This classroom handbook compliments the information included in the Student Agenda School Handbook. The purpose of the classroom handbook is to inform students and parents of the classroom expectations that will support making your child’s classroom a supportive, positive and inclusive learning environment for all!
Greetings From Mrs. Devasahayam (Mrs. D.)

It is with great enthusiasm that I greet my new Kindergarten families! Your child will be immersed in a positive environment where “I think I can” and “What would Jesus do?” are two of our most important mottos. Kindergarten is a year of learning in many areas. I use the "Kindergarten Guide for Reflective Practice" (https://dl.cssd.ab.ca/d2l/le/content/958839/viewContent/1871216/View) to help me make sure the entire child is looked after in my classroom. I believe that teaching social skills, cooperative behaviour and self-confidence is every bit as important as learning the ABCs and the 123s. I also recognize and respect you parents as your child’s primary educators. With this view in mind, please use this document as a way for you to help your child to reach their social, spiritual and academic goals this year.

….oh, and let’s not forget to have fun!

Important Parent Information

Home & School Communication: Agenda, Blogger, Email, Phone, Meetings & Interviews

My blogger address http://williamkdd.blogspot.ca/

My email address diane.devasahayam@cssd.ab.ca

If you want to contact me by phone, please call the school at 403-500-2025 between 11:30am and noon. If I miss you, I’ll get back to you the next day.

Writing a note in the agenda is the best way to communicate with me. I will answer any notes the same day.

Parent Volunteers in the Classroom

I love to have parent volunteers in the classroom! Toward the end of every month, look for the volunteer calendar that is coming out to book your volunteer opportunities for the up-coming month. I am very flexible, so if you find yourself with an unexpected day off, just show up in the morning and it is all good, as long as you have been through the volunteer orientation session provided by St. William’s administration. If you are not able to come in to the classroom, I may have projects to send home for you to do, such as making booklets or cutting things out. A “Class Mom” or a “Class Dad” can help Mrs. D organize certain aspects of the volunteer schedules.

Recess

Kindergarten does not go outside for recess regularly for the greater part of the year. We will go out to play regularly.

School Supplies

Please contact Mrs. Rice at the office for a complete list of student supplies. DO NOT BOTHER TO WRITE YOUR CHILD’S NAME ON ANY OF THE
<table>
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<tr>
<th>Starting in May or so to help the students get ready for their Grade One routines.</th>
<th>SUPPLIES AS WE HAVE A COMMUNAL POT OF CRAYONS, GLUE ETC.</th>
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| **Managing Student Lockers**  
Every student has a hook in a locker that they share with two or three other students. Backpacks and outerwear go on the hooks. Indoor shoes stay on the shelf by the door. They are sent home twice a year for washing/resizing. **TOYS FROM HOME SHOULD STAY AT HOME.** | **Classroom Celebrations and Birthdays**  
Kindergarten is a place to celebrate! Every child’s birthday is celebrated as closely to their real date as possible. Mrs. D. will send a note home in the agenda indicating when each birthday will be celebrated. Summer birthdays are celebrated in June. Please send in a peanut-free snack if you wish. |
| **Scholastic Book Orders**  
We do not do scholastic book orders in Kindergarten. | **Learning Commons Book Return Day Routines**  
**DAY 4**  
Students will take out one library book every Day 4. They will have the week to read it at home, and will return it to the library on the next Day 4. |
| **Show and Share Routines**  
Kindergarten does Show and Share in May and June. It is called Mystery Bag and it ties in with many aspects of our curriculum. The Citizen of the Day is the one who brings in the Mystery Bag. More to come as the time approaches. | **Physical Education Routines**  
We have Phys Ed with Mrs. Belkie on Days 1, 2 and 5. Students’ indoor shoes should be runners and every day your child should be dressed for activity. |
| **Parent Teacher Interviews**  
I look forward to meeting with you during oral interviews in September as well as in December and in March. Interviews provide an excellent opportunity for us to discuss your child’s learning goals and jointly plan for your child’s success. More information is in the agenda and monthly newsletters. Interpreters are available free of charge. | **Curriculum Information**  
Please follow this link for the Kindergarten curriculum.  
https://dl.cssd.ab.ca/d2l/le/content/958839/viewContent/1871215/View  
Kindergarten also uses the Zones of Regulation and Incredible Flexible You (see below) to help teach social skills and coping strategies. |
### Projects and Assessment Information

