



Ready, Set, Go
On My Way to Kindergarten!
A Parent's Guide

2011-2012

Spotsylvania County Schools
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Table of Contents

Introduction to Kindergarten in Spotsylvania County Schools.....	3
Enrolling Your Child in Kindergarten.....	4
Physical Examination and Immunization Requirements.....	5
Ease the Kindergarten Jitters.....	6
Basic Indicators of Kindergarten Readiness.....	7
Specific Parent Strategies.....	10
Kindergarten SOLs – A Summary.....	17
Recommended Booklist.....	18
Contacts and Resources.....	19
Websites as Resources for Parents/Kindergarten Readiness.....	20
Places to Visit and Things to do Together.....	21
2011-2012 Instructional Calendar.....	22

Many thanks to the teachers and instructional staff that assisted in the design and creation of this resource book for parents.



Introduction to Kindergarten in Spotsylvania Schools

Spotsylvania County Schools offers a balanced full-day kindergarten program for 5 year old children which strives to develop the total child. Emphasis is placed on the social, emotional, physical, and cognitive development that children need for success in school. When the teacher, parents, and child work together, the kindergarten year is an exciting and meaningful experience during which the foundation for future learning is established.

This packet has been prepared to assist you and your child in the transition to kindergarten. Spotsylvania County Schools recognizes that parents are their child's first teachers. Parents are the closest observers of their child and they know their children in ways no one else does. When parents play an active role in their children's educational development, they are helping them reach their fullest potential.

In helping children learn at home, the parents' primary role is one of encouragement and reinforcement. Parents can provide a variety of "hands-on" learning experiences that allow their children to learn through discovery, support their education progress, and develop a love of learning. Research indicates that children are more successful in school when their parents are consistently involved in their school lives. Reading to your child for 20 minutes each day may be the **single most important** activity you can share with your child. A home where parents engage their child in rich conversations and discussions also has proven to be very helpful in their language development.

Kindergarten is an important part of the K-12 education program. It provides opportunities for children to learn on their own level, at their own pace, and in a relaxed and positive atmosphere. Spotsylvania County understands that children develop skills at varying rates. The normal range of skill acquisition can vary by months from one child to the next. This booklet is a general guide for kindergarten readiness. **Non-mastery of specific skills does not indicate that your child is not ready for kindergarten.** Rather, it may indicate that the need for your child to be continuously exposed to activities that will encourage skill development in these areas. In this booklet, you will find specific activities that you can do with your child to encourage skills for school success.

Communication between the school, teacher and parents are of essential importance. Progress reports are issued each marking period. Required conferences are scheduled to introduce parents to the SOL curriculum and expectations for the year.

Enrolling Your Child in Kindergarten

Virginia law states that a parent or guardian of any child who will have reached their fifth birthday on or before September 30 of any school year shall send such child to a public school or to a private, denominational or parochial school or have such child taught by a tutor or teacher of qualifications prescribed by the Board of Education and approved by the division superintendent or provide for home instruction of such child as described in §22.1-254.1.
(Virginia Code 22.1-254)



An exemption provision exists which permits the parent or guardian of any child who **will not** have reached his sixth birthday on or before September 30 of the school year and who notifies the Director of Elementary Education in writing using the Exemption From Compulsory Attendance in Kindergarten that he does not wish the child to attend school until the following year because the child, in the opinion of the parent or guardian, is not mentally, physically, or emotionally prepared to attend school may delay the child's attendance for one year.
(Virginia Code 22.1-254)

If school attendance is delayed under the exemption provision, the child will start school the following year and appropriate grade placement will be determined by the school staff.

Children should be enrolled at the elementary school they will attend.

Requests for **student transfers** to another Spotsylvania County elementary school outside the assigned attendance zone may be submitted when child care or other valid reasons exist for consideration.

A request for tuition is not granted unless it is court ordered or the parent/guardian is a county school employee.

A child who has legally completed kindergarten in a public school in another state or a private school and wishes to enroll in first grade, and whose sixth birthday falls after September 30 but before December 31, shall be enrolled in kindergarten. Consideration for acceleration may be made at the request of the parent.

Physical Examination and Immunization Requirements

In accordance with guidelines furnished by the State Health Department, parents/guardians of children entering Virginia schools for the first time are required to furnish proof of adequate immunizations and a physician's certificate of good health. These matters should be given attention now so your child will be free from adverse reactions before entering school.

