at the same time reveals a child's readiness. Classroom distractions include getting accustomed to bells, noisy lunchrooms, playgrounds, adhering to rules, getting a drink or going to the bathroom during recess, and learning to be last in line instead of first. The child who is ready for school is generally able to handle the situation with self-confidence. Remember -- school readiness is the ability to handle difficult situations and learn at the same time.

Ages and Stages

To say a child is five years old is to speak of chronological age, the number of years the child has been living. But when speaking of a child's developmental age, this refers to the level at which this particular child is functioning well.

There is nothing magical that happens when a child turns five. Some children are ready for the kindergarten experience at this age; some are not. This does not mean that there is anything wrong with the child; it simply means more time is needed in terms of total development.

We do know that:

- boys in the early years tend to develop more slowly than girls
- some children need more time to develop and grow
- academic success is only a part of school success

Successful early educational experiences will definitely shape children's future attitudes about themselves and school. If you have any questions or concerns about your child's readiness to enter kindergarten, please call the Guidance Counselor at the school your child will be attending.

Dear Parents,

This year we will be using a district-wide sight word list that consists of 110 words. We have provided the full list on the back of this sheet. While we certainly don't expect your child to enter Kindergarten with the list already mastered, being familiar with a number of words will really jumpstart your child's sense of success and boost his/her confidence to give them a great start to the year!

Below are the first 25 words on the list. These words will be presented in the first nine weeks of school and checked for mastery at the time of the first report card. You can help your child make a great start in Kindergarten by starting their sight word familiarity and practice this summer! 😊 Included in this packet, you will find a "Parent's Guide to Teaching Sight Words at Home" sheet that will help you get your child started and can be continued throughout the school year.

Your teacher will provide you with another copy of the full list once school begins.

We look forward to working with your child on their journey to learning to read this school year!

no	is	can	me	you
and	he	at	a	so
on	in	up	am	we
like	see	I	go	it
do	have	the	my	to

Sight Word District List 1

1	no
2	is
3	can
4	me
5	you
6	and
7	he
8	at
9	a
10	so

31	play
32	this
33	not
34	did
35	went
36	ran
37	mom
38	day
39	sat
40	him

61	from
62	there
63	any
64	into
65	just
66	time
67	make
68	where
69	very
70	could

91	of
92	too
93	how
94	be
95	down
96	let
97	some
98	then
99	if
100	old

11	on
12	in
13	up
14	am
15	we
16	like
17	see
18	I
19	go
20	it

41	by
42	jump
43	all
44	here
45	got
46	yes
47	his
48	her
49	are
50	had

71	were
72	over
73	ride
74	don't
75	that
76	one
77	about
78	what
79	but
80	want

101	asked
102	because
103	know
104	right
105	every
106	think
107	pretty
108	its
109	long
110	saw

21	do
22	have
23	the
24	my
25	to
26	look
27	come
28	for
29	she
30	will

51	ball
52	an
53	with
54	said
55	little
56	came
57	away
58	your
59	when
60	them

81	their
82	going
83	they
84	get
85	now
86	would
87	good
88	help
89	take
90	was

Student _____

Date _____

Number Correct _____

Getting Ready For Kindergarten



Dear Families,

Kindergarten is an exciting time for little ones! Children this age want to know more about everything. They enjoy being challenged to learn new things and are typically eager to do things for themselves.

You are your child's first and most important teacher. We look forward to helping you work with your child to reach his/her fullest potential. We want to help you know what to expect in the upcoming year, so you can help prepare your child.

We look forward to working with you this summer to give your child a little head start, as he/she enters kindergarten. This packet is designed to help you practice many of the skills your child will be expected to know early on in kindergarten. Of course, we take children at all levels and will work with your child at any stage. This packet will help you know some of the things we will be working on the first few weeks of school.

Please put this packet in a safe place.

Do half of a page a day with your child and mark it off on the calendar as you go. Do not be discouraged if your child has trouble with certain skills. Some skills cannot be mastered in a day. You may want to mark those skills and revisit them each week. We will continue to reinforce the skills when your child enters kindergarten. Be sure to have fun with this packet and praise your child for any attempt to join the community of readers and writers. Your child will feel a real sense of accomplishment after completing each page.

As always, feel free to contact us at the school if you have any questions or concerns about your child entering school. We want you to feel confident that your child will be in good hands next school year.

Thanks for sharing your child with us. We are looking forward to a great year!

JUNE

Monday	Tuesday	Wednesday	Thursday	Friday
I can take care of myself in the bathroom.	I can identify what's missing and name some basic shapes.	I can identify basic colors.	I can draw a picture of my face.	I can recognize some letters.
I can use real life colors to draw.	I can answer a question.	I can count objects in a set.	I can copy shapes.	I can match sets of objects.
I can use real life colors to draw.	I can recognize some letters.	I can count with one-to-one correspondence.	I can recognize some letters.	I can recognize my colors.
I can compare the lengths of objects.	I can tell you my personal information.	I can compare objects by weight.	I can tell the difference between shapes and letters.	I can identify objects that go together.

I can be independent in the bathroom!

Use the restroom and have a grown-up check off each skill you can do all by yourself:

I can get my own toilet paper.

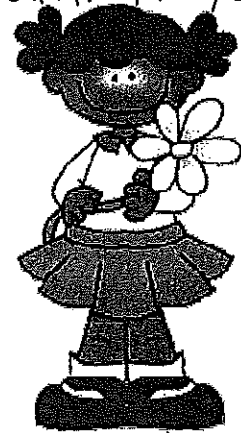
I can wipe my own bottom.

I can flush the toilet.

I can button and zip my own pants.

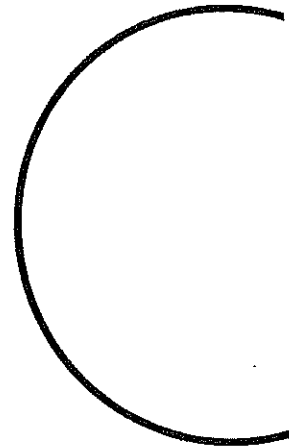
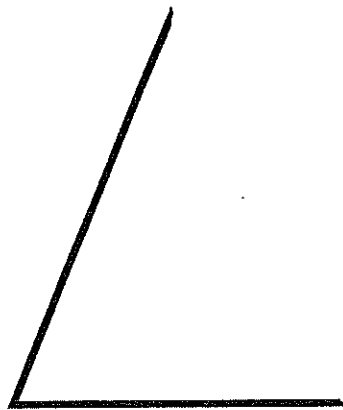
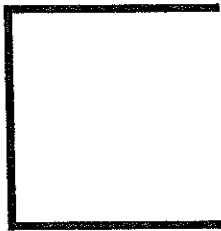
I can use soap and water to wash my hands while I sing my ABC's.

I can dry my hands.



Monday's Skill: Self-help Skills

I can draw the missing part. I can name the shape when I am finished.

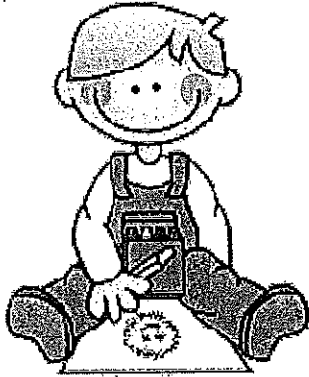


Tuesday's Skill: Identifying What's Missing

I can go on a color hunt.

Look in your house for something that matches each color below.

Color in the rectangle the correct color when you find something in your home that color.

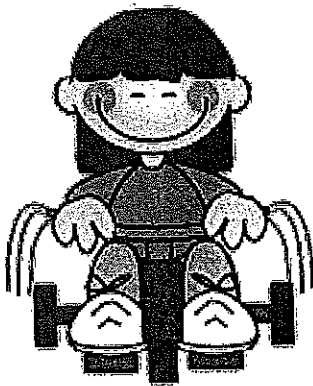


red	orange
yellow	green
blue	purple
black	brown
pink	white
gray	

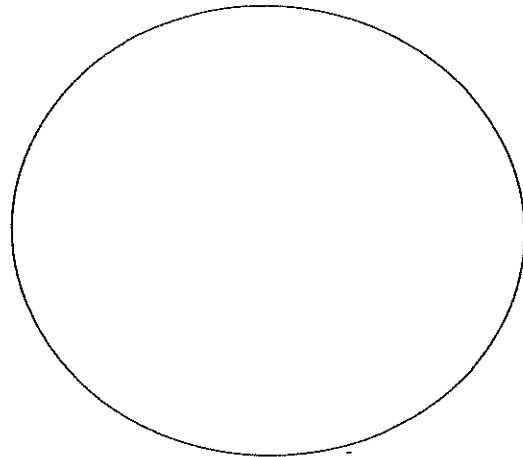
Wednesday's Skill: Identifying Colors

I can draw my face!