Kindergarten is a time for all sorts of learning, including learning to learn. Assessment is mostly formative, which means we look at what we’ve done wrong and figure out how to make it better. Summative assessments are done just before every reporting period, to let you know where your child is at for that particular time of the year. Throughout the year, Mrs. D is in contact with parents to let them know where students need more support with their work.

### Learner Support Plans

Children with diverse learning needs will have the support of a Learner Support Plan to ensure his or her learning needs are met. Each year parents have input into the LSP goals and will meet in October, December, March and May / June to review and update as required.

### Technology in the Classroom & Student Log In Information

We have iPads, a Smart Board and a Smart Table in our classroom. We have a listening centre and Boogy Boards as well. We explore Starfall.com among other learning sites. Our class will start using the big computer lab in the spring.

### Student Medication

School Staff are not permitted to administer medication or help students self-administer medication. Should your child require medication, please let me know and I can assist you with the securing of forms for your doctor to sign.

### Seating Plans

Seating plans (group colours) are intentionally created to support the best learning environment for the class. They will change once a month. Should you have concerns with the seating plan, please contact me.

### Homereading Program

Kindergarten participates in a home reading program during January and February. It is comprised of literacy backpacks that will be sent home for a week at a time.

**I strongly encourage you to read to your child every day. Snuggle up with a good book from the library or your home collection. Involve your child in the reading process.** This exposure is a very important part of your child learning to read. Help your child log onto Starfall.com or ACBYa.com, or other websites. See the learning links page of my blogs for plenty of ideas.
Kindergarten Classroom Conduct:

- Treat everyone with kindness and dignity.
- Be positive, respectful and inclusive.
- Keep your space and our classroom clean.
- Demonstrate active listening and speaking skills.
  (Be a first-time listener.)
- Be prepared to learn.
- Give your best each day!
- Never give up. (I think I can!)

HOW to be a FRIEND

FIND something in common
RESPECT other students
INVITE & INCLUDE kids to participate
KNOW when to support each other
DO the RIGHT thing even if no one’s looking
SAY you’re sorry to everyone
Supporting Social Skill Development

St. William School supports positive social skill development through structured lessons using the Zones of Regulation, "Incredible, Flexible You" and Whole Body Listening resources as well as through the support of district consultants.

Kindergarten Classroom Procedures

It is very important to establish and maintain strong routines in Kindergarten. It inspires confidence in students for them to know where they are supposed to be or what they are supposed to be doing at any given time. Fostering in students the self-discipline to observe these routines is the goal of the teacher throughout the year.

1. Entering the School and Classroom (Morning Routine)
   - Wait for the teacher to pick you up from the outside door.
   - Place outside shoes on rack.
   - Walk calmly to locker and put on indoor shoes.
   - Hang up outside clothes and backpack on the hooks.
   - Line up in the hallway beside the classroom and wait for Mrs. D.
   - When it is time to come in, bring your agenda into the class with you from your backpack/locker.
   - Place your agenda neatly in a pile on the shelf by the door.
   - Sit quietly on the carpet and read a book.
   - Stand for O Canada and sing!
   - Listen quietly to the announcements – keep informed of the great things happening at our school!

2. Attendance:
   - Attendance will be taken by 9am.

3. Late Arrival:
   - If you come to class after the 8:40 am bell rings, you are considered to be late.
If you arrive after the entry bells, you will need to enter through the front door and check in at the office before coming to class.

4. **O Canada and Prayer:**
   - Students will stand quietly and respectfully at the carpet and participate in O Canada. Prayers are said at the carpet at the beginning of the day and just before snack time. All students are expected to participate.

