

# Desert Adventist Academy



## TK/Kindergarten Handbook 2018-2019

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August 6, 2018

Dear Families,

I hope your summer season has been going well. Mine has been a pure delight. My family spent time at our favorite vacation spot, Pismo Beach.. Then took my 5 year old to swim class and finally spent time with family who live in the San Francisco Bay area swimming, going to the aquarium, Santa Cruz boardwalk, and the beach. It was a blessing of a summer and I really enjoyed spending it with my little kids.

But, now the summer days are quickly coming to an end and a new excitement is starting to fill the air as preparations begin for the coming school year. I'm looking forward to getting to know all of you and starting another fantastic year.

Before that begins, however, I wanted to send you some information about our classroom. In your TK/Kindergarten Handbook. You will find information on our program as well as Tk/Kindergarten readiness. Enclosed is a list of supplies you will need to bring, our volunteer policy, and our schedule. Please note of any pages that need to be filled out and returned to me.

Plans are already in works for a great upcoming school year. Our class will be studying several social studies & science units including the ocean & its animals, the first Thanksgiving, the human body, community helpers & bugs! Students will be diving into math & phonics workbooks, and mastering their letters as well as developing the skills they need to read & write.

We will also be taking a few planned field trips throughout the year including the Pumpkin Patch, the fire station, and hopefully a performance or two at the McCallum theatre.

Good luck with the back to school shopping and I'll see you on August 16th.

If you have any questions please give me a call at school at 760-779-1799 ext 247 or email me at [rtrudeau@desertadventistacademy.org](mailto:rtrudeau@desertadventistacademy.org). Thank you.

God Bless, Mrs. Trudeau



## What is Transitional Kindergarten?

Transitional Kindergarten (TK) was created by the 2010 California law called the Kindergarten Readiness Act. It is offered across the state and is an educational opportunity to prepare children for kindergarten. TK offers children who turn 5 years old between September 1 and December 1 a developmentally appropriate curriculum taught by credentialed teachers from K-12.

Transitional kindergarten bridges the path between preschool and kindergarten and gives students the gift of time that will help them build a strong foundation for future school success. It blends social and emotional experience with academic learning, so that students not only learn essential pre-literacy, pre-math, and other cognitive skills, but also develop social and self-regulation skills needed to succeed in school and life.

Here at Desert Adventist Academy, we have a TK/Kindergarten combination classroom. Therefore, our TK program is considered a two-year kindergarten program. A student who turns 5 between September 1 and December 1 will be in our kindergarten classroom for 2 years.

Efforts are in place to give the student a different experience each year. TK students will use a separate math series, work at their own pace in phonics, which allows them to pick up & continue where they left off in their second year, separate homework packets, & added time to develop proper social & developmental skills.

It is important to consider TK as a separate grade and remember it is a gift of time for its students. TK is not easy access for students to start 1<sup>st</sup> grade early.



# Getting Ready for Kindergarten

## By: Leslie Kannus, Cornell Cooperative Extension

**Question:** My school is holding its kindergarten registrations. How can I tell if my five year-old son is ready?

**Answer:** Kindergarten is a big adjustment for a child. There are a number of differences between day-care or pre-school and kindergarten. In day-care or pre-school, children spend the entire time with the same teachers. In the public schools, different adults teach art, music, physical education, supervise the lunchroom, library and playground. All of that is in addition to the classroom teacher.

Other differences include attending class with larger groups of children (day care groups typically have about 14 children, whereas kindergarten classrooms may have 25), being the youngest in a multi-age grade setting, and typically having to go to separate before and after school programs that "wrap around" a demanding six hour school day.

So how do you know if your child is ready to undertake all of this?

### Parenting Pointers

Specialists in early childhood education and veteran teachers agree that school readiness is more about social competencies and self-help skills that enable children to master these big changes. It's less about knowing the alphabet, as many parents mistakenly think.

"When parents say to me, 'I know my child is ready for kindergarten because they know their ABC's and can count to 20', I realize they don't understand that success in kindergarten is about being independent and socially skillful, not academically prepared," said Elizabeth L. Stillwell, an expert in Cornell's Department of Human Development.

Research shows that if most children can be accepted by their peers and work with them cooperatively, the academic aspect of school falls easily into place.

### Signs of Kindergarten Readiness

Kindergarten classrooms often have just one adult to 22 to 25 children. Children are expected to work independently and cooperatively in small groups, get along with other children, and learn from their peers. Academic success depends on it. To assess school readiness, ask yourself if your child can play cooperatively, work cooperatively in a small group, wait his turn, show empathy with other children, follow directions, persist with a task until completion.

### Independence Skills Count

Children who have spent two or three years in a small pre-school program are accustomed to much adult help. That's not possible in kindergarten. An important part of school readiness is whether your child can dress himself totally from shoes to mittens to snow pants, use the toilet alone, eat a packed lunch without help such as opening and closing a lunch box and air-tight containers, pack and unpack a backpack, organize personal belongings and keep track of them. Many kindergarten students must move their belongings from a before school program to the kindergarten classroom and then to an after school program. If they still rely on adults to help them organize their belongings, they'll not only lose things, but they may feel their world is out of control.