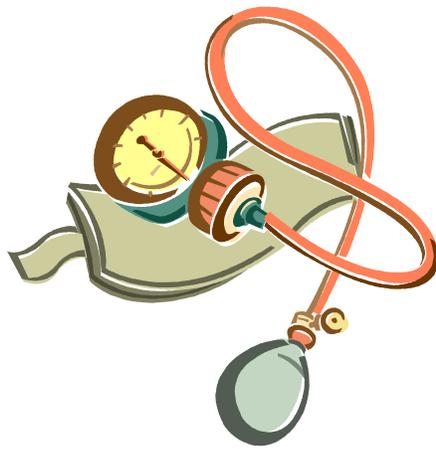
Now is the time to have the physical checkup so that any treatment and/or immunizations which may be needed can be completed before school opens. Please take a physical examination sheet to your child's doctor for completion.

The Spotsylvania Health Department (540-507-7400) has weekly immunization clinics. An immunization clinic is held each Monday of the month from 8:00 a.m. to 12:00 p.m., at which time your child may receive FREE all immunizations required by state law for school entrance. In addition, Spotsylvania County residents may also receive immunizations at the Fredericksburg Health Department on Tuesday's ONLY between 8:00 a.m. and 4:00 p.m. Please take all former shot records with you to whichever Health Department you will use for the immunizations.

Please mail or take the completed medical examination form to the school your child will attend.

The school will provide a form "Commonwealth of Virginia Certificate of Religious Exemption" for those that desire exemption from immunizations for religious reasons.

The school registration form should be completed by the parents and filed with the school as early as possible. You do not need to wait for the examination to be completed to register your child.



Ease the Kindergarten Jitters

Before school starts:

- Make an appointment to visit your child's new school. You may want to take a walk around the building and walk the route to your child's new classroom.
- During your visit, take pictures of your child in different places around the school. Use these to make your own "book" about going to school.
- Take advantage of Kindergarten orientation – this is a great time for your child to meet her new teacher, explore her classroom, and meet new classmates!
- Drive your child's bus route. Look at points of interest along the way.
- Go to the library and check out books about starting school.
- Get your child used to new faces – arrange play dates with future classmates.
- A week or so before school starts, begin waking your child at the time he will need to wake up in order to go to school. This will help you know how much sleep your child will need so that he or she is rested for school. Adjust bedtime accordingly.

On the first days of school:

- Make sure your child has something to eat in the morning. Hungry children spend more time paying attention to their stomach than to the teacher.
- Give your child a picture of your family to keep in his desk. He can look at it whenever he feels lonely.
- Give your child a way to remember you – a piece of jewelry, a rock you found together, a "lipstick kiss" on paper, etc. to keep in his book bag or desk.
- Go through your child's book bag each day after school – look for teacher notes, homework, school news.
- Celebrate – families should proudly celebrate the first day of Kindergarten as an important passage in a child's life.

If your child doesn't want to go to school:

- Be matter of fact – let your child know that going to school is expected of them.
- Don't give in to pleading – as hard as it is, if you give in to your child's pleas not to go to school, it will make it that much harder for him to go next time.
- Don't repeatedly tell your children how much you're going to miss them when they go to school. This will only make it more difficult to separate from you.
- Most children are afraid of the unknown – preparing your child *beforehand* will relieve many of their fears.

Parent Jitters:

- Try to keep your own anxiety in check. Children can often sense when their parents are upset and can become nervous themselves.
- Talk it out – if you are nervous about your child "leaving the nest," talk with someone you trust... a friend, your parents, a clergy member, or a school employee (teacher, school counselor, school psychologist).

Excerpted from Theresa D. Sisson, Ed.S., NCSP – Chesterfield County Public Schools

Basic Indicators of Kindergarten Readiness

Children are individuals and develop skills at different rates. These rates may still be within the normal range.

SOCIAL/EMOTIONAL SKILLS

- Sits attentively for ten minutes
- Separates easily from parents
- Shares and takes turns
- Respects adult authority
- Uses self-help skills including tissue use and bathroom skills
- Practices self-control



LANGUAGE ARTS SKILLS

ORAL LANGUAGE

- Sits and listens to a story with appropriate interactions
 - * Story time at library
 - * With siblings
- Makes needs and wants known in ways that are understood
- Listens to and follows simple one- and two-step directions

READING

- Has been exposed to the alphabet
- Identifies some or all upper and lower case letters
- Recognizes first name in print



READING

- Attempts to write first name
- Holds and uses pencils, scissors, and paint brushes properly