5. **Announcements:**
   - During announcements students will be seated and listen attentively. If there are announcements during class time, stop what you are doing and listen. When they are finished wait for teacher's signal to continue working.

6. **Missed School or Class time:**
   - When a student misses school, handouts will be placed in a “missed work” basket. When the student comes back to school they will complete the missed work on the next “catch-up day.” Much of our work is done in centres, without worksheets. If your child misses too much school, they will have to catch up on it at home with your support. (work with patterns, concepts such as larger/smaller, recognizing the alphabet, etc).

7. **Teacher's Attention Signal:**
   - We have a variety of songs and short poems that help the students stop to listen to the teacher. Once such example is: When the teacher says “1, 2, 3, eyes on me,” students stop what they are doing and reply, “1, 2, eyes on you,” and will focus their attention on the teacher. Students will be looking at and waiting to listen for the teachers next instructions.
   - Mrs. D. has a little bell she rings when it is time for activity transitions.

8. **Staying in Your Assigned Centre:**
   - Students are in colour groups. Normally, each colour group will experience one **table centre** (fine motor, cutting, printing etc) and one **big centre** (gross motor and social skills such as blocks or house) per day. Colour groups go to a different centre every day so, by the end of the week, they will have had a chance to participate in all of the centres available that week. Students must try each centre and are expected to stay in that centre for the allotted time, even if it is not their favourite centre. This way, they are exposed to the full variety of experiences offered in Kindergarten, and are taking the opportunity to practice all of their skills.

9. **Crafts and Activities:**
   - Mrs. D. will explain step-by-step how to do each activity or craft. She will show the class what to do at the same time she tells them.
   - Mrs. D. will have an example on the table for the students to look at wherever necessary.
Some activities or crafts will remain at the school on display, or be put in the scrapbook. Others will come home on the same day they are made.

10. Group Work and Partner Work:
- Students play in big centres with their colour group. This gives them an opportunity to socialize and to learn how to cooperate with each other.
- SHARING is a big focus in Kindergarten.
- Students do puzzles and other activities together on the carpet, in partners and small groups.

11. Independent Work:
- During table centres, students will work quietly at their table, focusing on their own work.
- Students will raise their hands if they have questions or need help.

12. Classroom Line Up Procedures
- The teacher will ask students to line up at the door. The Citizen of the Day will be at the front of the line. Students will wait quietly in line for the teacher to give permission to leave the room. If talking, students will return to their tables, or to the carpet and try again more quietly.

13. Hallway Happenings – A Safety Procedure!
- When we are walking in the hallway, we want to be safe. We walk slowly and properly in a line behind the teacher on the proper side of the hallway.
- We do not want to disrupt the learning of other students in the building. Therefore when we walk in the hallway, individually or as a group, the following procedures will be followed:
  - Hands at your side
  - All eyes forward
  - Lips "zipped"
  - Low speed

14. Snacks:
- Students are encouraged to bring a healthy snack to class with them to eat during snack time. If students bring candy, they will be asked to put it away in their lunch kit to have after school.
- Snacks are encouraged to be easy for students to eat in a short time. Students must be able to open their own snacks.
- At snack time, we say our prayer, students go to the washroom and wash their hands with soap. They get their lunch kit or snack out of their backpack and bring it into the classroom.
- Students eat their lunch at the table with their colour group. This is a time for socializing. We listen to music or watch educational videos.
- Once students are done, they tidy up their table area and push in their chair. They put their lunch kit away in their backpacks.
Students wash their hands and go to the carpet for the remainder of snack time to do carpet activities (puzzles, reading, small blocks etc).

15. Staying Hydrated during school:
   - Students may have a juice box or a water bottle at snack time.
   - Students are encouraged to use the water fountain/water bottle before school, at snack, and immediately after gym. Water bottles must stay in the lockers during regular class hours, but may be accessed if needed.

