

Kindergarten Handbook



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Philosophy and Statement of Purpose

The NIST Child Care Center Kindergarten is designed to provide a challenging and developmentally appropriate program for children of kindergarten age. There is general agreement among experts that a good curriculum for young children must be developmentally appropriate. But what exactly does this mean? According to the National Association for the Education of Young Children (NAEYC), this means that the quality of the program will be defined in large measure by the extent to which the environment, activities, and interactions are rooted in the teacher's understanding of developmental stages and knowledge of each child. The decisions teachers make in planning the curriculum and in reacting spontaneously to what happens each day are based on a knowledge of normal child development and what is known about each child's interests, abilities, needs, and background.

Our kindergarten follows the guidelines established by NAEYC and the kindergarten curriculum adopted by Montgomery County Public Schools. In our program, children will do more than "get ready" for first grade. We know that the kindergarten year is a stepping-stone in the lifelong development and learning that occurs from infancy onward. Kindergarten is valuable for itself, and we believe that our job as educators is to ensure that our children develop a love of learning, expand their general knowledge base, and grow in their ability to get along with others.

Young children learn best by "doing". Learning requires active thinking and experimenting to find out how things work and to learn firsthand about the world we live in. Our carefully prepared environment provides the child with the opportunity to learn "hands-on", moving from the concrete to more abstract concept development. In addition, there is ample opportunity for play throughout the day. We know and understand that play is the serious work of the young child. We value and encourage play, knowing how central it is to a child's development. Our curriculum and physical environment are designed to stimulate and challenge the child to try new roles, experiment with ideas and materials and solve real problems. Helping children develop problem solving skills, enhance creativity, and develop a love of learning are important components of our kindergarten program. Our carefully designed program is "just right" for five and six year olds. Enrollment in the NIST CCC Kindergarten is a wonderful gift for your child!

Goals

- Children will grow in their self-esteem, curiosity, independence, cultural identity, and individual strengths.
- Children will develop a love of learning.
- Children will gain increasing control of their small and large muscles.
- Children will engage in stimulating experiences that integrate their social, emotional, intellectual and physical development.
- Children will use written and spoken language in meaningful, concrete ways.
- Children will use mathematical concepts and symbols in concrete, meaningful ways.
- Children will continue to develop self-control through positive adult guidance and support.
- Children will become increasingly self-directed, cooperative, and able to resolve problems among themselves with a minimum of adult intervention.
- Children will continue to develop respectful, bias-free relationships with others.

Kindergarten Curriculum

Language Arts Objectives

Pre-Reading Skills

Develop an enjoyment and interest in reading

Ability to orient print for reading, understanding that reading is a left to right, top to bottom process

Ability to recognize and name upper and lower case letters of the alphabet

Ability to match upper case to lower case letters of the alphabet

Ability to identify beginning, middle and last letters in a word

Ability to recognize similarities and differences among written letters and words

Understand letter-sound relationships

- Can identify words which start with a specific sound
- Can identify initial and final consonant sounds in a work
- Can identify rhyming words
- Can blend sounds
- Recognize words where endings have been changed

Ability to recognize familiar environmental print

- Sight reads whole words
- Able to read predictable text
- Recognizes own name

Comprehension

Understand that print conveys meaning: use pictures, phonics and context to gain meaning from print

Can identify the beginning, middle and end of a story

Ability to make predictions about what happens next

Respond to questions about story context

Understand that illustrations support text

Use personal experiences and knowledge

Develop an understanding of plot, setting and characters in a story

Listen/read for a purpose

Demonstrate critical thinking

Understand problem and resolution

Demonstrate concept development

Recognize that different reading strategies (e.g. re-reading) help to understand text

Listening

Demonstrate active listening skills

Identify rhythms and patterns of language

Gather, convey and repeat information from listening

Use simple memory techniques such as using rhyme

Ask relevant questions

Writing

- Engage in a variety of fine motor activities, such as drawing, copying and approximate spelling, using pencils, markers and other writing instruments
- Display information as pictures, graphic organizers, charts and lists
- Write independently using approximated spelling to convey meaning
- Progress gradually from approximate spelling toward more standard print
- Print first name
- Use letters with left to right orientation
- Able to write uppercase and lowercase letters of the alphabet
- Use letters to represent ideas
- Demonstrate language fluency in writing
- Write in a journal
- Develop an ability to recognize sentences
- Write to convey personal ideas
- Participate in shared writing experience in which an opinion is stated and supported.