## How can I tell if my child is ready for Kindergarten?

If s/he's in preschool, talk to the teacher. S/he probably has a good sense of his/her development and how s/he compares with other children who would be at his grade level.

If your child is not in preschool or you just want another opinion, check with your pediatrician. S/he will know about your child's physical development and can offer helpful feedback as to whether your child is ready.

You can also talk with family members and friends who know your child well. Pay particular attention to the comments of teachers, or those who have experience working with children in schools, whether as a staff person or a volunteer.

Visiting a kindergarten class in the school in which you plan to enroll your child can also give you invaluable information. As you stand in the back of the room, pay attention to how the other children are behaving, how they play with each other, and what kinds of skills they have. Can you picture your child sitting in one of those chairs and joining in an activity?

Ultimately, though, you know your child best. Think about what s/he's like when s/he plays with others, and when s/he's alone in his/her room. Then ask yourself the following:

- 1) Can my child listen to instructions and then follow them? Children need these skills to function in class, to keep up with the teacher and with their peers.
- 2) Is s/he able to put on his coat and go to the bathroom by himself? Children need to be somewhat self-sufficient by school age.
- 3) Can he recite the alphabet and count? Most kindergarten teachers assume that children have at least a rudimentary familiarity with the ABCs and numbers though these subjects will be covered as part of the [kindergarten curriculum](#).
- 4) Can s/he hold a pencil? Cut with scissors? S/he will need these fine motor skills to begin working on writing the alphabet and to keep up with classroom projects.
- 5) Does s/he show an interest in books? Does s/he try to "read" a book by telling a story based on the pictures? This is a sign that his/her language development is on a par with other kindergartners and that s/he's ready to start learning how to read.
- 6) Is s/he curious and receptive to learning new things? If a child's curiosity is stronger than his/her fear of the unfamiliar, s/he will do well in school.
- 7) Does s/he get along well with other kids? Does s/he share and know how to take turns? S/he'll be interacting with other children all day, so your child's social skills are particularly important for success in school.
- 8) Can s/he work together with others as part of a group? The ability to put his needs second, to compromise and join in a consensus with other children, is also part of emotional competence.

If you answered "yes" to most of these questions and "sometimes" to the rest, your child is ready for kindergarten. If not, your child might well benefit from another year of preschool, or from one of the transitional or pre-K classes now being offered by many private schools.

Desert Adventist Academy  
**Questionnaire for TK/Kindergarten**

Dear families,

Would you please take a few minutes to answer the questions below? This will help me get to know your child better. Please return on the first day of school. Thank you!

Child's full name: \_\_\_\_\_

May child prefers to be called: \_\_\_\_\_

Birthday: \_\_\_\_\_ Age: \_\_\_\_\_ (years) \_\_\_\_\_ (month)

1. Child resides with (circle one) : Mother    Father    Both    Other \_\_\_\_\_

2. Please list the names of your child's brothers and/or sisters and ages.

3. Has your child had preschool or play-group experience? Please give the name of school and number of years attended.

4. Does your child have any health problems or allergies?

5. Does your child have any special interests?

6. Is your child afraid of anything?

7. What responsibilities does your child have at home?

8. What form of discipline do you use at home?

9. What skills has your child acquired?

\_\_\_\_\_ Knows address

\_\_\_\_\_ Knows birthday

\_\_\_\_\_ Can print full name

\_\_\_\_\_ Knows the names of colors

\_\_\_\_\_ Recognizes capital letters

\_\_\_\_\_ Recognizes letter sounds

\_\_\_\_\_ Can tie shoes

\_\_\_\_\_ Can zip own clothing

\_\_\_\_\_ Has experience with crayons

\_\_\_\_\_ Knows the difference between right and left

\_\_\_\_\_ Knows phone number

\_\_\_\_\_ Can say full name

\_\_\_\_\_ Counts to....(how far?)

\_\_\_\_\_ Can recognize numbers to 12

\_\_\_\_\_ Recognizes lowercase letters

\_\_\_\_\_ Likes to listen to stories

\_\_\_\_\_ Can button own clothing

\_\_\_\_\_ Can tell time

\_\_\_\_\_ Has experience with scissors

10. Do you have any concerns about your child's behavior in the following areas?

\_\_\_\_\_ shyness

\_\_\_\_\_ crying

\_\_\_\_\_ temper

\_\_\_\_\_ getting along with others

\_\_\_\_\_ playing independently

\_\_\_\_\_ cooperating with adults

\_\_\_\_\_ other

11. What do you see as your child's strengths?

12. Are there any family circumstances that may affect your child's school performance or adjustment? No \_\_\_\_\_ Yes \_\_\_\_\_ ,please explain.

\_\_\_\_\_ Yes, but I'd prefer to discuss them privately.

13. What are your expectations for the Kindergarten program? What specific things would you like to see happen this year?