MATHEMATICS/SCIENCE SKILLS

- Recognizes a circle, square, and triangle
- Recognizes red, green, blue, yellow, orange, brown, black, and purple
- Counts to five



Additional Indicators of Kindergarten Readiness

SOCIAL/EMOTIONAL SKILLS

- Understands and accepts responsibility for own actions
- Walks in a line
- Finishes a task that demands persistence or focus
- Raises hand to speak
- Shows respect to others
- Works in groups
- Takes care of own property



LANGUAGE ARTS SKILLS

ORAL LANGUAGE

- Recites nursery rhymes without help
- Recognizes rhyming words when presented orally (hat, bat)
- Uses pictures to tell about stories
- Retells familiar stories using beginning, middle, and end
- Discriminates between numbers/letters and pictures
- Sorts and classifies pictures
- Names common objects
- Asks and answers simple questions
- Talks in complete sentences of five to six words
- Speaks clearly



READING

- Sings alphabet
- Answers questions about a story
- Looks at books from front to back
- Looks at print from left to right and from top to bottom

WRITING

- Knows that writing involves making marks that have meaning on paper



Additional Indicators of Kindergarten Readiness cont'd

MATHEMATICS/SCIENCE SKILLS

- Recognizes numerals to 10
- Counts to 10
- Counts 10 objects
- Sorts objects



PHYSICAL SKILLS

- Hops on one foot
- Catches a large ball
- Runs
- Climbs steps with alternating feet



If your child has been identified as having a disability, expectations for skill acquisition may be modified.

Specific Parent Strategies

Listed below are a variety of activities parents can engage in with their children.

Social/Emotional

- Developing children's social behavior is essential for their overall development. Social development begins as children interact with the world around them.
- Children learn socially when they engage in play. Through play, children learn to solve problems, express their ideas and feelings, share, cooperate with others, and use self-control. They begin to develop an understanding of social and cultural diversity.
- Emotions are feelings that children have as they react in different situations. Children's ability to express their emotional reactions may be influenced by people, place, time, and physical conditions.
- Remember parents are teachers too and learning begins in the home.

Show your child learning is fun by:

- Reading aloud to your child every day.
- Visiting your local library often.
- Singing songs and saying rhymes.
- Talking and playing games with words.

Teach positive skills and values by using them yourself. This means showing:

- Love.
- Patience.
- Kindness.
- Respect.
- Honesty.
- Self-Control.
- Safety skills

Help your child feel secure for his/her emotional growth. The best ways to show your love are free. Try to:

- Spend time together.
- Listen to your child.
- Say "I Love You!"
- Set clear rules and expectations.
- Encourage your child.
- Love your child for who he/she is.
- Be silly together.

Keeping your child healthy and safe is just part of being a good parent. You can help by providing:

- A healthy, balanced diet.
- Appropriate physical activities.
- Regular medical care.
- Limits on screen time.

Language Arts

Oral Language -

Young children learn how to talk as they are immersed in language. They hear family members and friends use the sounds, meanings, and rhythms of the language they are learning.

The importance of language development cannot be overstated. Oral language is the basis for all communications, both spoken and written. Parents can provide many opportunities to help their children expand their use of language. Language is learned as children interact with one another and adults. They express themselves and their feelings, find out about things of interest, and request and give information.

Show your child that learning is fun by:

- Listening for sounds in the environment (birds, horns honking, fire engine sirens, wind blowing, rain hitting windows).
- Sharing favorite songs, such as “Twinkle, Twinkle, Little Star” and “The Itsy Bitsy Spider.”
- Reciting nursery rhymes and doing finger plays that focus on rhyme.
- Playing games that involve following directions (“Simon Says”). Give one-and two-step directions and see that your child completes the tasks.
- Identifying favorite story characters and discussing things that happened in favorite stories, such as traditional fairy tales.
- Asking questions that tell who, what, where, why, and when.
- Retelling or acting out familiar stories, such as “Goldilocks and the Three Bears.”
- Visiting stores, parks, the library, or a zoo and talking about all that was seen.
- Playing games to help your child be aware of similar sounds in words. (“*Mohammad*. Your name has the same beginning sound as *mommy*.” “*Pamela* and *popcorn* start with the same sound.”)
- Sharing family history.
- Encouraging your child to tell his or her own stories.
- Identifying and discussing the role of community helpers as you visit the fire station, post office, local sheriff’s office, and neighborhood stores.
- Discussing holidays you celebrate.
- Helping your child learn his/her full name, address, and telephone number.