16. Washroom Breaks:
   - Students are asked to use the washroom at home before school.
   - As a class, students are encouraged to go to the washroom at snack time, and before any activities outside of the classroom (such as gym, hymn sing, outdoor recess).
   - It is a very good idea to provide a change of clothes in a large Ziplock Bag that will stay in the backpack at all times in case of accidents. This should include tops, bottoms, fresh underwear and clean socks.

- Entering/Leaving the Classroom
  - For safety reasons, students are not allowed into the classroom without Mrs. D. They line up in the hallway and wait until she invites them in.
  - For safety reasons, students must ask permission from the teacher before they leave the room.

- Asking Questions/Participating in Class:
  - If you have a question or a comment during class time you need to raise your hand and wait for the teacher to say your name.
  - There is no such thing as a bad question. If you don’t understand just ask.
  - Other students will show respect for the speaker at all times.
  - Students are encouraged to be "first-time or whole-body listeners".

- Accessing Help:
  - Students should feel safe and comfortable in the classroom at all times. If they are hurt, sad or need help to resolve something, they should tell Mrs. D. and she will help them as soon as she can.
  - Students are expected to try to be as independent as developmentally possible. They should always try something on their own first (putting on a coat for example). If they are having trouble, they may ask Mrs. D. for help and she will help them in a three-tiered manner.
    - First, she will help them define the problem and see what strategies they have already tried.
    - Second, she will show them another strategy that may be useful to them to help them solve their problem on their own.
- Third, if they are still unable to manage on their own, Mrs. D. will help them, focusing not on the fact that their attempts failed, but praising them for trying so hard to solve their own problems.

**We Do our Best Work:**

- Students are expected to do their best work and review assignments for completion, accuracy and details before handing work in. Mrs. D will give examples of what is expected.
- If students are rushing through their work, Mrs. D. will have them sit down again and complete their activity or assignment.
- Mrs. D. will differentiate her expectations to meet student needs.

**Visitors to the Room:**

- If someone knocks on the door or visits our room, Mrs. D. will have first contact with the visitor. If it is an announcement for all students, everyone will put down what they are doing and focus their attention on our guest. If we have a guest in our room, students will be respectful and give their full attention to the speaker; questions can wait till the end of presentations.
- Parent volunteers and specialists from agencies such as Renfrew will be frequent visitors and will become familiar to the students.

**Guest Teachers:**

- Guest teachers (substitute teachers) are to be treated with even more respect and kindness than your regular teacher because she or he is a guest in our room. Students will make an effort to make the Guest Teacher feel welcome in our classroom.
- Students will demonstrate respect and co-operation at all times to assist the Guest Teacher with classroom routines and the lessons assigned to them.

**Responding to fire drills, lockdowns, and other alerts:**

- Follow teacher instructions for these alerts and drills, remain calm and drop whatever you are doing. If we are leaving the classroom students will line up and exit the school through the closest designated entrance. If you are not in the classroom, you must take the nearest exit and find your classroom teacher outside.
- For lockdowns, we will gather in our lockdown area on the carpet. Students must be silent while we wait for further instructions. Mrs. D has a special flashlight for these occasions and does everything she can to reduce any anxiety felt by the students. We often pretend that we are sleeping.

**Sudden Illness:**

- Students who feel suddenly ill should get the teacher’s attention immediately. Do not hesitate to interrupt. If you need to use the washroom and a teacher is not available, tell the student next to you where you are going and that you are not feeling well.
- If necessary, Mrs. D will contact the office and Mrs. Rice will phone home.
Parents who come to pick up ill children will follow St. William School Sign-out procedures.

Respecting Puzzles, Centres and School Materials:
- Students will use all books and materials in the classroom in an appropriate manner. Part of Kindergarten is learning how to do many of these things. Mrs. D. will provide examples and support to help students learn how handle items in the classroom safely and with care.
- If necessary, Mrs. D. will take items away from students where safety or respect is an issue.