Use the circle below to draw your face. Remember to use the real colors for your eyes, hair, and mouth. Add details to your picture. (eyebrows, eyelashes, ears, etc.)



This is me! →

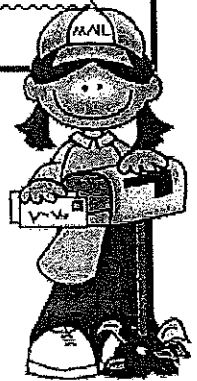
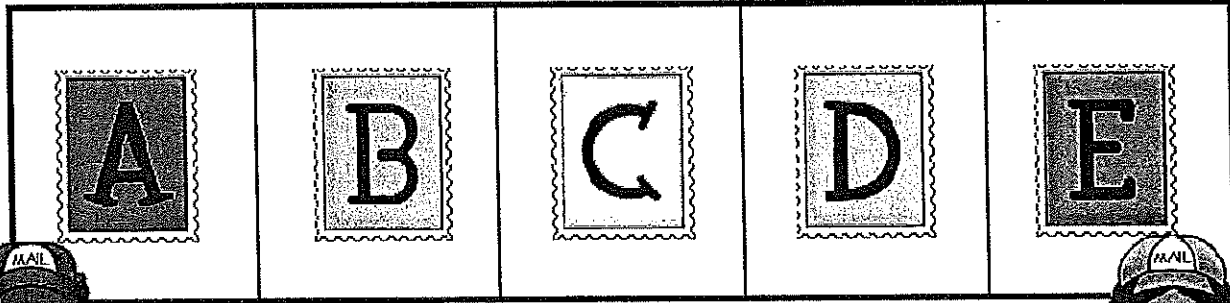


Thursday's Skill: Drawing a Self-Portrait

I can match letters.

Look in a newspaper or a magazine to find each letter.

Cut each letter out and glue it on the correct match.

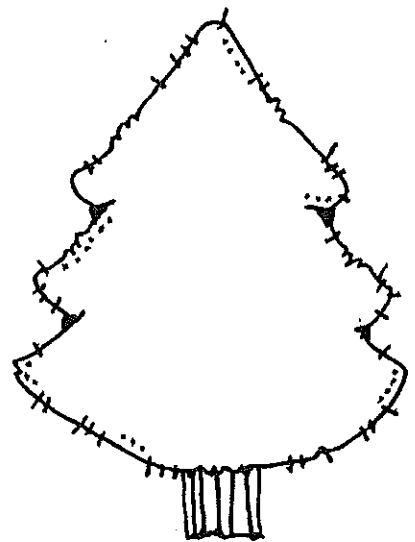
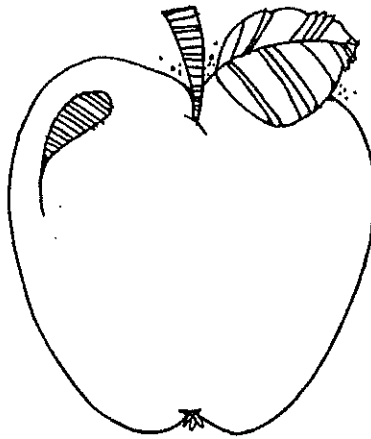
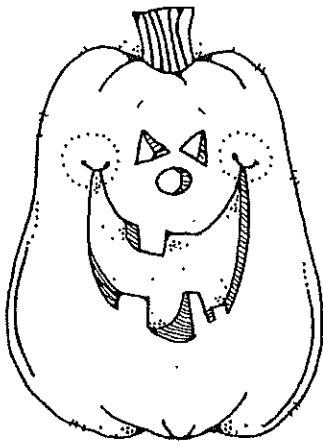


Friday's Skill: Letter Recognition

I can use true colors.

When I start kindergarten, my teacher will want me to use colors that make sense.

Color each picture below a color that it could be in real life.



Monday's Skill: Using Real-Life Colors

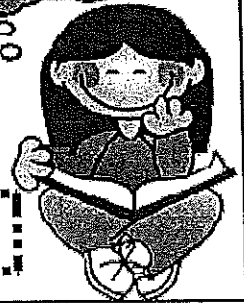
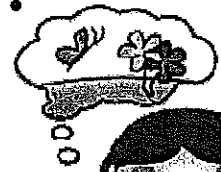
I can give an answer that makes sense.

Fill in the sentence with a word that makes sense.

At breakfast I like to eat...

At the zoo we saw...

I am good at...



Tuesday's Skill: Making Sense of What is Heard

I can count objects.

Count how many of each thing you have in your house.

How many...

chairs?



people?



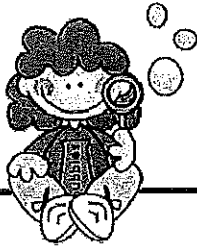
windows?



spoons?

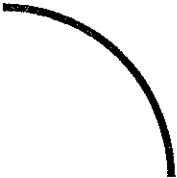

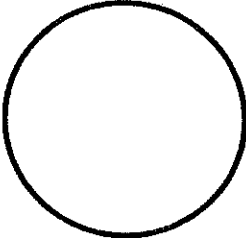
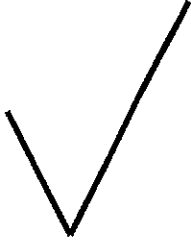


Wednesday's Skill: Counting Objects in a Set



I can copy shapes.

Copy each shape in the space below it.

Thursday's Skill: Copying Shapes

I can set the table.

Help set the table.

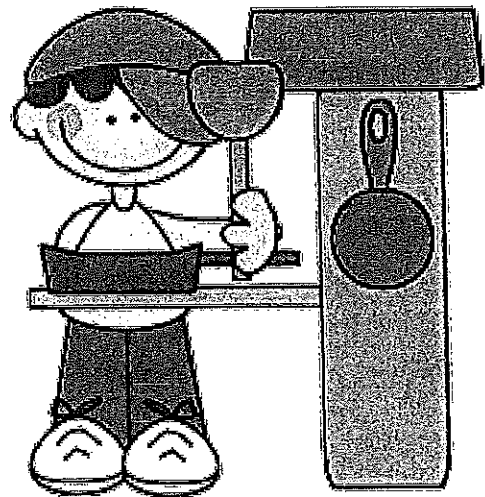


How many forks do you need?

How many plates?

How many chairs?

Help clean up supper and wash dishes.

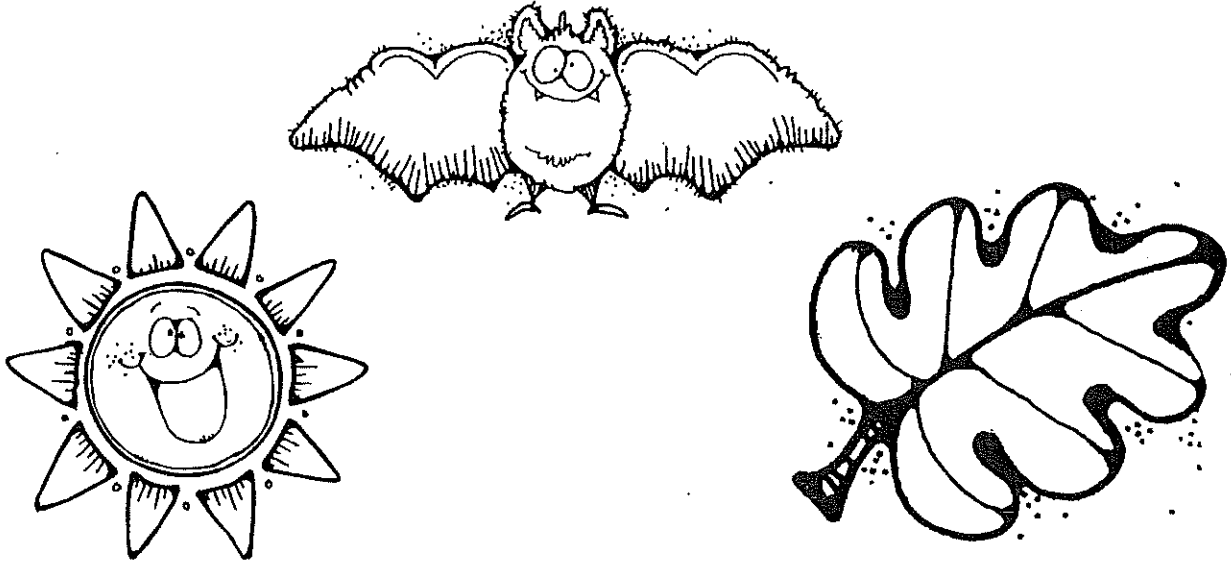


Friday's Skill: Matching Sets of Objects

I can use true colors.

When I start kindergarten, my teacher will want me to use colors that make sense.

Color each picture below a color that it could be in real life.