Reading -

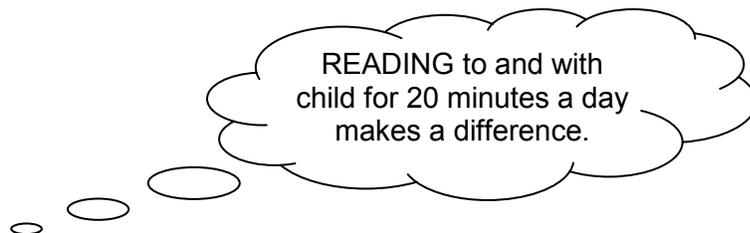
Young children need to be exposed to books, reading, and storytelling from birth. Seeing family members reading books, magazines, newspapers and letters to one another shows that reading has a purpose. An interest in learning to read occurs naturally when children see family members reading.

Children do not wait until they enter school to start learning to read. They encounter print very early in life. There are many opportunities for young children to react with print in their environment and home routines. Drawing attention to shopping lists, cereal boxes, birthday cards, phone messages, and storybooks are some of the ways that young children can see that print has meaning.

Parents and family members can share pleasurable reading experiences as stories are read to their children each day. After listening to stories, encourage your child to talk about what was read.

Show your child learning is fun by:

- Reading stories every day.
- Taking trips to the library for story listening opportunities and checking out books.
- Finding food items in the grocery store by matching pictures from advertisements, labels, or coupons with actual products.
- Being aware of symbols and print in the environment, such as a STOP sign, street signs, store symbols, numbers on houses/apartments.
- Using magnetic letters to spell familiar names and words.
- Singing the alphabet song and touching the letters on an alphabet “chart” as you sing.
- Picking a quiet time and a comfortable place to read.
- Pointing to the words as you read them to show that print has meaning.
- Discussing words that your child may not understand.
- Reading favorite books over and over at your child’s request.
- Reading stories together that address likenesses and differences. Discussing acceptance of those who are different.



Writing -

Early attempts at writing, from birth to age three, actually begin when young children explore writing by making marks on paper with whatever writing tool they can hold in their hands. Children seem to know what writing is “for” before they know how to write in correct forms. They gradually develop the understanding that oral language can be communicated through print.

Children begin to explore writing by drawing pictures, making scribbles on paper, learning to write the letters in their name, using print-like marks with their drawings, writing strings of letters, writing words found in the environment, and writing letters that have a relationship to the sounds they represent. When asked, they attach meaning to their print by “reading” their own messages. Over time, the scribbles will become letters that have a relationship to the sounds they represent. Children will gradually move from first attempts at spelling words to spelling words correctly. Children will progress through these different writing stages when they are provided with many opportunities to draw and write. Allowing these first attempts at writing will help them become aware that written language makes sense, has meaning, and serves a purpose.

Show your child learning is fun by:

- Exploring magnetic letters to spell familiar names and words (cat, mom).
- Providing play dough, pipe cleaners, shaving cream, or salt trays for your child to make/write the letters in his or her name.
- Providing a variety of writing tools and art materials for creating, drawing, and writing.
- Making shopping lists. Asking your child to “read” his or her shopping list.
- Encouraging drawing and writing messages to family members or friends.
- Drawing and writing a favorite part of a story.
- Making a book out of plain white paper for writing about special visits or trips.
- Creating birthday cards with messages for family members.
- Displaying drawings and writings on the refrigerator or home bulletin board.



Mathematics

Mathematics is the study of patterns and relationships. To learn mathematics, students use problem solving, logic and reasoning, communication, representations, and connections. Young children need many opportunities to explore, discover, investigate, describe, and apply their mathematical knowledge.



Show your child that learning mathematics is fun by:

- Providing opportunities to sort, classify, repeat patterns, sequence, count, measure, and match objects by color, size, shape (buttons, clothing, cereal, noodles), or attribute (rough, thick, thin).
- Using math language in daily conversations (more, less, same, big, little, longer, shorter).
- Asking questions. (“How do you know?” “Why do you think that?” “What if ...?”)
- Reading and discussing books that include shapes, patterns, numbers, and counting.
- Counting daily. Having your child touch household objects or toys when counting.
- Looking for repeated designs (patterns) in clothing, wallpaper, and the world around them.
- Using sandpaper to cut out numerals to recognize, touch, and trace.
- Using the calendar in daily conversations when making references to past, present, and future events. (“Yesterday we went to the library.” “Thursday is your birthday.” “Next week we’ll go visit Grandma.”)
- Playing board games, such as *Chutes and Ladders*, *Candy Land*, and Connect Four.
- Using different size containers to measure and pour water, sand, or other materials.
- Placing measuring spoons or cups in order by size.
- Measuring his or her height several times a year and recording it with tape on a door frame then comparing the growth that has occurred.
- Using measuring utensils, timers, and other measuring tools while helping someone bake or cook.