14. Is there anything else you would like to share or tell me about your child?

15. Preferred email for school correspondence: \_\_\_\_\_@\_\_\_\_\_

## TK/Kindergarten Sight Words\*

and	me	red
at	my	orange
be	more	yellow
by	no	green
can	not	blue
come	on	purple
did	off	black
do	of	white
even	please	
ever	put	one
for	run	two
get	ran	three
go	so	four
good	see	five
he	she	six
has	to	seven
had	the	eight
have	that	nine
it	up	ten
is	us	
in	very	
if	was	
just	we	
like	yes	
let	you	

\*Subject to change



Name: \_\_\_\_\_  
Teacher: Mrs. Trudeau

GRADING CODE									
M =	Mastered	I	=	Introduced					
S =	Satisfactory		=	Not tested at this time					
N =	Needs Help								
<b>READING READINESS—</b>									
<i>Recognizes letters :</i> A B C D E									
F	G	H	I	J	K	L			
M	N	O	P	Q	R	S			
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					
<i>Knows letter sounds :</i> a b c d									
e									
f	g	h	i	j	k	l			
m	n	o	p	q	r	s			
Interested in learning & books									
Can choose & initiates activities									
Identifies rhyming words									
<b>LANGUAGE DEVELOPMENT</b>									
Can be understood									
Responds to questions/directions									
Speaks in complete sentences & adequate vocabulary.									
<b>WRITING</b>									
<i>Write letters circled:</i> A B C D									
E									
F	G	H	I	J	K	L			
M	N	O	P	Q	R	S			
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					
Writes first name clearly, correctly									
Traces words/Begins kidwriting									

MATH DEVELOPMENT									
Makes sets with objects 3, 5, 6, 7,									
Recognizes shapes □ △ ○ □ ○									
Patterns and Sorting									
Counts orally to:									
Can write numer- 0 1 2 3 4 5 6 7 8 9 10									
11 12 13 14 15 16 17 18 19									
<i>Recognizes numerals circled:</i>									
11	12	13	14	15	16	17	18	19	
Uses manipulatives to 10 Addition									
Subtraction									
<b>CALENDAR CONCEPTS</b>									
Says days of week in order									
Says months in order									
Participates in calendar activities									
<b>WEEKLY HOMEWORK</b>									
Completed/Accurate/Quality									
<b>SCIENCE/SOCIAL STUDIES</b>									
Applies concepts and vocabulary									
Participates in assignments & activi-									
<b>FINE ARTS DEVELOPMENT</b>									
Participates in music activities									
Expresses ideas in art media									
Names the basic 10 colors									
<b>SPIRITUAL DEVELOPMENT</b>									
Participates in Worship/Bible activi-									
Displays appropriate behavior during Worship/prayer									

PHYSICAL DEVELOPMENT									
Demonstrates large muscle develop- ment (hops, jumps, runs, etc.)									
Demonstrates small muscle develop- ment (colors, cuts, draws, etc.)									
Uses an adult grasp on pencil									
Participates in P.E. Activities									
<b>SOCIAL/EMOTIONAL DEVELOPMENT</b>									
Adjusted to separation									
Enjoys school activities									
Participates in all areas									
Observes school and classroom rules									
Works and plays well with others									
Respects rights & property of others									
Expresses emotions in acceptable ways									
Practices self-control									
<b>WORK HABITS</b>									
Listens while others are talking									
Follows directions									
Appropriate attention span									
Attempts to solve problems									
Makes good use of time									
Works well independently									
Completes assignments/activities									
Follows along in large group activi-									
<b>ATTENDANCE</b>									
Present:									
Absent:									
Tardy									
<b>GRADE RECOMMENDED FOR NEXT YEAR</b>									

Name: \_\_\_\_\_  
 Teacher: \_\_\_\_\_  
 Year: \_\_\_\_\_

GRADING CODE									
M = Mastered	I				= Introduced				
S = Satisfactory					= Not tested at this time				
N = Needs Help									
<b>READING READINESS—</b>									
<i>Recognizes letters :</i> A B C D E									
F G H I J K L									
M N O P Q R S									
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									
<i>Knows letter sounds :</i> a b c d									
e									
f g h i j k l									
m n o p q r s									
Identifies beginning and ending sounds									
Blends sounds to create words									
Identifies rhyming words									
<b>LANGUAGE DEVELOPMENT</b>									
Left to right/top to bottom progression									
Demonstrates story comprehension									
Orally expresses personal experiences, ideas, words, phrases and sentences									
<b>WRITING</b>									
<i>Write letters circled:</i> A B C D									
E F G H I J K L									
M N O P Q R S									
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									
Prints name using upper & lower case letters									
First Last									

MATH DEVELOPMENT									
Uses manipulatives to 10					Addition				
					Subtraction				
Recognizes □ △ ○ □ ◇									
Patterns and Sorting									
Counts orally to:									
Can write numerals: & lower case letters					0-10				
					11-20				
<i>Recognizes numerals circled:</i>									
11	12	13	14	15	16	17	18	19	
21	22	23	24	25	26	27	28	29	30
<b>CALENDAR CONCEPTS</b>									
Says days of week in order									
Says months in order									
Participates in calendar activities									

GRADING SCORE									
+ = Most of the time — = Needs Improvement									
✓ = Sometimes									
SCIENCE/SOCIAL STUDIES									
Applies concepts and vocabulary									
Participates in assignments & activities									
FINE ARTS DEVELOPMENT									
Participates in music activities									
Expresses ideas in art media									
Recognizes basic colors									