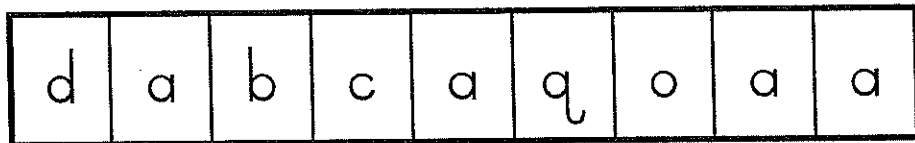


Monday's Skill: Using Real-Life Colors

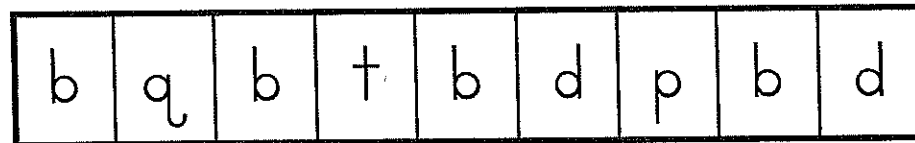
I can match letters.

Color the letters in each row that match the first letter.

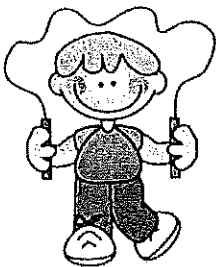
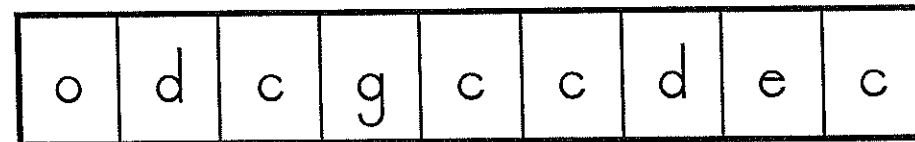
a



b



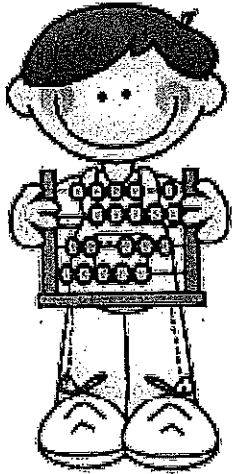
c



Tuesday's Skill: Letter Recognition

I can count!

Count how many steps it takes to get from...



your bed to the kitchen.

your bathtub to the oven.

Your front door to the couch.

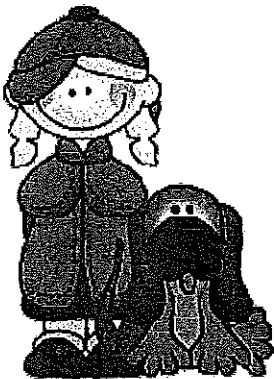
your kitchen sink to the back door.

Wednesday's Skill: Counting

I can find letters around my house.

Go on a scavenger hunt around your house looking for each letter.

When you find it, color the square on the page below. Look on walls, in books, newspapers, etc. Nothing is off limits!



F	G	H	I
J	K	L	M

Thursday's Skill: Letter Identification

I can make a color collage.

Look in a magazine and find pictures of things that are gray.

Glue them in the space below.

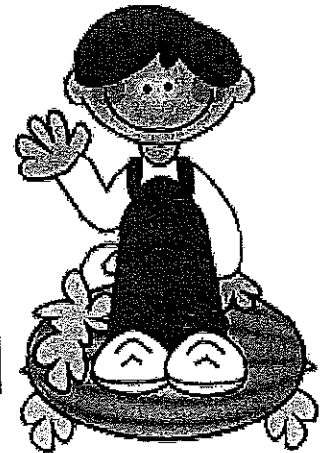
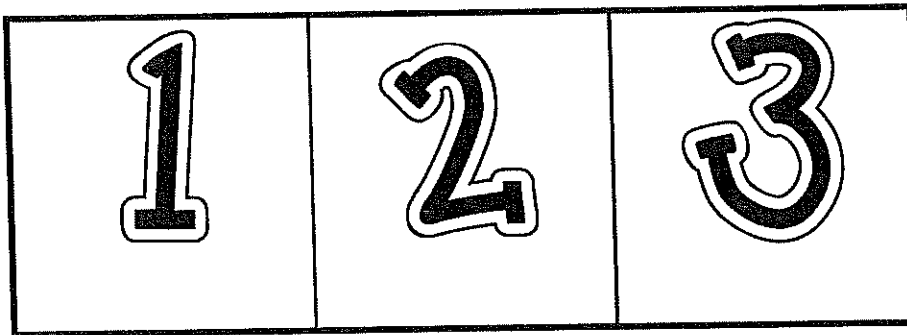


Friday's Skill: Color Recognition

I can compare objects.

Find three objects in your house longer than your body.

Color in a number after you find each one.



Monday's Skill: Comparing Lengths

I can tell you my personal information.

Answer each question below. Fill in a star for each one you get correct.

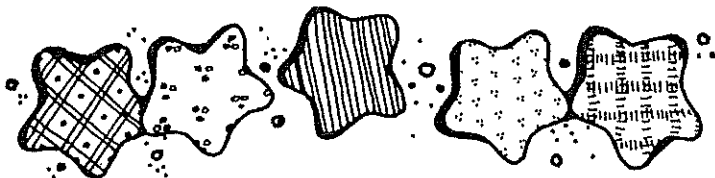
What is your full name?

What is your address?

When is your birthday?

What is your telephone number?

How old are you?



Tuesday's Skill: Stating Personal Information

I can compare objects.

Think of five things lighter than a pencil.

Color in a number for each one you are able to name.



1

2

3

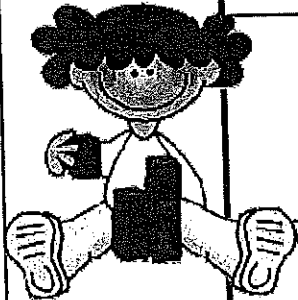
4

5

Wednesday's Skill: Comparing Weight

I can tell the difference between letters and shapes.

Circle the letters. Color the shapes. Read the letters and identify the shapes.



d	○	e	f
g	j	i	□
△	□	h	k

Thursday's Skill: Identifying Shapes and Letters

I can identify things that go together and tell why.

Draw a line to connect the things that go together and tell why they go together.



Friday's Skill: Identifying Objects that Go Together

JULY

Monday	Tuesday	Wednesday	Thursday	Friday
I can take care of a book.	I can identify the parts of a book.	I can count objects and recognize numbers.	I can sing my ABC's.	I can write some letters.
I can use my big muscles and count.	I can get along with others.	I can recognize numbers to ten.	I can identify my body parts.	I can write my name.
I can count objects.	I can follow directions and use position words.	I can recognize letters and follow directions.	I can draw a self-portrait.	I can zip and button.
I can tie my shoes.	I can match upper and lower-case letters.	I can follow two-step directions.	I can put objects in order by size.	I can use scissors correctly.

I can take care of a book.

Play this game with a grown-up:

Have a grown-up read each question to you.

Put your thumbs up if it is a good thing to do and thumbs down if it is not a good thing to do.

Should you love your book?

Should you color in your library book?

Should you read your book?

Should you let your dog chew on your book?

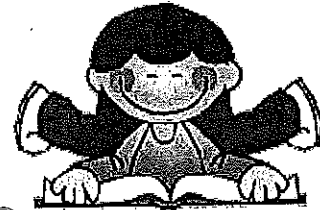
Should you be careful turning the pages of your book?

Should you throw your book?

Should you rip out the pages you like in your book?

Should you keep your book in a safe place?

Should you stand on your book?



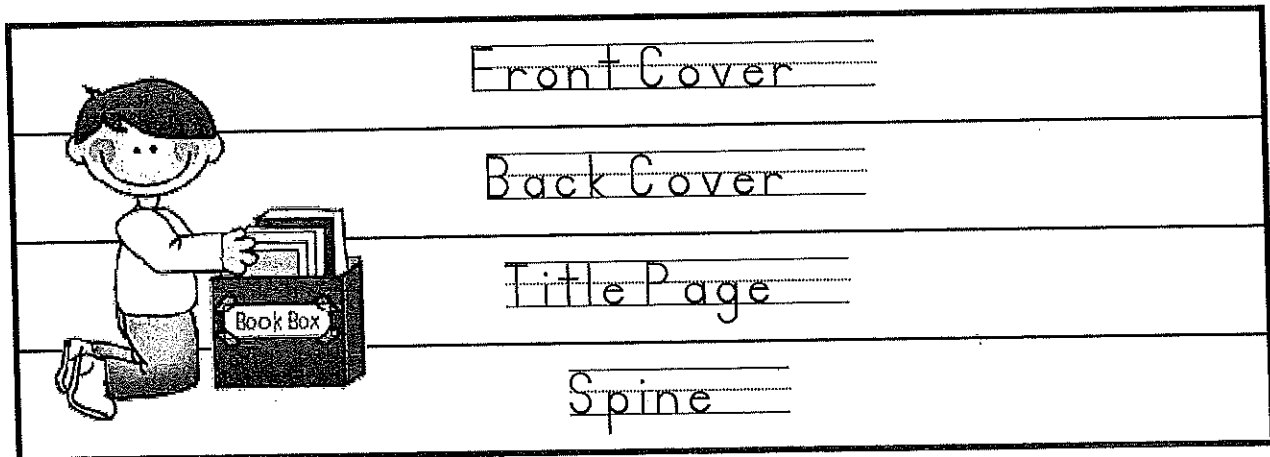
Monday's Skill: Taking Care of Belongings

I can find the parts of a book.