Science

Science for young children is “finding out” about the world around them. They have a natural curiosity to learn about their environment and will acquire knowledge through their explorations. As they interact physically with objects, they often describe them by color, size, shape, texture, sound, or smell. Young children are interested in the actions of objects and wonder how they move, grow, or change. They will look for likenesses and differences. Children are prepared to explore and investigate their environment with all of their senses.

Young children learn science concepts as they participate in activities where they can observe, explore, identify, describe, compare, classify, predict, experiment, and draw conclusions. Parents can nurture and support their children’s drive to “find out” by providing opportunities for observations and investigations.

Show your child learning is fun by:

- Taking “color walks” to identifying the various colors seen in the environment.
- Exploring colors by mixing red, yellow, and blue icing on graham crackers.
- Going on a shape hunt.
- Taking nature walks to observe and discuss similarities and differences seen in the environment. Discussing with your child the weather conditions, seasonal changes, animals, insects, plants, and leaf colors.
- Collecting and sorting leaves, twigs, and flowers. Talk about shapes, sizes, kinds, and smells.
- Visiting and discussing interesting things seen in the park or zoo. Stopping to look at creatures that walk, crawl, and fly.
- Cooking meals or treats. Allowing your child to measure, stir, mix, pour, and spread.
- Discussing the five senses (sight, hearing, smell, taste, and touch) when helping with cooking activities or exploring nature.
- Exploring objects that sink and float in a container of water.
- Describing how foods taste (sweet, sour, bitter, salty) and the feel of textures (soft, hard, smooth, rough, lumpy).
- Sprouting seeds and planting them.

Physical

Physical activity is a major aspect of children's lives. Through it their perception and awareness of the world is increased. Children will find it fun and exciting as they discover how their bodies move and function. Early physical development activities will impact the child's total development.

Show your child learning is fun by:

- Playing ball games to practice throwing, catching, kicking, rolling, bouncing, chasing.
- Climbing the jungle gym. Jumping over, crawling under, and running around playground equipment.
- Imitating animal movements (walking like a crab, hopping like a rabbit).
- Manipulating puzzle pieces.
- Creating with clay or dough.
- Cutting paper using safety scissors.
- Gluing or pasting to assemble art projects.
- Building with blocks.
- Pouring rice, sand, or water from one container to another.
- Stringing beads, large noodles, cereal, or straws on yarn or shoelaces.
- Drawing and writing using crayons, markers, and art materials.



Helpful Hints

- Write your child's name on everything brought to school such as coat, hat, gloves, boots, sweater, lunch box, etc. Writing it on an inside label so that it is not readily visible to passers-by.
- Refrain from sending to school a sick child or one who has had a fever within the last 24 hours. This precaution will help preserve the health of other children. Call the school when your child will be absent. Your child will need a written excuse upon returning to the classroom.
- Provide the teacher with a correct telephone number where parents or a family friend may be reached in case of an emergency.
- Discuss with your child what to do and where to go in the event you are not at home when he/she arrives.
- See that your child gets a good night's sleep and has a nutritious breakfast.
- Dress your child according to the weather; outside activities will take place when the weather permits. A note from you will be required if your child should remain inside because of a physical condition.
- Reminder: Medication should **NOT** be carried to school by children. All medication, whether prescribed or over-the-counter should be accompanied by a written physician's order and parent's signature. Parents are encouraged to contact the school nurse with any special medical care needs.

****Some strategies and information adapted from Fairfax County Parent Materials/Resources.**

Kindergarten SOLs – A Summary

By Susan Grainer, Ed.S. – Charles City County Public Schools

The Virginia Standards of Learning (SOL) for Kindergarten students cover 9 main areas. Your child will be taught most of these skills by the end of the Kindergarten year. Below are some examples:

Language Arts includes the development of listening/comprehension skills; participating in literary experiences; an awareness of the printed word and writing skills; interacting to stimulate language growth; and communicating through written symbols.