Classroom Responsibilities
- Students are expected to clean up after themselves after every activity (snack, table centres, big centres, carpet activities etc.).
  - Tables and centres must be tidy and chairs must be pushed in.
  - Coats and backpacks must be hung up in the lockers.

Agendas:
- Please look in your child’s backpack for their agenda every day. Notes from the teacher or other school event notifications will be found in the plastic pocket at the front of the agenda.
- Agendas will be checked by the teacher every day. A quick note in a student’s agenda can be a very effective form of communication. Please initial any communication written by Mrs. D. and she will initial any notes written by you.
- Students are expected to have their agendas with them every day.

Homework:
- A Kindergartener’s homework is to get enough rest so they can come to school refreshed and ready to go.
- Parents should read a story book to their child every single day, making it a positive part of a natural routine, such as bedtime.
- Extra practice of skills such as numbers or the alphabet, colours, shapes etc, can be found on educational websites, in workbooks, iPad apps or whatever appeals to your child. While this is not mandatory, it is an excellent tool in helping your child master the concepts treated in Kindergarten. It is difficult for many students to master these skills in the few hours we have together each day. As the child’s primary educators, parents who spend a little time on this type of thing each day can have a huge impact on their child’s learning.
- Try setting up an “office” or “school” just for your child(ren) that has all the pencils, crayons, scissors and glue necessary for them to do crafts and practice what they have learned at school. (A little play table and chairs with a drawer/shelf for supplies is all you need. Don’t worry about getting fancy; your child’s imagination will take care of the rest!)
Whatever you do, please remember to make it fun. Children this age learn by playing.

Dismissal:
- We tidy up our centres.
- We meet on the carpet for a Bible story and to celebrate any work that has been done that day.
- We sing our good-bye song.
- Mrs. D. dismisses the students by colour group or another attribute. The students get their agendas from their mailboxes and take them to their lockers to put in their backpacks.
- Students get themselves ready, change their shoes and line up by the door.
- Mrs. D. dismisses each student once their parent/caregiver has given a wave to identify themselves. If someone different is going to be picking up your child, please let Mrs. D. know in advance, through a note in the agenda.

**Progressive Discipline Guidelines for Kindergarten**

The goal is to foster a learning environment where students feel safe and happy, and are able to take learning risks. Kindergarten is a time of social teaching and learning. Many students are coming across various situations at the school for the first time. Every effort will be made to redirect any negative behaviour into something more positive. Mrs. D. will take the mistakes that come up during the course of the day and use them as “teachable moments”. This is where the undesirable behaviour is identified and we talk about what would have been a more positive choice. Some things take two minutes with the class, others will take a few weeks or even a few months as Mrs. D. will keep reinforcing the desired positive behaviour.

Mrs. D. approaches each situation according to need, but she always deals with it in a positive, loving manner that reinforces the self-esteem and self-confidence of the class. Much of our Kindergarten curriculum supports positive, healthy social interaction between the students, and between the students and the adults in the school. We will be using The Zones of Regulation and Incredible Flexible You, to help us develop awareness and vocabulary around our feelings and our responses to various situations.

If after several explanations and examples, students still do not act with respect or demonstrate positive and safe conduct, Mrs. D. will contact the parents to let them know what has transpired in the classroom and to discuss strategies that may prove more successful. Mrs. D., the parents and the administration are all part of a team working together to help students experience social success in the classroom/school environment.

If after strategies have been implemented the undesirable behaviour continues, a classroom behaviour plan may be put in place, in consultation with the student, parents/guardians, and administration. Dangerous, harmful, or unsafe behaviors will immediately be referred to the office.
Students exhibiting positive behavior will be acknowledged and celebrated in a variety of ways!

*Kindergarten Behaviour Expectation*

In Kindergarten, I will do my best to:
- listen to my teacher
- share with my classmates
- be kind to my teachers and my classmates
- be respectful to my teachers and my classmates
- be honest with my teachers and my classmates
- do my best effort at the work I need to do
- forgive others who make mistakes