Speaking

- Understand that speech expresses ideas
 - Can dictate a story
 - Can relate personal experiences
- Develop ability to tell about an experience in chronological order
 - Can provide details
 - Can retell a story in sequence
- Demonstrate fluency in informal speaking: can share ideas and feelings without hesitation
 - Can tell, read, recite familiar stories and poems
 - Use appropriate speech mechanics
 - Speak in small and large groups

Mathematical Objectives

Computation and Number Relationships

- Count to 31 or beyond and backwards from 10
- Recognize and write numerals 0-10 or beyond in meaningful context
- Use ordinal numbers first through fifth
- Count, using 1-1 correspondence, through and beyond 10
- Group objects into sets, and tell how many in a set
- Construct sets with more, less or equal members by matching
- Match the appropriate number to set with 0-10 items
- Recognize sets as having odd or even number of elements
- Use concrete objects to model simple sums and differences
- Combine and remove objects from sets and describe the results
- Identify and name coins: penny, nickel, dime, and quarter
- Solve simple story problems
- Estimate quantities less than 20

Algebra, Patterns and Functions

- Discriminate between patterns and random arrangements or designs
- Identify, describe, copy, extend and construct simple patterns using concrete objects
- Understand the relationships between numbers and quantities
- Identify and create sets of objects with unequal amounts, describing them as having more or less
- Explore concept of whole or parts of a whole
- Separate a whole into parts

Geometry

- Sort by a given attribute and describe likenesses
- Sort a set of objects and explain the sorting rule
- Recognize and describe 2 and 3 dimensional figures: circle, triangle, rectangle, pyramid, cube and cylinder

Measurement and Organizing Data

- Understand the purpose of measurement
- Understand the use of rulers, measuring cups, times, balance scales
- Measure with standard and non-standard units
- Use capacity terms such as full, empty, not empty, etc.
- Describe length: short, shorter, tall, and taller
- Compare, order and describe length
- Estimate relative size of one object to another
- Use a balance scale to select sets equal in weight
- Use counting to collect data
- Ask and answer questions to generate data
- Make predictions based on experiences
- Use one-to-one correspondence to organize data
- Understand the concept of time
- Associate an event with the time of day
- Tell time on a non-digital clock
- Identify before, during, after, and between in sequence
- Recognize patterns of day, week, and month
- Compare and order by time: before, after, earlier than, etc.
- Understand time to day: morning, afternoon, night
- Understand basic concepts of graphing
- Construct picture/bar graphs
- Construct and interpret simple symbolic graphs
- Describe nearby locations: above, under, on, left, right, etc.

Science Objectives

Scientific Process Skills and Inquiry

- Demonstrate curiosity by asking questions
- Make observations using one or more of the five senses
- Sort objects based on their attributes

Make predictions from observations
Participate in well-designed investigations
Collect and record data using observations and simple instruments such as magnifying glasses, balance scales, thermometers
Form simple conclusions based on research and discovery

Study of Energy

Classify objects by their properties
Recognize that some items are attracted by magnets, and some are not
Match sounds with their sources
Demonstrate that a push or pull is needed to move an object
Recognize the function and purpose of batteries and electricity

Study of Matter

Explore the five senses: sight, touch, taste, hearing, smell
Identify the texture of objects as smooth, hard, rough, and soft, etc.
Identify substance by taste
Identify the positions of objects relative to him/herself
Match odors with their sources

Living Things

Recognize different kinds of animals, their needs and uses
Determine that all living things need water
Match animals with their young
Group animals by the way they move
Explore the homes of living things
Identify seeds as things that grow
Order the steps in growth from seed to mature plant
Identify the parts of a plant, including root, leaf, stem and flower
Identify the basic needs of plants
Understand the life cycle of a butterfly
Learn about dinosaurs

Space, Earth and Weather

Observe objects in space; day and night
Recognize that our planet is part of a larger Solar System
Distinguish characteristics of the Earth; land, air, and water
Recognize the habitats of different living things on Earth
Observe seasonal and weather changes
Learn about ways to care for the Earth; recycle, reuse, etc.