Mathematics includes the development of tracing numerals 0-10; matching items with corresponding numeral; ordering and combining sets of objects; comparison of items in height, length, time, weight; identification of coins; identifying shapes; graphing objects; grouping items with common attributes.

Science includes the development of shared responsibilities and using materials in a safe manner; matching appropriate body organ with corresponding five senses; classifying objects by floating/sinking, attraction to a magnet; observe/describe daily weather conditions; how living things change and grow; describe similarities and differences between various environments; ways to conserve energy and natural resources.

Social Studies includes the development of recognizing self as a unique individual; identify and describe personal feelings; assume classroom responsibilities; know the rules of school; recognizing different family structures; using simple charts and graphs; identify adults in the school by the jobs they perform; understand terms that give direction, location, and distance.

Health includes the development of disease prevention and control; mental health and positive self-image; nutrition; personal growth and personal health; and safety and first aid.

Physical Education includes the development of maintaining personal space; moving safely and efficiently using general space; demonstrating spatial concepts while moving; discovering ways of balancing on different body parts; following instructions in a given sequence; and demonstrate the body management skills of starting and stopping.

Music includes the development of the difference between a singing and a speaking voice; playsimple instruments; demonstrate a steady beat; imitate simple rhythm patterns; identify classroom instruments by sight and sound; create rhythmic movement to music.

Art includes the development of expression of personal experiences, thoughts and feelings through visual and performing arts; discover that the senses are avenues to self expression through art; demonstrate motor skills through artwork; identify colors by name; identify basic two-dimensional shapes; and identify textures.

Family Life includes the development of the student experiencing success and positive feelings about self; respect from and for others; understanding and awareness related to his/her behavior on others and their behaviors on himself/herself; understanding that everyone is a member of a family and families come in different forms; understand the elements of good and bad touches by others, identify feeling “good” and feeling “bad”; how to say “no” to inappropriate approaches from others; how to find help safely if lost.

Provided as a public service of the Virginia Academy of School Psychologists - www.vaspweb.org

Recommended Booklist

TRIED AND TRUE BOOKS FOR STORYTIME

OR

CHOOSING THE RIGHT BOOKS FOR THE RIGHT CHILD AT THE RIGHT TIME

From the Central Rappahannock Regional Library

Four and Five Year Olds

Look for: stories about independence; make-believe; longer stories with more complicated plots.

Rhythm and Song

Oh, A-Hunting We Will Go! by John Langstaff.

Twist With a Burger, Jitter With a Bug by Linda Lowery.

King Bidgood's in the Bathtub by Don and Audrey Wood.

The Piggy in the Puddle by Charlotte Pomerantz.

Clap Your Hands by Lorinda Bryan Cauley.

Old Macdonald illus. by Amy Schwartz.

Dance by Bill T. Jones.

Brown Bear, Brown Bear by Bill Martin, Jr. Ilus. by Eric Carle.

Participation and Guessing Games

Froggy Gets Dressed by Jonathan London.

We're Going on a Bear Hunt by Michael Rosen.

Mushroom in the Rain by Mirra Ginsburg.

Go Away, Big Green Monster! by Ed Emberley.

Is Your Mama a Llama? by Deborah Guarino.

Joseph Had a Little Overcoat by Simms Taback.

"Real Stories"

Alfie Gets in First by Shirley Hughes.

Bark, George by Jules Feiffer.

The Gingerbread Man by Jim Aylesworth.

The Wolf's Chicken Stew by Keiko Kasza.

The Mitten by Alvin Tresselt.

A Story, A Story by Gail Haley.

The Gunniwolf by Wilhelmina Harper.

One Fine Day by Nonny Hogrogian.

Harry the Dirty Dog by Gene Zion.

The Circus Baby by Maud and Miska Petersham.

Feathers for Lunch by Lois Ehlert.

Where the Wild Things Are by Maurice Sendak.

Swimmy by Leo Lionni.

The Snowy Day by Ezra Jack Keats.

Contacts and Resources

Spotsylvania County Schools:(540-....)