PHYSICAL DEVELOPMENT									
Demonstrates large muscle development (hops, jumps, runs, etc.)									
Demonstrates small muscle development (colors, cuts, draws, etc.)									
Uses an adult grasp on pencil									
SPIRITUAL DEVELOPMENT									
Participates in Worship/Bible activities									
Displays appropriate behavior during Worship/prayer									
SOCIAL/EMOTIONAL DEVELOPMENT									
Observes school and classroom rules									
Works and plays well with others									
Respects rights & property of others									
Expresses emotions in acceptable ways									
Practices self-control									
WORK HABITS									
Listens while others are talking									
Follows directions									
Appropriate attention span									
Makes good use of time									
Works well independently									

ATTENDANCE			
Present:			
Absent:			
Tardy			
GRADE RECOMMENDED FOR NEXT YEAR			

# Mrs. Trudeau's TK/Kindergarten

**I**n our Tk/kindergarten classroom, we all share supplies. Students will not have a desk or personal space to store items. Most all of the school supplies purchased will be used by the whole class, especially pencils, erasers, & glue. Therefore, there is no need to label these items with your child's name except watercolors & extra clothes.

Please bring the following school supplies to school:

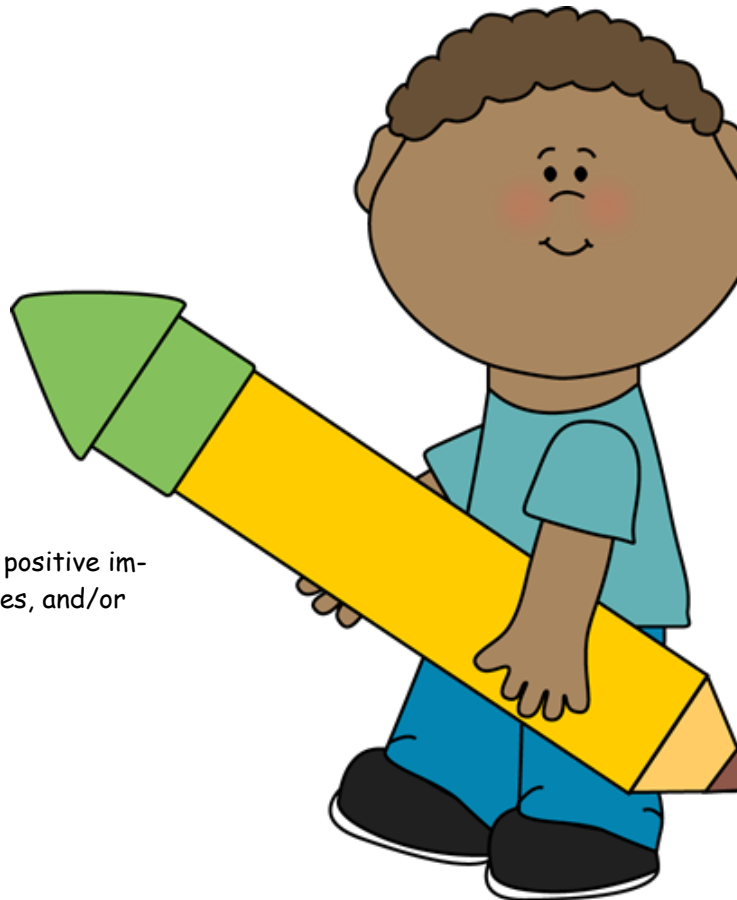
- ✂ A pack of #2 pencils (yellow or solid colors)
- ✂ Eraser
- ✂ Washable white school glue
- ✂ 2 or more glue sticks
- ✂ Washable marker set (broad tip preferred)
- ✂ Box of 64 crayons
- ✂ Set of watercolors (please label with name)
- ✂ Large box of Kleenex
- ✂ Mr. Clean Magic Eraser or equivalent brand
- ✂ Pack of 8.5X11 photo paper
- ✂ A box of Band-Aids
- ✂ A box of plastic spoons
- ✂ Extra change of clothes, including socks.

Place in a large Ziploc bag with child's name. (Need not be a uniform.)

- ✂ Provide a water bottle daily

\*Please keep in mind to purchase items that only display positive images and refrain from images that show violence, vampires, and/or ghosts.

Thank you.



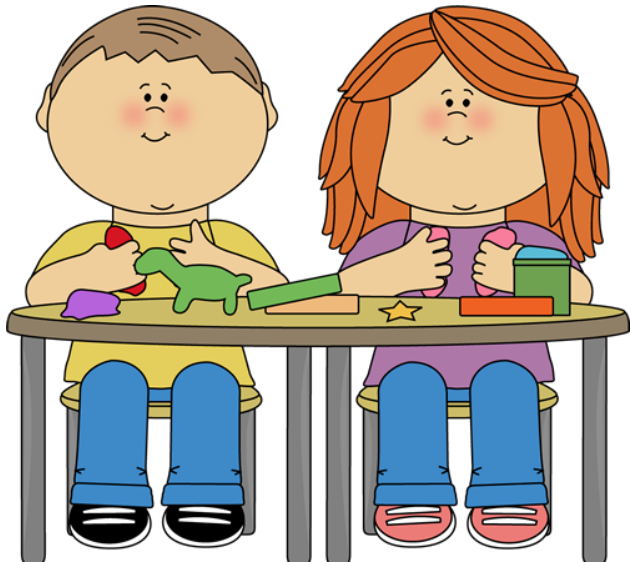


# Mrs. Trudeau's Kindergarten

## Schedule

### Monday-Thursday:

8:00	-	Morning Activity
8:15	-	Worship/Bible
8:50	-	P.E.
9:25	-	Snack
9:35	-	Calendar/Math
10:00	-	Learning Centers
11:00	-	Handwriting
11:20	-	Prayer/Wash-Up
11:30	-	Lunch/Recess
12:10	-	Literacy/Language Arts
12:40	-	Story/Quiet Time
1:00	-	Social Studies/Science
1:30	-	Recess
2:00	-	Daily Wrap-Up
2:15	-	Clean-Up/Prayer
2:30	-	Dismissal