Have a grown-up look at a book with you.

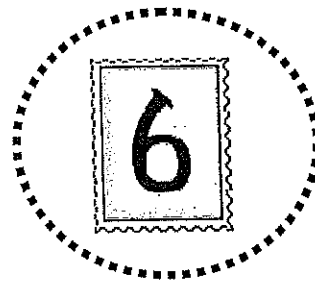
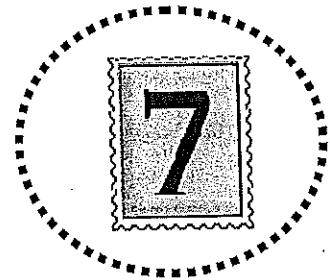
See if you can work together to find these parts of the book:

(Color in each one you can find.)



Tuesday's Skill: Identifying the Parts of a Book

I can read my numbers and count objects to match the numbers.
Read each number. Put the correct number of pennies in each space to match the number.

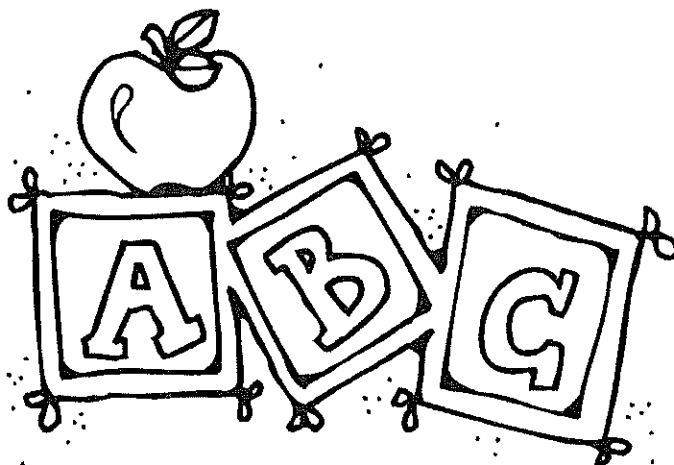


Wednesday's Skill: Number Recognition and Counting

I can sing my ABC's.

Grown-Ups: Tell your child a mystery letter to stop on when singing the alphabet song. Have your child stop on that letter while singing the song. Repeat with several letters.

Ex. If you tell your child to stop on the letter G, he/she would sing, "A,B,C,D,E,F,G" and then stop.

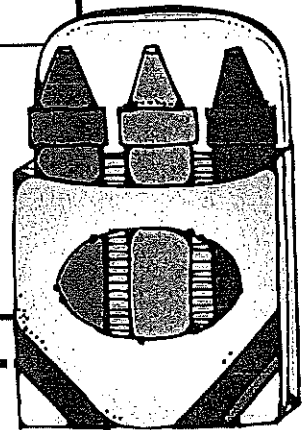


Thursday's Skill: Ordering Letters

I can write my letters.

Practice "writing" these letters on someone's back with your finger.
Have them write the letters on your back, one at a time. Can you guess the letter?


N	P	U	T
O	Q	R	S



Friday's Skill: Letter Writing

I can use my big muscles.

Count as high as you can while you do each task below.
(Color in the box for each task you attempt)

Balance on one foot.	Balance on the other foot	Balance on one foot with your eyes closed.
Balance on the other foot with your eyes closed.	Walk forward. 	Walk backward.

Monday's Skill: Gross Motor Skills and Counting

I know how to use kind words.

What would you do if...

someone bumped into you in line?

someone asked you to be his/her friend?

someone tried to talk to you when the teacher was talking?



someone was feeling sad?



someone was playing alone?

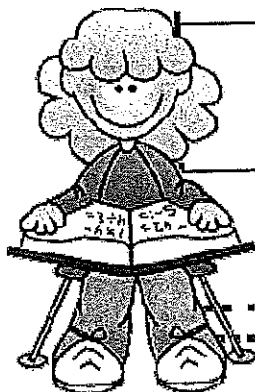
Tuesday's Skill: Getting Along

I can recognize my numbers.

Read each number to a grown-up.

Color in the space of each number you can read.

10	8	6
4	2	1
3	5	7
	9	0

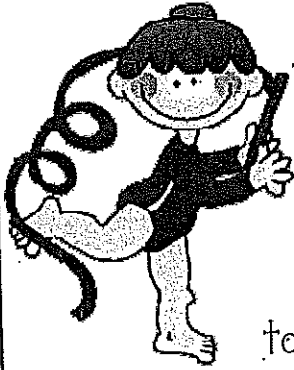


Wednesday's Skill: Number Recognition

I know my body parts.

Play "Simon Says" with a grown-up.
See if you can touch each of these body parts:

Simon Says...



touch your ankle.

touch your jaw.

touch your wrist.

touch your elbow.

touch your knuckles.

touch your waist.

touch your back.

touch your chin.

touch your forehead.

touch your eyebrow.



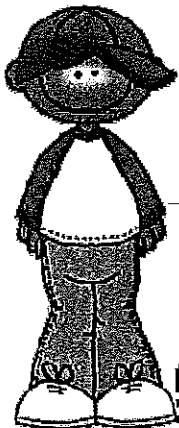
Thursday's Skill: Identifying Body Parts

I can write my first name.

Have a grown-up write your name on the first line.

✽Remember...only the first letter is a capital.✽


Write your name by yourself on the second line.



Friday's Skill: Name Writing

I can count five objects.

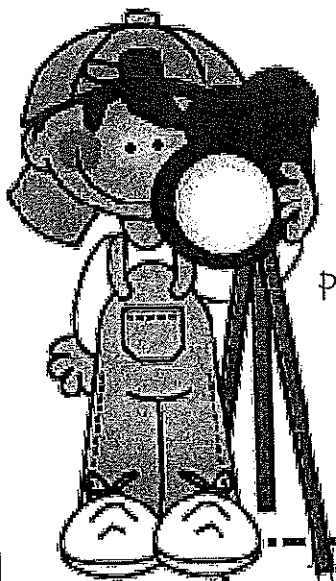
Say each number. Place a coin on each circle while you count up to the number at the beginning of the row.

1	○				
2	○	○			
3	○	○	○		
4	○	○	○	○	
5	○	○	○	○	

Monday's Skill: Counting Objects

I can understand position words.

Go get your favorite stuffed animal or toy for this activity.
Have a grown-up read each sentence to you
while you follow each direction.



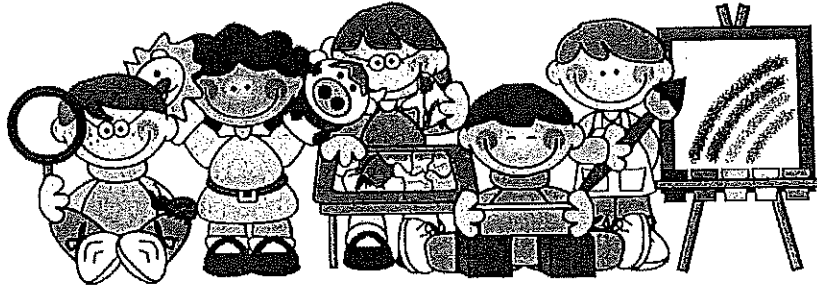
- Put your toy behind your back.
- Put your toy in front of your stomach.
- Hold your toy under your chin.
- Move your toy around your waist.
- Put your toy on the ground and then count to ten.
- Hold your toy over your head.
- Set the toy beside your foot.
- Jump over your toy.
- Hold your toy between your knees.

Tuesday's Skill: Following Directions and Using Position Words

I can identify letters and follow directions.

Have a grown-up read each clue to you. Listen carefully and follow every direction.

1. Find the letter X. Color that box red.
2. Find the letter a. Color that box orange.
3. Find the letter Z. Color that box yellow.
4. Find the letter p. Color that box green.
5. Find the letter V. Color that box blue.
6. Find the letter n. Color that box green.
7. Find the letter m. Color that box purple.
8. Find the letter l. Color that box black.
9. Find the letter W. Color that box brown.
10. Find the letter Y. Color that box pink.