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Social Studies Objectives

All About Me

Identify similarities and differences between oneself and others

- Needs, feelings, beliefs
- Body parts

Explain what makes people unique

- Describe oneself by likes and dislikes, and personal abilities
- Learn name, address, phone number

How people change over time

- Stages of growth
- Ways of aging
- Responsibilities at different ages/stages

Responsibilities

- Helping self and others
- Health and safety
- Learn classroom and school rules
- Understand how to take turns and cooperate with others

All About Family

Name and understand characteristics of family groups

Identify and respect similarities and differences in family customs, holidays and traditions

Identify how families satisfy the needs of their members

Learn about different ways of living around the world

All About School

Identify school workers and their jobs

Demonstrate familiarity with the school's environment

Share responsibility for the classroom environment

Understand and follow class rules

Work and play cooperatively

Show respect for school property

All About My Community and World

Learn about community helpers and their jobs

Explore local community through field trips

Identify the city, county, and state where we live

Learn about our National and cultural holidays

Learn about important American symbols, historical events, legend and leaders such as:

Christopher Columbus, The Pilgrims, Martin Luther King, Jr. George Washington, Abraham Lincoln, etc

All About Maps and Globes

Distinguish between a map and a globe

Identify symbols used for land and water on a globe

Locate general areas referenced in legends and stories

Locate Maryland and the USA on a map
Determine the relative spatial locations of objects using the terms: near/far, left/right, and behind/in front
Understand directional words

Physical Education Objectives

Improve in balance, locomotor, hand-eye coordination, ball skills
Increase body strength through physical activities
Develop body awareness in spatial relationships
Become aware of fair play practices and abide by group game rules
Play non-competitive games in a group
Play active games well with others
Be a good winner or good loser; demonstrate good sportsmanship
Practice good safety rules
Participate in rhythmic and creative movement activities
Participate in activities that improve coordination and strength
Throw and catch a variety of balls
Follow an obstacle course
Walk, climb, jump a balance beam
Balance on one foot, hop, skip and do the standing broad jump

Arts and Creative Expression Objectives

Explore and experiment with a wide variety of art materials
Combine media in multiple ways to express own ideas and feelings
Discuss art work; sharing ideas, feelings and the art process
Know the elements of art: color, line and shape, texture
Identify primary, secondary and neutral colors
Use art tools and materials properly and responsibly
Use own imagination to create art

Music and Movement Objectives

Recognize a basic core of songs and finger plays
Sing and play songs from diverse cultures
Sing songs in tune
Enjoy singing
Describe how music communicates ideas and moods
Respond to differences between high and low pitch
Create and repeat a patterned movement activity

Career Education Objectives

Examine interests, abilities, and values

Demonstrate how satisfaction can be derived from a product one makes or a service one provides

Describe how work can influence a person's feelings about him/herself

Show evidence of self-understanding

Health Education Objectives

Nutrition and Health

- Recognize food is essential for life, growth and maintenance of good health
- Recognize the importance of eating healthy food
- Recognize the importance of getting enough rest and exercise
- Participation in classroom cooking projects

Alcohol, Tobacco and Other Drugs

- Recognize potentially dangerous substances
- Understand the appropriate use of medicines

Safety

- Identify safe practices on the playground
- Identify safe bicycle practices that can prevent an accident
- Recognize ways to prevent fires in the home
- Recognize things that burn easily
- Identify specific colors (green, yellow, red) and relate them to traffic and safety rules
- Recognize procedures to be followed in the event of an accident
- Understand the importance of proper restraint in an automobile: car safety seat or belt

Top 10 Signs of a Good Kindergarten Classroom

Kindergarten is a time for children to expand their love of learning, their general knowledge, their ability to get along with others, and their interest in reaching out to the world. While kindergarten marks an important transition from preschool to the primary grades, it is important that children still get to be children -- getting kindergarteners ready for elementary school does not mean substituting academics for play time, forcing children to master first grade "skills," or relying on standardized tests to assess children's success.

Kindergarten "curriculum" actually includes such events as snack time, recess, and individual and group activities in addition to those activities we think of as traditionally educational.