### Friday:

8:00	-	Morning Activity
8:10	-	Chapel
8:35	-	Calendar/Math
9:00	-	Recess/Snack
9:30	-	Art
10:15	-	Writer's Workshop
10:45	-	Recess
11:00	-	Weekly Reader
11:30	-	Lunch
12:00	-	Dismissal

\* Schedule subject to change

# Important Information

**Weekly Folders:** Each student in class will be given a take-home folder. This folder will help keep your child's schoolwork, papers, & teacher/parent communications organized. This folder is a weekly folder and must be turned in every Friday. I will then place return papers, newsletters, & weekly homework the same day to be sent home for another week.

**Kindergarten Konnection:** Every Friday, your student will bring home our classroom newsletter entitled, Kindergarten Konnection. This newsletter will give you a quick review of our week's activities. It will also contain information about any field trips, class & school reminders, lost & found items, and upcoming events.

**Weekly Homework:** Each student will take home a weekly homework packet that reinforces the skills taught in class. The packet will include a variety of activities that needs to be completed as a family. Such activities may be alphabet practice, handwriting and math concepts. Most activities should only take 5-10 minutes to complete and can be completed a little each night or all in one sitting depending on how your child works best. Your child's weekly homework will be placed in their take-home folders each week and needs to be returned in their folder on Friday.

**Quiet Time:** We no longer offer a traditional "rest/nap time." Most students have difficulty staying quiet during this time, don't remain on their mats, and I often find myself dealing with more discipline issues than needed. Therefore, we have a "quiet time." I will dim the lights, and students will remain at their desks and can draw or color quietly while listening to a story. I especially like to use this time to start introducing chapter books to students.

**Snack Time:** Please provide a morning snack for your child. No snack foods are provided. Please keep in mind healthy alternatives to keep your child energized during their day.

**Packing a lunch:** Please keep in mind that students are not allowed to use or operate microwaves. Therefore please pack your child's lunch accordingly so that no heating is required. Please also pack healthy options for your child. Please see the enclosed information sheet on nutrition.

Our school does offer a hot lunch program, so please contact the school office for more details and pricing.

**Show 'n' Tell:** On the last Friday of each Month your child will have the opportunity to share something with the class from home during Show 'n' Tell. Each Show 'n' Tell event will have a theme. Such as a favorite book or an item that starts with "S." So look for this year's schedule in your upcoming weekly folder. All show 'n' tell items need to be small enough to fit in your child's backpack. Please no guns, knives, or other weapon-like toys. Also, no live animals or pets without prior consent.

**Keep Toys At Home:** In the past, there have been many students who have brought toys from home to school each day. Although this does not seem like a big issue, it really is. Students have a hard time sharing, they give them to friends or "trade" them with one another and then want them back, and they can become lost or broken. This creates a huge distraction in the classroom. WE ARE ASKING YOUR HELP AND COOPERATION CONCERNING THIS MATTER. If your child wants to bring toys for use in our After School Care classroom, all toys must remain in their backpacks out of site. If toys keep coming out, then I will keep them until the end of the day. THE ABOVE DOES NOT INCLUDE ITEMS FOR SHOW 'N' TELL OR SPECIAL TEACHER REQUESTS. Thank you for your understanding and cooperation in advance.

**PLEASE LABEL ALL OF YOUR CHILD'S BELONGINGS, INCLUDING BACKPACKS AND REMOVEABLE CLOTHING!**

**Clothes & Shoes:** Self help skills help children feel more confident and better prepared. Therefore, please purchase items for your child that they can fasten/unfasten and open/close.

Please **NO SHOELACES** unless your child can tie his/her own shoes. Having a group of students who continuously need their shoes tied each day can become quite a chore to one teacher. Please practice tying at home as we will also work on it at school.

In regards to clothes, have your child wear pants that can easily be removed by themselves for bathroom needs, this includes belts. This can be quite a distraction in class, when a child has to interrupt instruction repeatedly because of a stubborn button or difficult belt.

**Jewelry:** Please be aware that jewelry is **not** to be worn at school. This includes necklaces, bracelets, rings, and earrings. Wearing no jewelry is part of our dress code as well as our Adventist culture. If your child has pierced ears, please remove earrings upon arrival to school and please do not get your child's ears pierced during the school year. Please read the school handbook for additional information.

**Morning Drop-Off:** School begins at 8:00 a.m. each morning. Students are not allowed in their classrooms until 7:50 a.m. Morning supervision begins at 7:30 a.m. and will be supervised by one of the faculty.