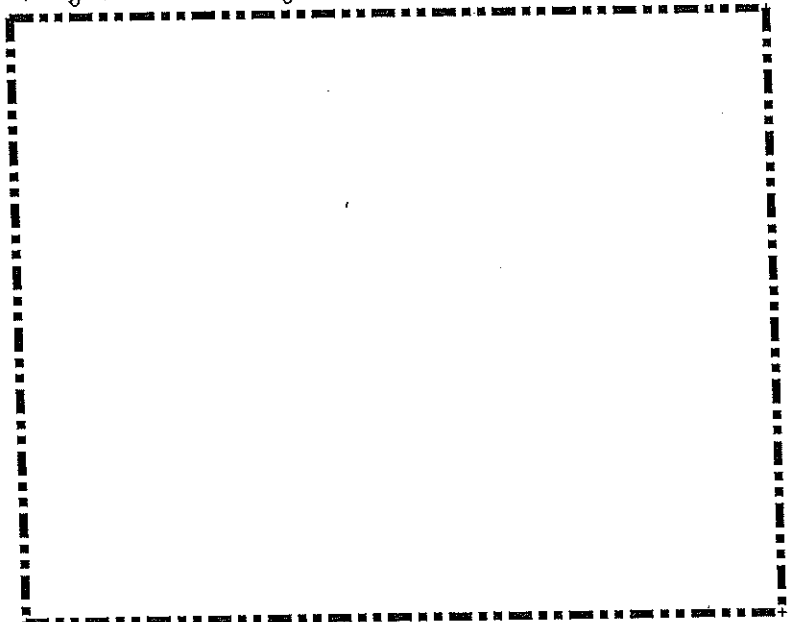
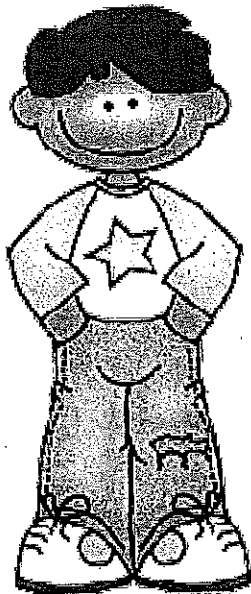


o	m	l	n	p
Z	V	W	Y	X

Wednesday's Skill: Letter Recognition and Following Directions

I can draw myself.

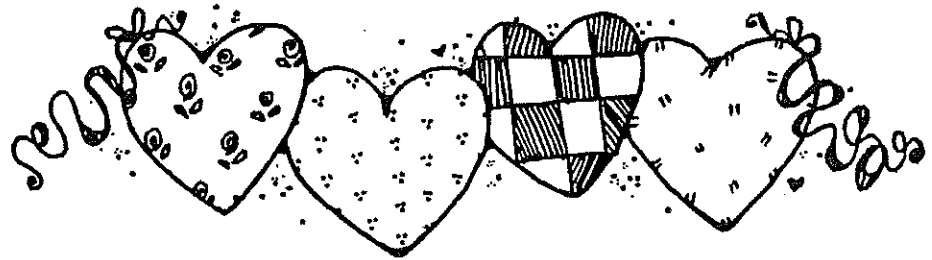
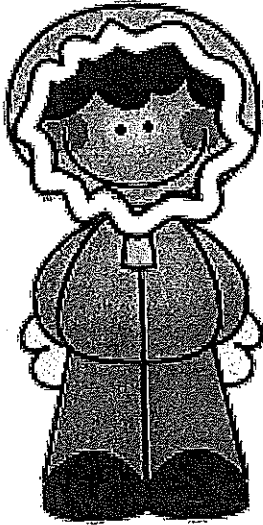
Draw a picture of yourself. Remember to use the true colors for your hair and eyes. People have arms, legs, a neck, fingers, and feet.



Thursday's Skill: Drawing a Self-Portrait

I can zip and button my own coat.

Put on a jacket or coat. Practice zipping and buttoning it all by yourself. Color in a heart for each time you do it.



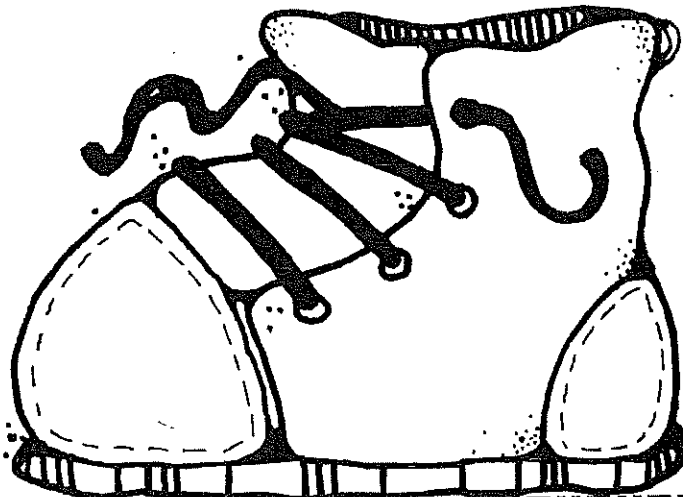
Friday's Skill: Zipping and Buttoning

I am learning how to tie my shoes.

Have a grown-up sit with you and practice tying your shoes.

If you practice for 10 minutes, color in the shoe below.

****Your child may not master this skill for a while. Don't worry! Just keep practicing, and eventually he/she will be able to do it.****

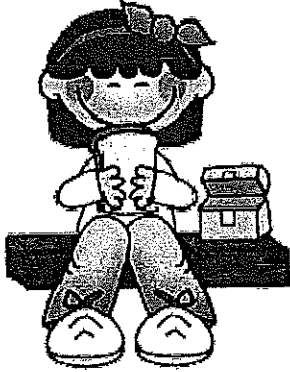


Monday's Skill: Tying Shoes

I can match letters.

Match the capital letter to the lower-case partner. Draw a line to connect them.

Use a different color to make each match.



Q

u

R

r

S

q

T

s

U

t

Tuesday's Skill: Matching Upper and Lower-Case Letters

I can follow directions.

Have a grown-up read each direction to you.

Listen carefully and do each task in order.

Color in a heart for each task you complete correctly.



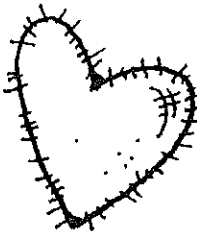
1. Stand up and turn around two times.

2. Raise your hand then clap five times.

3. Jump up and down then touch the ground.

4. Touch your nose then sit down.

5. Stomp your feet then wiggle your fingers.

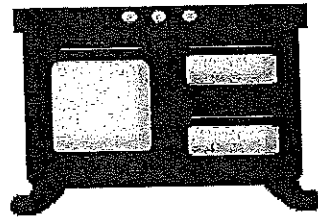
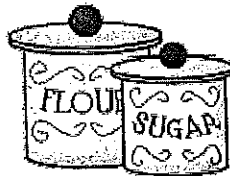


Wednesday's Skill: Following Two-Step Directions

I can order objects by size.

Find four different sized boxes or cans in your cabinets.

Arrange them in order from tallest to shortest.

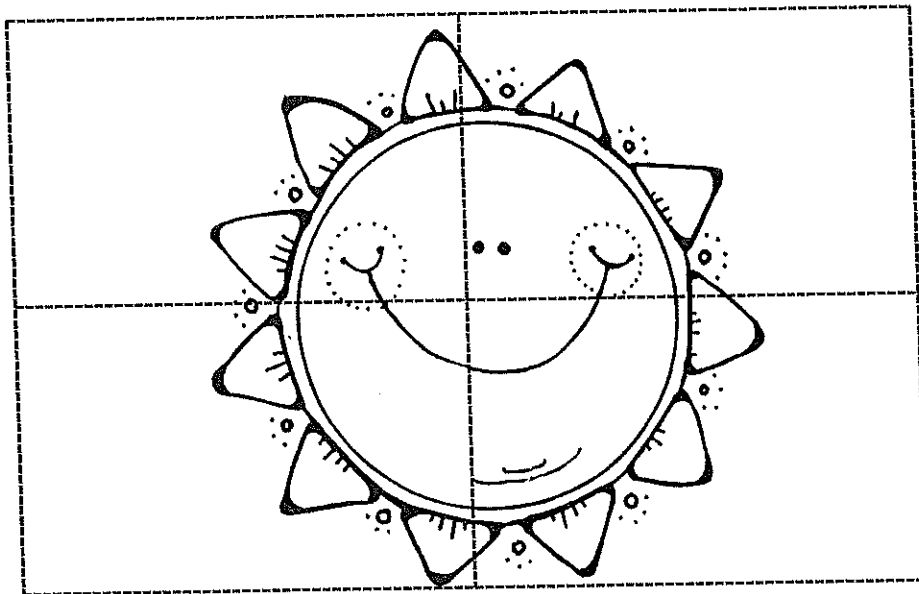


Thursday's Skill: Size Seriation

I can use scissors correctly.

Cut out the picture puzzle on the dotted lines.

Put the puzzle back together.