Administration Office	834-2500	Harrison Road Elementary	548-4864
Office of Special Services	834-2500	Lee Hill Elementary	898-1433
Parent Resource Center	582-7583	Livingston Elementary	895-5101
Preschool Evaluation Office	786-8506	Parkside Elementary	710-5190
Battlefield Elementary	786-4532	Riverview Elementary	582-7617
Berkeley Elementary	582-5141	Robert E. Lee Elementary	582-5445
Brock Road Elementary	972-3870	Salem Elementary	786-8218
Cedar Forest Elementary	834-4569	Smith Station Elementary	786-5443
Chancellor Elementary	786-6123	Spotswood Elementary	898-1514
Courthouse Road Elementary	891-0400	Wilderness Elementary	786-9817
Courtland Elementary	898-5422		

Head Start - 548-0654/0655

Spotsylvania County Social Services - 507-7898

Spotsylvania County Health Department - 507-7400

National Organization for the Advancement of Hispanics (NOAH) - 372-3437

Healthy Families - 288-1937

Rappahannock Area Infant and Toddler Connection of Virginia - 371-2712

Rappahannock Area Community Services Board - 582-3980 or 373-3223

Spotsylvania County Parks and Recreation - 507-7529

Spotsylvania County Schools Virginia Preschool Initiative - 834-2500 Ext. 1100

Spotsylvania Visitors Center - 891-8687

(offers information on trips that can be enjoyed by all ages)

Central Rappahannock Regional Library – Downtown Branch - 372-1144, Salem Church Branch - 785-9267, C. Melvin Snow Branch - 507-7565

The Childcare Network - 373-3275 (a non-profit child care resource and referral agency)

YMCA - 371-9622 (Spotsylvania or Stafford)

United Way (Success By Six Program) - 371-5268 or 1-877-HELP-510

Early Childhood Intervention—Ages Birth to 5—(Referral for Free Developmental Screening)		
<u>If you live in</u>	<u>Contact</u>	<u>Phone</u>
All Counties, Birth to 5	Parent Education-Infant Development Program	(540) 371-2712 (877) 268-4169 (toll free)
Fredericksburg City, Age 3-5	Brenda Guinn, Preschool Coordinator	(540) 372-1127 ext. 24
Spotsylvania County, Age 3-5	Cathy Jones, Preschool Coordinator	(540) 834-2500 ext. 1004
Stafford County, Age 3-5	Rita Poppert, Preschool Coordinator	(540) 658-6050
King George County, Age 3-5	Gayle Cascio, Preschool Coordinator	(540) 775-4622
Caroline County, Age 3-5	Special Education Preschool Coordinator	(804) 633-5088

Websites as Resources for Parents/Kindergarten Readiness

Virginia Department of Education	www.pen.k12.va.us
Scholastic Parent & Child Articles	www.parentandchildonline.com
Teachers and Parents Site (TAPS)	www.tapsonline.com
National Association of School Psychologists	www.nasponline.org
National Assoc. for Education of Young Children	www.naeyc.org
National Parent Teacher Association	www.pta.org
Concerns & Issues for Today's Busy Parents	www.theparentreport.com
Education Resources for Parents & Caregivers	www.sesamestreet.org
Smarter Kids: Learning Materials for Young Minds	www.smarterkids.com
Public Broadcasting Services	www.pbs.org
Food and Nutrition Information Center	www.nal.usda.gov/fnic
President's Council on Physical Fitness & Sports	www.fitness.gov
Attorney General's Website About Kids Safely Using the Internet	www.vaag.com/safesurfing
American Academy of Pediatrics	www.aap.org
Learning Disability Association	www.lidaamerica.org
Family Education Network for Parents	www.familyeducation.com
The Parent Institute	www.parent-institute.com/parent/resources
Infant & Toddler Connection in Virginia	www.infantva.org
The National Parenting Center	www.tnpc.com
Zero to Three	www.zerotothree.org
Early Childhood Activities and Curriculum	www.Earlychildhood.com
Central Rappahannock Regional Library	www.kidspoint.org

Places to Visit and Things to do Together

- * Central Rappahannock Regional Library
1201 Caroline Street 540-372-1144
- * Snow Library – Marshall Building 540-507-7565
- * Salem Church Library 540-785-9267
- * National Zoo – Washington, D.C. 202-673-4800
- * George Washington’s Ferry Farm 540-370-0732
- * Maymont Park – Richmond, VA 804-358-7166
- * Mt. Vernon 703-780-2000
- * Wakefield – Westmoreland County 804-493-8821
- * Spotsylvania Parks and Recreation 540-507-7529
- * Luray Caverns 540-743-6551
- * Smithsonian Institution
Dial a museum 202-357-2020
National Air & Space Museum
National History Museum
African Art Museum
American History Museum
- * Science Museum – Richmond (call for special programs) 804-864-1400
- * Children’s Museum of Richmond 804-474-2667
- * Jamestown – Historic 757-229-1731