**After School Care:** Our school has an on-site afternoon child care program. Hours of After School Care are from school dismissal until 5:30 p.m. Please see the school office for more information and pricing.

**Birthdays:** A birthday is always something to celebrate in our class. While simple treats are always enjoyed, they are not expected. The best time for birthday treats is during lunch: from 11:30 a.m. to 12:30 p.m. or before we go home from 2:00 p.m. -2:30 p.m. Please inform me at least one day in advance if you will be providing a special treat or more (i.e. pizza party) for your child's birthday.

**Birthdays Continued:** All treats need to be store bought, easily passed out, and do not purchase cupcakes with bright/bold frostings that can stain our carpets and children!

If you are planning a party at home and do not plan to invite everyone in your child's class, please do not hand out invitations at school so other children will not feel left out. They also created a large disruption in our day. I will be happy to put birthday invitations in students folders on Fridays, if you personally give them to me.

**Kindergarten Celebration:** DAA no longer has a formal kindergarten graduation. Due to the changes in both the preschool & kindergarten curriculums (kindergarten becoming more of an elementary grade rather than a transitional grade between home & school) as well as the addition of transitional kindergarten, I find myself making decisions that better reflect the changes that is happening at this grade level.

Instead of graduation, we will plan something special at the end of the year. Either a short musical program or a fun field trip. Diplomas will still be provided as a keepsake!



# Nutrition for your Child:

## Ten Steps to a Healthy Weight

**1** Limit time spent in sedentary activities, including television, videos, electronic games and computer play. Kids already spend a significant portion of their day sitting down during the school day.



**2** Encourage your child to be involved in active play at least one hour a day. You will notice better behavior, too, when your child is allowed to "spend his energy."

**3** Be an advocate for daily physical activity at school. Encourage school personnel to promote active play at recess and daily physical education classes, if possible. Kids who can release energy through activity perform better in the classroom.

**4** Does your kitchen need an overhaul? Take a close look at pantry shelves, cupboards, the refrigerator and freezer. What are the first foods you see? Are you tempted by high calorie, low nutrition "snack" foods or are there plenty of nutritious choices? Can you look around your kitchen and easily find the ingredients for four or five healthful meals? After you do this visual inventory, make a list of staple ingredients needed to stock a healthful kitchen.

**5** "Merchandise" healthy food choices. What you see is what you will eat. Set out a big bowl of fruit or cut-up veggies, display finger sandwiches and low-fat yogurt in a visible place in the refrigerator and stock the snack cupboard with whole-grain crackers, air-popped popcorn and pretzels.

**6** Plan weekly menus. It may sound boring but putting a little thought and planning into mealtime generally yields big health (and economic) advantages.

**7** Make better choices when eating out. Many of the major restaurant chains publish nutrition information about their menu items. Either ask for a nutrition brochure or access the information online. (In most cases, simply type in [www.restaurantname.com](http://www.restaurantname.com) and you will be directed to the restaurant's website).

**8** Tempt hungry kids with healthy snacks. Kids often have extra large appetites after school, before bed or following sports practice. Be sure to set out nutritious "grab foods" such as cut-up veggies and fruit, baked tortilla chips with bean dip and salsa, or string cheese and whole-grain crackers.

**9** Limit the amount of "liquid calories" available such as soda pop, fruit drinks and other sweetened beverages. Encourage kids to drink water, milk and 100% fruit juice as the beverages of choice.

**10** Resist the temptation of making every activity an eating activity. Food is available virtually everywhere you go these days, whether it's a sporting event, movie or a trip to the gas station! Eat before you go or pack your own healthy snacks.

### #1 Tip for Parents:

**Kids are watching you! By role modeling positive nutrition and activity habits, you are sure to improve your family's health.**





## WHEN SHOULD I KEEP MY CHILD HOME?

*A student who is ill is not in a condition conducive to learning and should not be in school. The child who is ill with a communicable disease is not only in a poor learning situation, but also is a health hazard to other children.*

Student's Symptoms/Diagnosed Illness	Student May Return to School When
Fever greater than 100.5 degrees (orally)	Temperature below 100 degrees (orally) for a minimum of 24 hours without use of Tylenol or other fever-reducing medication
Rash or rash with fever – new or sudden onset	Rash disappears. Written or phone consent from doctor to school
Colored drainage from eyes, ears, or any other part of the body	Discharge must be gone or student must have been on antibiotics for 24 hours and have a written or phone consent from doctor to school
Vomiting	Symptom-free for 24 hours
Diarrhea: 3 loose or watery stools in one day	Symptom-free for 24 hours
Cough: deep, barking, congested, or productive of colored mucous	Symptom-free or student must have been on antibiotics for 24 hours and have a written consent from doctor to school. Antibiotics are not effective for viral illnesses. When antibiotics are prescribed for bacterial infections, take all medications as prescribed until gone
White, clay-colored, or bloody stool	Written consent from doctor to school
Yellow color of skin and/or eyes	Written consent from doctor to school
Brown or bloody urine	Written consent from doctor to school
Stiff neck or headache with fever	Symptom-free or written consent from doctor to school
Unusually sleepy, lethargic or grumpy	Symptom-free or written consent from doctor to school
Strep throat diagnosed by health care provider	MUST have been on antibiotics for 24 hours and have written consent from doctor to school. If no antibiotic prescribed, also need consent from doctor
After an illness of two or more weeks, surgery, or other change in health status	Written instructions from the doctor and parent regarding medication or special health need must be provided to the school

# ClassDojo.com

## Classroom Behavior Management System

In our class, we use ClassDojo an online app & program to encourage important skills like working hard, listening, and participating. Students will each be assigned an avatar monster. Then as skills are positively being demonstrated, students will receive points. If mistakes are made or negative skills are shown, points will not be given or points will be taken away. Then every Friday, each student's points can be traded for an item from the Dojo Store. Such prizes may include a fancy pencil, a pick from the prize box, or a no shoes for the day pass. Students also have the option to save their points for larger prizes such as free dress day or be the teacher for 10 minutes! Points will be reset once prizes are claimed.