Friday's Skill: Using Scissors Correctly

AUGUST

Monday	Tuesday	Wednesday	Thursday	Friday
I can understand position words.	I can recite nursery rhymes.	I can recognize how two things are alike and how they are different.	I can classify objects.	I can compare the lengths of objects.
I know some opposites.	I can find the letters that are in my name.	I can gather information.	I can compare lengths of objects.	I can sort letters.
I can use my big muscles.	I can compare lengths of objects.	I can find the shapes of everyday objects.	I can count.	I can identify times of day.
I can read environmental print.	I know ordinal positions.	I can rainbow write my name.	I can find shapes in everyday objects.	I can find the letters in my name.

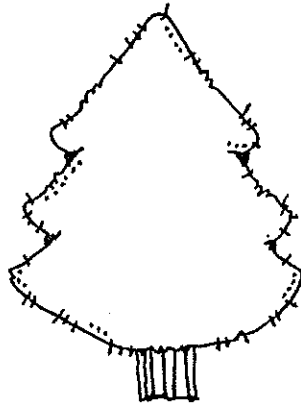
I can understand position words.

Draw some green grass under the tree.

Draw a yellow sun above the tree.

Draw a blue cloud beside the tree.

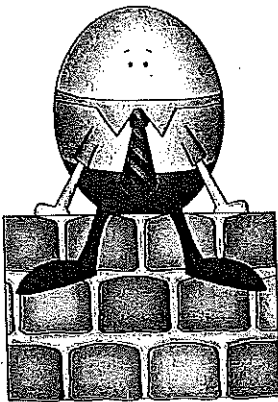
Draw an orange bird on the tree.



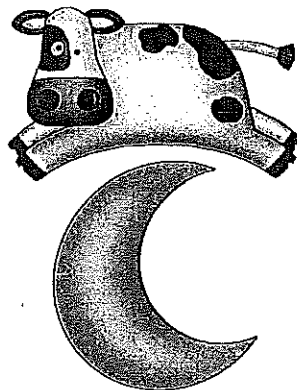
Monday's Skill: Using Position Words

I can say some nursery rhymes.

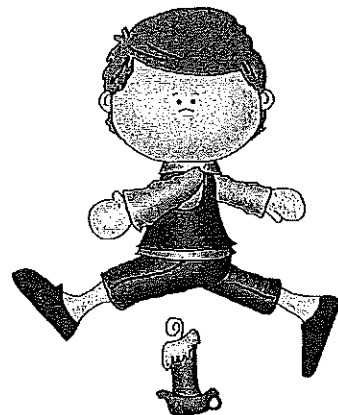
Practice saying each nursery rhyme.



Humpty Dumpty sat on a wall.
Humpty Dumpty had a great fall.
All the king's horses and all the king's men
couldn't put Humpty together again.



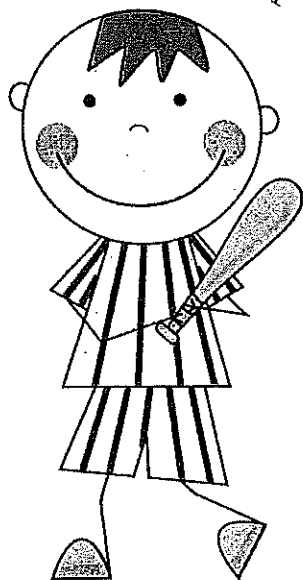
Hey, diddle, diddle.
The cat and the fiddle.
The cow jumped over the moon.
The little dog laughed to see such sport,
and the dish ran away with the spoon.



Jack be nimble, Jack be quick
Jack jump over the candlestick!

Tuesday's Skill: Reciting Nursery Rhymes

I can recognize how two things are alike and how they are different.



Tell three ways these pictures are alike. Tell three ways they are different.

Wednesday's Skill: Recognizing Similarities and Differences



I can classify objects.

How many red things can you name in a minute?

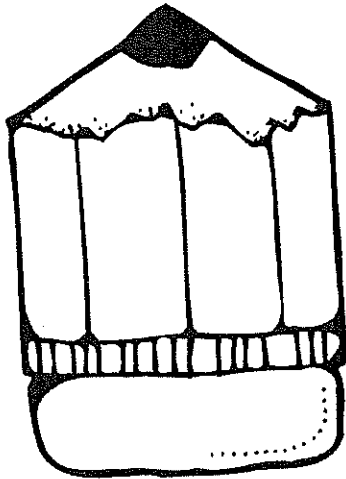
Have a grown-up write your ideas in the spaces below. Color the apple red.

Thursday's Skill: Classification

I can compare the length of objects.

Have a grown-up help you gather 10 objects from around the house.

Compare the length of each object to the length of a pencil.



How many objects were longer than a pencil?

Color that number red.

1	2	3	4	5
6	7	8	9	10

How many objects were shorter than a pencil?

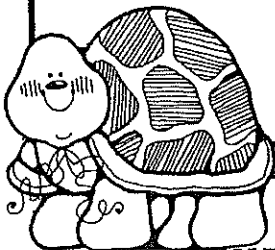
Color that number blue.

Friday's Skill: Comparing Length

I know some opposites.

Draw the slowest animal you know.

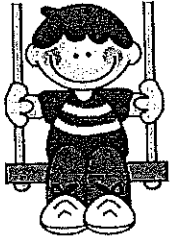
Draw the fastest animal you know.



Monday's Skill: Opposites

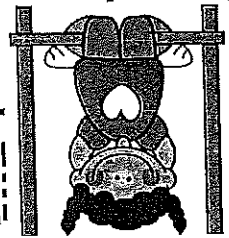
I can find the letters that are in my name.

Write your name on the line below.



Color in all of the letters that you have in your name.

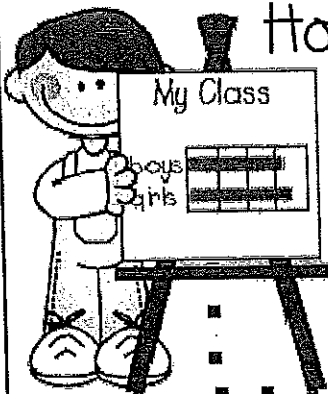
a	b	c	d	e	f	g	h	i
j	k	l	m	n	o	p	q	r
s	t	u	v	w	x	y	z	



Tuesday's Skill: Letter Recognition

I can gather information.

Find the answer to each question below.



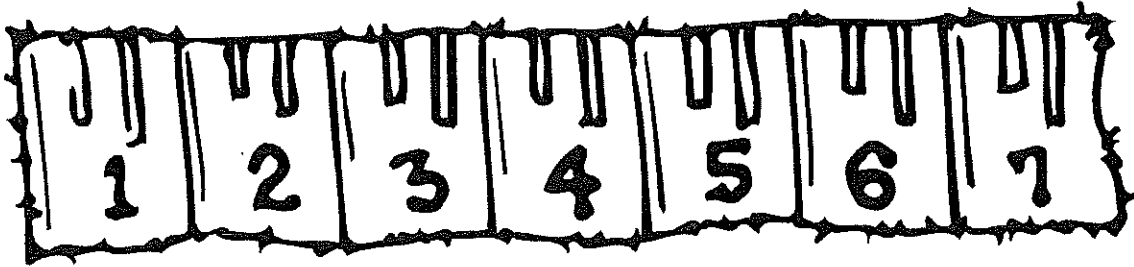
How many hands are in your house?

How many boys are in your house? How many girls?

Who is the youngest person in your house?

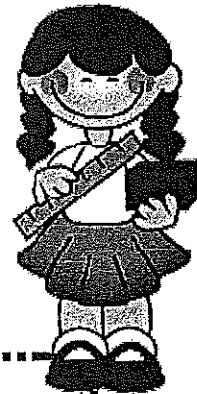
Wednesday's Skill: Gathering Information

I can compare lengths of objects.



Find seven objects around the house the same length as your hand.

Color in a square for each one your find.



Thursday's Skill: Comparing Lengths

I can sort letters.

Some letters have straight lines and some are curvy.

Draw a line under the straight letters.

Draw a circle around the curvy letters.

A

S

W

C

X

Q

N

L



Friday's Skill: Letter Sorting

I can use my big muscles.



Practice moving in each way.

Hop 10 hops. (on one foot)

Skip

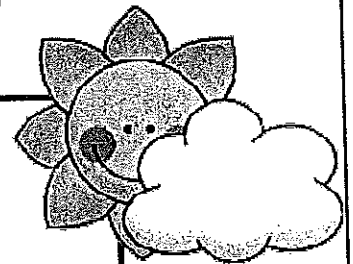
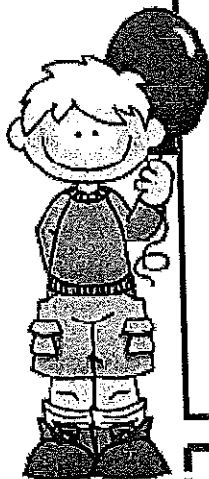
Jump 13 jumps. (on both feet)

Gallop

Monday's Skill: Gross Motor Skills

I can compare lengths of objects.