Monuments/Other

- * The U.S. Capital Building 202-426-6841
- * Lincoln Memorial 202-426-6841
- * Jefferson Memorial 202-426-6841
- * Washington Monument 202-426-6841
- * The White House 202-456-2200
- * Ronald Reagan National Airport 703-417-8000
- * Riverside Theater 540-370-4300

**SPOTSYLVANIA COUNTY SCHOOLS
INSTRUCTIONAL CALENDAR - 2011 - 2012**

**Adopted
July 12, 2010**

August	11 – 16	Thurs - Tues	New Teachers Report
August	17 – 23	Wed - Tues	Teacher Workdays (All Teachers Report)
August	24	Wednesday	<u>First Day of School</u> for Students
September	5	Monday	Holiday – Students & Teachers (Labor Day)
September	13,14,15	Tues,Wed,Thurs	Back to School Nights (Tues-Elem; Wed-High; Thurs-Middle)
September	22	Thursday	Interim Reports Issued
September	27	Tuesday	Parent Conference Night (Elementary)
October	27	Thursday	End of First Nine Weeks Grading Period (46 days)
October	28	Friday	Teacher Workday – Holiday for Students
November	3	Thursday	Report cards to be issued
November	8	Tuesday	Professional Learning Day (Holiday for Students)
November	9, 10	Wed, Thurs	Parent Conference Nights (Wed-High; Thurs-Middle)
November	23 – 25	Wed – Fri	Fall Break
December	1	Thursday	Interim Reports Issued
December	6	Tuesday	Parent Conference Night (Elementary)
December	21 – 30	Wed - Fri	Winter Break
January	2	Monday	Winter Break
January	16	Monday	Holiday – Students & Teachers (Martin Luther King, Jr., Day)
January	17 – 20	Tues - Fri	Early Dismissal (HS only) – Exam Days
January	20	Friday	End of Second Nine Weeks Grading Period (46/92 days)
January	23	Monday	Teacher Workday – Holiday for Students
January	26	Thursday	Report Cards Issued
February	1, 2	Wed, Thurs	Parent Conference Nights (Wed-High; Thurs-Middle)
February	10	Friday	MAKE-UP DAY (Teacher Workday/Student Holiday – if not used)
February	20	Monday	MAKE-UP DAY (Holiday for Teachers & Students – if not used)
February	23	Thursday	Interim Reports Issued
February	28	Tuesday	Parent Conference Night (Elementary)
March	23	Friday	MAKE-UP DAY (Teacher Workday/ Student Holiday – if not used)
March	26	Monday	MAKE-UP DAY (Teacher Workday/ Student Holiday – if not used)
April	5	Thursday	End of Third Nine Weeks Grading Period (49 days)
April	6	Friday	MAKE-UP DAY (Teacher Workday/Student Holiday – if not used)
April	9 – 13	Mon – Fri	Spring Break
April	19	Thursday	Report Cards Issued
April	25, 26	Wed, Thurs	Parent Conference Nights (Wed-High; Thur-Middle)
May	10	Thursday	Interim Reports Issued
May	28	Monday	Holiday – Students & Teachers (Memorial Day)
June	1, 2	Fri – Sat	High School Graduations
June	5 – 8	Tues – Fri	Early Dismissal for Students K-12 (Teacher Workday in Afternoon)
June	8	Friday	<u>Last Day of School</u> Grading Period/Sem./Yr. (39/88/180 days)
June	9	Saturday	Teacher Workday

MAKE-UP DAYS

Instructional days (Full days) missed due to inclement weather will be made up in the following order: 1) Feb. 10
2) Feb. 20, 3) Mar. 23, 4) Mar. 26,
5) April 6

High School Graduations

Friday, June 1, 2012

Spotsylvania HS – 5:00 p.m.

Massaponax HS – 7:30 p.m.

Saturday, June 2, 2012

Chancellor HS – 9:00 a.m.

Courtland HS – 12:00 noon

Riverbend HS – 2:30 p.m.

Policy on Nondiscrimination

The Spotsylvania County School Board is committed to a policy of **nondiscrimination** with regard to race, color, sex, age, religion, disability, national origin, or status as a parent. This attitude will prevail in all of its policies concerning staff, students, educational programs and services, and individuals and entities with whom the Board does business.

Equal Opportunity Statement

It is the policy of the Spotsylvania County School Board not to discriminate against any person on the basis of disability, race, color, national origin, gender, age, religion, ancestry, or marital status.