I'll also use Classdojo to communicate with you: we can instantly share messages, updates, and photos, from class. It's the easiest way for you to see how your child is doing and to get in touch with me.

Classdojo can be used on any device; it is a simple, free mobile app for iOs and Android, and can also be used from a computer at [www.classdojo.com](http://www.classdojo.com).

I will need your cell number or email to invite you to ClassDojo. This can be done on your questionnaire included in this packet or doing Parent Night.

Once I have your cell number or email, you will be given login information to make a username & password. Then you can check your child's daily behavior report as well as receive notes and photos sent by me about your child's day.





# TK/KINDERGARTEN VOLUNTEER POLICY

**H**aving volunteers in the classroom can be such a big help to the teacher. Your duties may include helping individual students, making copies, or supervision duties. However, at times, preparing for a volunteer to help during the day can cause more work for the teacher. Therefore it is important to consider the following if you are planning to be a volunteer in the classroom:

1. You must fill out all the necessary forms and return to school office:
  - Background Check Authorization form
  - School Volunteer Commitment
2. You must be fingerprinted (LiveScan). Please see office for more information (only required if you volunteer on a daily or weekly basis)
3. Have a completed TB Assessment form from your doctor. See forms (only if you volunteer on a daily or weekly basis)
4. Fill out the TK/Kindergarten Volunteer Sign-Up sheet to schedule a best time.
5. If you are going to be unable to make your scheduled time. Please give at least one-day advance notice either by phone or email. If you will be late, please call as early as possible.
5. If you would like to volunteer, but can't donate time in the classroom, other options could include cutting projects that can be done overnight, picking up & returning library books, and/or driving for field trips.

Please note fingerprinting and a TB Assessment are only required if you plan on volunteering on a daily or weekly basis. If you only plan to drive on field trips or help in the classroom once and awhile during the year, these are not needed. Only provide the forms as listed under #1.

Thank you, Mrs. Trudeau

# TK/KINDERGARTEN VOLUNTEER SIGN-UP

**P**lease fill out the following if you are interested in volunteering in the Tk/Kindergarten classroom.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Child's Name: \_\_\_\_\_ Relation: \_\_\_\_\_  
(mom, dad, grandma, etc.)

Please check all that apply:

☐

I can volunteer once a week from \_\_\_\_:\_\_\_\_ to \_\_\_\_:\_\_\_\_

The best day for me to come is:      M      T      W      Th      F

☐

I will volunteer in the classroom, but am unsure of my schedule. I will speak with you personally to arrange times.

☐

I am interested in doing misc. projects outside of the classroom (i.e. cutting, library books, etc.) which requires no paperwork, fingerprinting, or TB Assessment.

☐

I would like to drive for field trips if able.  
(requires no fingerprinting or TB Assessment/Need Background Check & Insurance)

☐

I have read the school & classroom volunteer policy and will commit to its guidelines.

☐

I will fill out the necessary paper work, get fingerprinted, and provide completed TB Assessment if I plan on helping in classroom on a weekly basis.

\*Please allow several weeks for our class to settle into a routine before volunteers will be scheduled. Thank you.

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Signature

---

Phone #

*The Office of Education, Southeastern California Conference of Seventh-day Adventists, believes it is imperative that those working with children have meaningful guidelines for conduct in order to protect both themselves and those under their care. We want others to feel comfortable and confident with your involvement with our students as a school volunteer.*

## School Volunteer Commitment

**I recognize that working with children and youth is not only a privilege, but also a serious responsibility that must be approached with utmost care.**

**Therefore:**

**I will . . .** cooperate with the school by being a volunteer who is caring, kind, firm, and always thoroughly professional.

**I will . . .** model Christian behavior and language.

**I will . . .** respect the privacy and honor the confidentiality of students, families and staff.

**I will . . .** provide appropriate supervision at all times, never leaving unattended a student or group of students for whom I am responsible.

**I will . . .** affirm student's behavior with appropriate comments.

**I will . . .** follow the discipline guidelines given to volunteers, abstaining from corporal punishment and from any form of physical or verbal abuse or harassment.