Draw something taller than you that is alive.



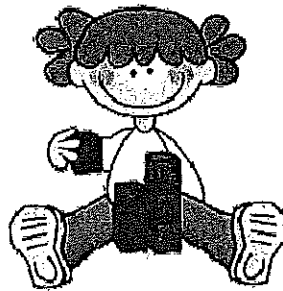
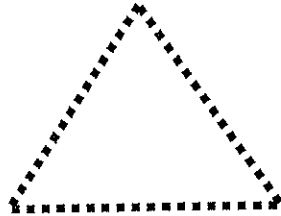
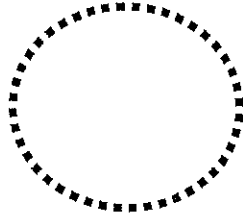
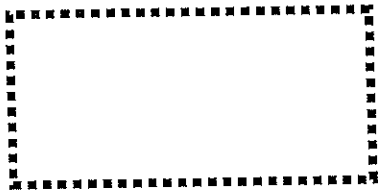
Tuesday's Skill: Comparing Lengths

I can find the shapes of everyday objects.

Go on a shape hunt around your house.

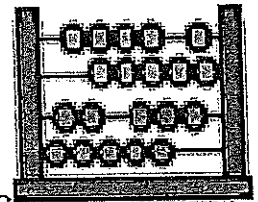
Look for something that is each shape.

When you find it, trace and color the shape in the space below.



Wednesday's Skill: Shape Identification

I can count.



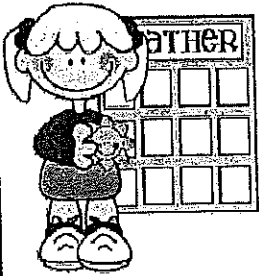
See how high you can count in 30 seconds.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Have a grown-up help you find the number you stop on so you can color it in.

Thursday's Skill: Counting

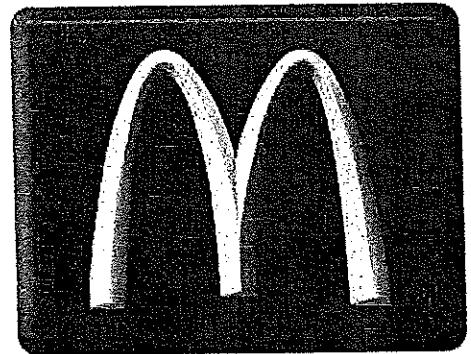
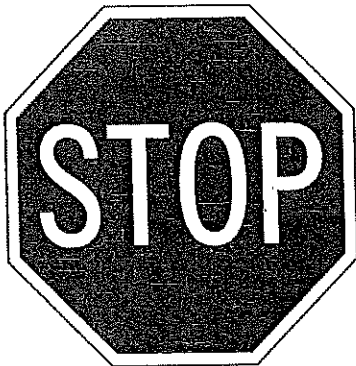
I can identify times of day.



Draw a picture of something you did yesterday.

Friday's Skill: Identifying Times of Day

I can read environmental print.



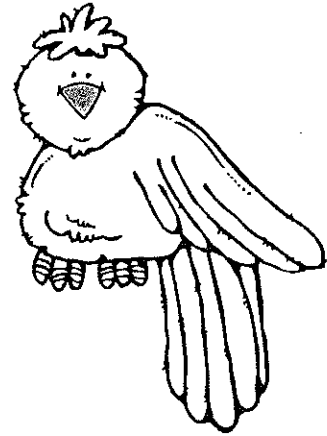
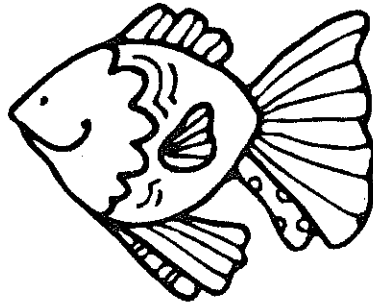
What do these signs mean?

Monday's Skill: Reading Environmental Print

I know ordinal positions.

Color the first animal brown. Color the last animal red.

Color the middle animal orange.



Tuesday's Skill: Ordinal Positions

I can rainbow write my name.

Have a grown-up write your name on the line below. Trace over it with three different colored crayons to make a rainbow name.

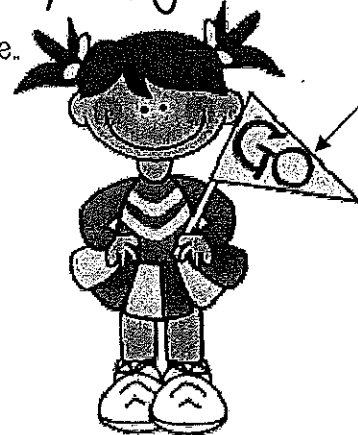
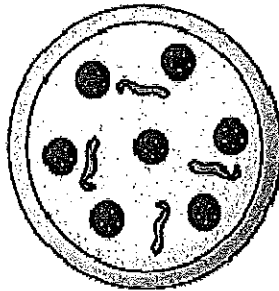
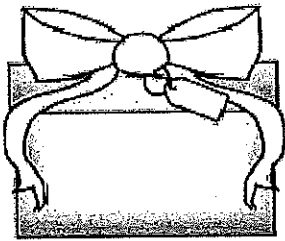
*Remember, only the first letter is capitalized.



Wednesday's Skill: Name Writing

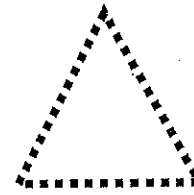
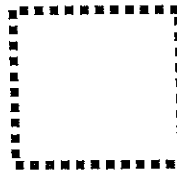
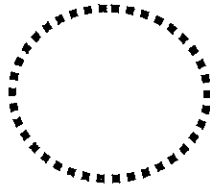
I can find shapes in everyday objects.

Describe the shape of each picture.



Can you find a circle, rectangle, square, and triangle around your house?

Trace each shape as you find it.

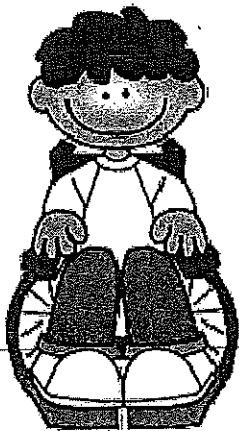


Thursday's Skill: Shape Identification

I can find the letters in my name.

Find the letters in your first name in a magazine or newspaper.

Glue them in order on the line below.



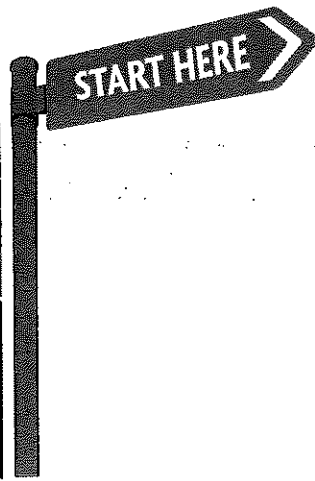
Friday's Skill: Letter Matching



parent **ROADMAP**

SUPPORTING YOUR CHILD IN KINDERGARTEN
ENGLISH LANGUAGE ARTS



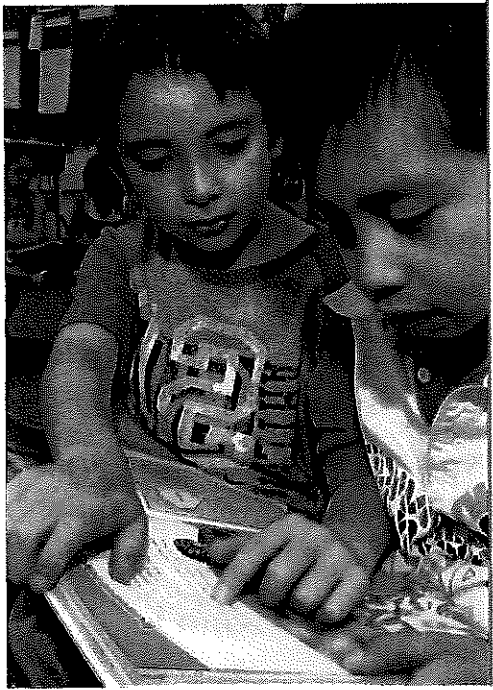


*America's schools
are working
to provide higher
quality instruction
than ever before.*

The way we taught students in the past simply does not prepare them for the higher demands of college and careers today and in the future. Your school and schools throughout the country are working to improve teaching and learning to ensure that all children will graduate high school with the skills they need to be successful.

In English language arts and literacy, this means three major changes. Students will continue reading and writing. But in addition to stories and literature, they will read more texts that provide facts and background knowledge in areas including science and social studies. They will read more challenging texts and be asked more questions that will require them to refer back to what they have read. There will also be an increased emphasis on building a strong vocabulary so that students can read and understand challenging material.

What your child will be learning in kindergarten English language arts and literacy



In kindergarten, students will learn the alphabet and the basic features of letters and words. They will break down spoken and written words into syllables and letters and identify the sounds each letter makes. These important skills will enable your child to learn new words and to read and understand simple books and stories. Students will also learn to write and share information in a variety of ways, including drawing, writing letters and words, listening to others, and speaking aloud. Activities in these areas will include:

- Naming and writing upper- and lowercase letters
- Matching letters to sounds and using other methods to figure out unfamiliar words when reading and writing
- Learning and using new words
- Identifying words that rhyme
- Reading common words such as *the, of, you, are, she, and my*
- Asking and answering questions about a story the teacher reads out loud
- Identifying characters, settings, and major events in a story
- Recognizing the person, place, thing, or idea that an illustration shows
- Participating in discussions by listening and taking turns speaking
- Using a combination of drawing, speaking, and writing to describe an event, give information about a topic, or share an opinion
- Taking part in shared reading, writing, and research projects
- Expressing thoughts, feelings, and ideas clearly

Partnering with your child's teacher

Don't be afraid to reach out to your child's teacher—you are an important part of your child's education. Ask to see a sample of your child's work or bring a sample with you. Ask the teacher questions like:

- Is my child learning to read and write?
- What are my child's strengths and weaknesses?
- What can I do at home to make sure that my child is successful?

In kindergarten, students will read stories and poems. Additionally, they will read to learn information about history, the world, science, and other areas. Here are just a few examples of how your child will develop important reading skills across grade levels.

READING LITERATURE

Kindergarten Reading	Grade One Reading	Grade Two Reading
<ul style="list-style-type: none"> • With help from the teacher, students retell stories, including key details. • With help from the teacher, students name the author and illustrator of a story and define the role of each in telling the story. 	<ul style="list-style-type: none"> • Students retell stories, including key details, and show that they understand the lesson or moral of a story. • Students identify who is telling the story at various points in a text. 	<ul style="list-style-type: none"> • Students retell stories and determine their central message, lesson, or moral. • Students acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

READING FOR INFORMATION

Kindergarten Reading	Grade One Reading	Grade Two Reading
<ul style="list-style-type: none"> • With help from the teacher, students ask and answer questions about key details in a text. • With help from the teacher, students identify what person, place, thing, or idea a picture shows. 	<ul style="list-style-type: none"> • Students ask and answer questions about key details in a text. • Students use the illustrations and details in a text to describe key ideas. 	<ul style="list-style-type: none"> • Students ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text. • Students explain how specific images or illustrations (such as a diagram of how a machine works) are useful.



Students will read more challenging texts and materials as they progress through grade levels.

Writing tasks in kindergarten may include short compositions that tell a story, share an opinion, or present information. Here are just a few examples of how your child will develop important writing skills across grade levels.

Kindergarten Writing

- Using a combination of drawing, dictating, and writing, students name what they are writing about and supply some information about the topic.

Grade One Writing

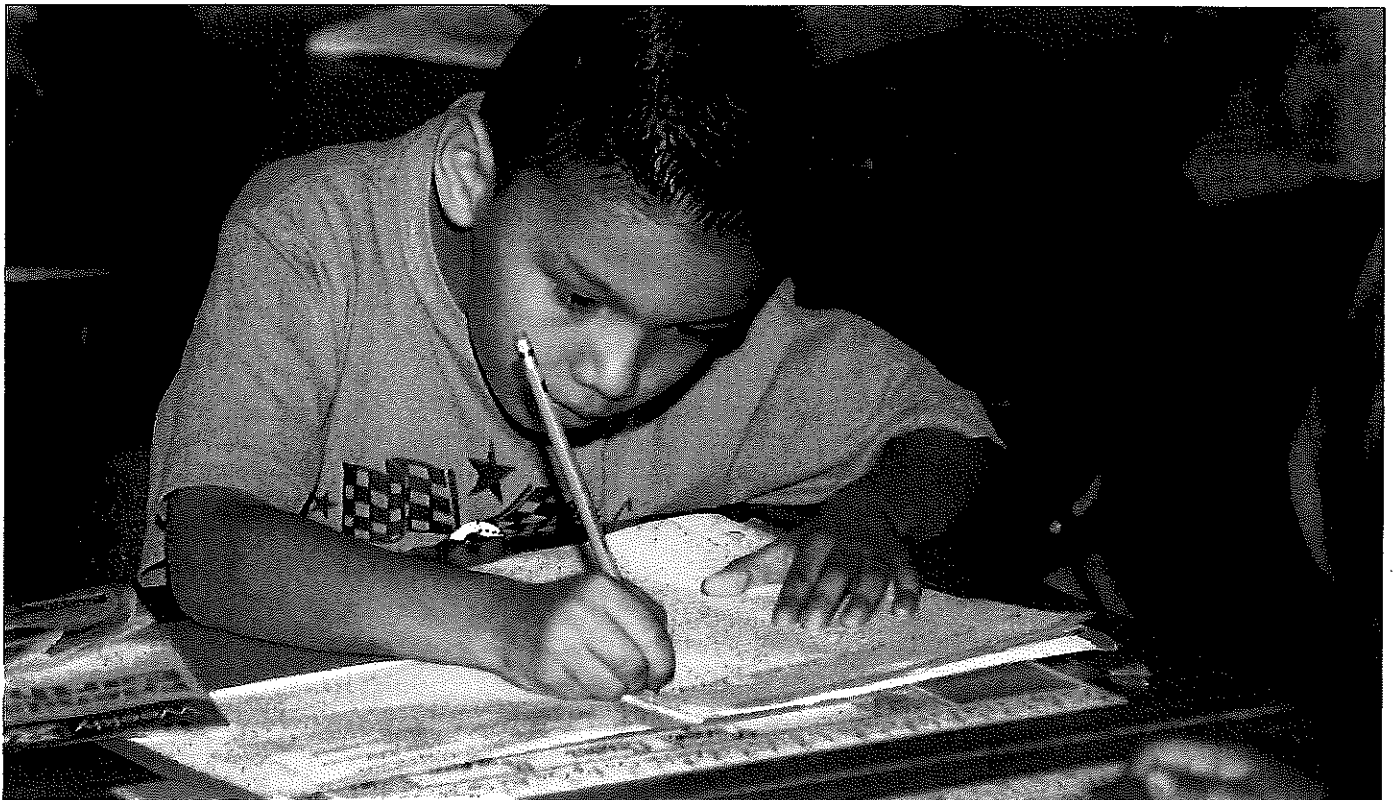
- Students name a topic and supply some facts about the topic.
- Students provide some sense of closure.

Grade Two Writing

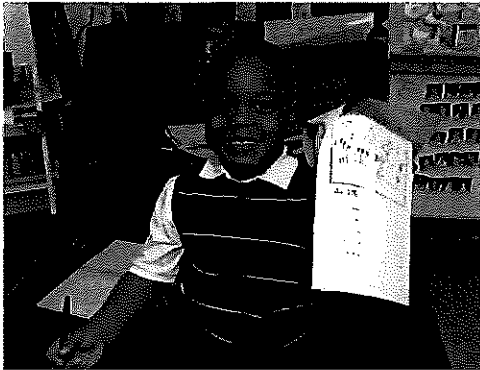
- Students introduce a topic and use facts and definitions to develop points.
- Students provide a concluding statement or section.



Some writing guidelines may seem similar from year to year. However, with practice at each grade level, students continue to learn and apply the rules of standard written English and to strengthen and expand their vocabulary, use of language, and organization of ideas.

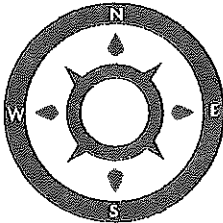


Helping your child learn outside of school



1. Read to your child and have him or her read to you every day for at least 15 minutes. Pick out words that might be new to your child or words that have multiple or complex meanings. Discuss those words and how they add to what the writer is saying.
2. Ask your child to retell a story in his or her own words by telling what happened first, second, third, etc.
3. Ask your child to think about what the message of a story may be or what he or she learned from an informational book or article.
4. Look for opportunities in everyday places to build your child's vocabulary.
5. Be sure your child has a library card. Children should select books in which they are interested to develop a passion for reading. Many libraries have book clubs and family activities that make reading fun for the entire family.
6. Use technology to help build your child's interest in reading. There are several websites where students can read books or articles online. The computer will help with words the student cannot read independently. Libraries also have computers students can use to access those sites. Feel free to ask a librarian or teacher for suggestions.

Additional Resources



For more information on the Common Core State Standards for English language arts and literacy, go to <http://www.corestandards.org/ELA-Literacy/> or <http://www.commoncoreworks.org>.

For more information on helping your child become a reader, go to <http://www2.ed.gov/parents/academic/help/reader/index.html>.