**I will . . .** avoid all situations where I would be alone with one student.

**I will . . .** use responsible judgment if any physical contact is appropriate or necessary.

**I will . . .** always assist students in a room or area where I am easily visible to others.

**I will . . .** cooperate with the volunteer screening process as required by the school.

**I, the undersigned, have read this document and agree to abide by the School Volunteer Commitment outlined above. I will be given a copy of this document and keep it for reference.**

Name \_\_\_\_\_ School \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

COMPREHENSIVE VOLUNTEER

**CONFIDENTIAL**

**Background Check Authorization**

Print Name: \_\_\_\_\_  
First Middle Last

Email Address (required): \_\_\_\_\_

Social Security Number: \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Current Address Since: \_\_\_\_\_  
Mo/Yr Street City State/ Zip

Previous Address From: \_\_\_\_\_  
Mo/Yr Street City State/ Zip

Alias (AKA): \_\_\_\_\_  
Last First Middle

California Driver's License Number: \_\_\_\_\_

**CHECK ONE ONLY:**

☐ \$7.95 Volunteer

☐ \$14.45 Volunteer Driver

The information contained in this application is correct to the best of my knowledge. I hereby authorize **Southeastern California Conference** and its designated agents and representatives to conduct a comprehensive review of my background verification of social security number, criminal history records from any criminal justice agency and driving records if needed.

\_\_\_\_\_  
Volunteer Signature

\_\_\_\_\_  
Date

**PLEASE RETURN COMPLETED FORM TO YOUR SCHOOL**

School: \_\_\_\_\_

Assignment: \_\_\_\_\_

\_\_\_\_\_  
Principal or Designee Signature

\_\_\_\_\_  
Date

Background Verification Report received on: \_\_\_\_\_  
Date

☐ Cleared ☐ Not Cleared

\_\_\_\_\_  
Chin Kim, Associate Treasurer





## Adult Tuberculosis (TB) Risk Assessment Questionnaire<sup>1</sup>

(To satisfy California Education Code Section 49406 and Health and Safety Code Sections 121525-121555)

To be administered by a licensed health care provider (physician, physician assistant, nurse practitioner, registered nurse)

Name: \_\_\_\_\_ Date of Risk Assessment: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

History of positive TB test or TB disease Yes ☐ No ☐

If yes, a symptom review and chest x-ray (if none performed in previous 6 months) should be performed at initial hire.\*  
If no, continue with questions below.

If there is a "Yes" response to any of the questions 1-5 below, then a tuberculin skin test (TST) or Interferon Gamma Release Assay (IGRA) should be performed. A positive test should be followed by a chest x-ray, and if normal, treatment for TB infection considered.

Risk Factors	Yes <input type="checkbox"/>	No <input type="checkbox"/>
1. One or more signs and symptoms of TB (prolonged cough, coughing up blood, fever, night sweats, weight loss, excessive fatigue) Note: A chest x-ray and/or sputum examination may be necessary to rule out infectious TB. <sup>2</sup>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
2. Close contact with someone with infectious TB disease	Yes <input type="checkbox"/>	No <input type="checkbox"/>
3. Birth in high TB-prevalence country** (** Any country other than the United States, Canada, Australia, New Zealand, or a country in Western or Northern Europe.)	Yes <input type="checkbox"/>	No <input type="checkbox"/>
4. Travel to high TB-prevalence country** for more than 1 month (** Any country other than the United States, Canada, Australia, New Zealand, or a country in Western or Northern Europe.)	Yes <input type="checkbox"/>	No <input type="checkbox"/>
5. Current or former residence or work in a correctional facility, long-term care facility, hospital, or homeless shelter	Yes <input type="checkbox"/>	No <input type="checkbox"/>

\*Once a person has a documented positive test for TB infection that has been followed by an x-ray that was deemed free of infectious TB, the TB risk assessment is no longer required.

<sup>1</sup> Adapted from a form developed by Minnesota Department of Health TB Prevention and Control Program and Centers for Disease Control and Prevention.

<sup>2</sup> Centers for Disease Control and Prevention (CDC). *Latent Tuberculosis Infection: A Guide for Primary Health Care Providers*. 2013.

(<http://www.cdc.gov/tb/publications/LTBI/default.htm>)





## ADULT TUBERCULOSIS (TB) RISK ASSESSMENT QUESTIONNAIRE

(To satisfy California Education Code Section 49406 and Health and Safety Code Sections 121525-121555)

### CERTIFICATE OF COMPLETION

*To be signed by the licensed health care provider completing the risk assessment and/or examination*

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

*The above named patient has submitted to a tuberculosis risk assessment. The patient does not have risk factors, or if tuberculosis risk factors were identified, the patient has been examined and determined to be free of infectious tuberculosis.*

Health Care Provider Signature

Please Print Health Care Provider Name

Title

Office Address: Street

City

State

Zip Code

Telephone

Fax

## Contact Information

- Please call the school office at ext. 242 during office hours 8 a.m. - 3:30 p.m. Monday through Thursday, 8:00 a.m. -12:30 p.m. Friday.
- Kindergarten classroom ext. 247
- Please also feel free to email me at:
  - [rtrudeau@desertadventistacademy.org](mailto:rtrudeau@desertadventistacademy.org)
  - *(preferred method)*
- If you need to contact me during or after school hours, you can call or text me at 760-895-2731.
- If you have questions or concerns regarding After School Care, please reach our principal, Mr. Bartlett or our after school program director, Reina Martinez.

Desert Adventist Academy  
74-200 Country Club Dr. #2  
Palm Desert, CA 92260  
760-779-1799

[www.desertadventistacademy.org](http://www.desertadventistacademy.org)