Developmentally appropriate kindergarten classrooms encourage the growth of children's self-esteem, their cultural identities, their independence and their individual strengths. Kindergarten children will continue to develop control of their own behavior through the guidance and support of warm, caring adults. At this stage, children are already eager to learn and possess an innate curiosity. Teachers with a strong background in early childhood education and child development can best provide for children what they need to grow physically, emotionally, and intellectually. Here are 10 signs of a good kindergarten classroom:

1. Children are playing and working with materials or other children. They are not aimlessly wandering or forced to sit quietly for long periods of time.
2. Children have access to various activities throughout the day, such as block building, pretend play, picture books, paints and other art materials, and table toys such as legos, pegboards, and puzzles. Children are not all doing the same things at the same time.
3. Teachers work with individual children, small groups, and the whole group at different times during the day. They do not spend time only with the entire group.
4. The classroom is decorated with children's original artwork, their own writing with invented spelling, and dictated stories.
5. Children learn numbers and the alphabet in the context of their everyday experiences. Exploring the natural world of plants and animals, cooking, taking attendance, and serving snack are all meaningful activities to children.
6. Children work on projects and have long periods of time (at least one hour) to play and explore. Filling out worksheets should not be their primary activity.
7. Children have an opportunity to play outside every day that weather permits. This play is never sacrificed for more instructional time.
8. Teachers read books to children throughout the day, not just at group story time.
9. Curriculum is adapted for those who are ahead as well as those who need additional help. Because children differ in experiences and background, they do not learn the same things at the same time in the same way.
10. Children and their parents look forward to school. Parents feel safe sending their child to kindergarten. Children are happy; they are not crying or regularly sick.

Individual kindergarten classrooms will vary, and curriculum will vary according to the interests and backgrounds of the children. But all developmentally appropriate kindergarten classrooms will have one thing in common: the focus will be on the development of the child as a whole.

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Notes For Parents

What Is Kindergarten All About?

There is a lot of misunderstanding today about kindergartens. I'd like to pass on a few ideas for you to mull over about what a kindergarten looks like, and why; and what it is supposed to do. I hope you find the ideas interesting and perhaps they may set to rest some questions you have.

One of the troubles in understanding kindergartens is that we all remember best what school was like in the years not too far behind us - our high school days, 5th and 6th grades: sitting, answering the teacher's questions, getting a grade, doing homework...

That is school - upper-grade school. But kindergarten isn't like that.

Kindergarten is a school for five-year-olds - that is the important point. And I don't need to tell you that your Five is very different from upper-grade youngsters. So:

Kindergarten looks different.

It sounds different.

Kindergarten has a whole different style. It is for Fives. It is geared to Fives. It is custom-made to fit children of this particular age.

The key question, then, is: What are Fives like? For one thing, although they talk big and brave, inside of themselves Fives are very soft. They are essentially shy. They put on a show of being big, but they know that the world is pretty overwhelming. They are timid, even the toughest of them.

A school for these children - a school for beginners - has to be a gentle school. It has to be a warm and friendly school. Kindergarten can't and must not be a place that overpowers youngsters and pushes them back.

This means that the size of a kindergarten is important. A kindergarten shouldn't have the feel of an auditorium or a stadium. It means that children should be able to spend a lot of their time in little groups - two or three children together, or even working alone - so they can be comfortable and at ease. And of course, the soft tone and good spirit of the teacher are exceedingly significant.

What else about Fives? A note that always strikes me is that they are doers. They are forever on the go. They are into everything. Their nature will

change as they grow older, but right now, Fives are not good sitters; they are not youngsters who can keep quiet for very long; and they are not good listeners either. Instead, they have another quite-wonderful quality: They want to see and do for themselves.

What does this mean for a kindergarten? It means that the emphasis has to be on reality and on action: on animals, on jobs the children do, on activities they carry out, on trips they take, on workers of all kinds who come into the classroom. The emphasis has to be on chances for children to use their hands and to work with tools: magnets, magnifying glasses, saws, hammers... to work even with what look like playthings: clay, blocks, paint, puzzles, sand... Kindergarten is not a place for teaching children by talking at them, not a place for grownups' lectures. It is a place where active children are involved in the goings-on. Fives learn best that way.

Still another quality of Fives always tremendously impresses me: Their imagination, their creativity. I am sure you must be impressed too. They are geniuses at make-believe. This peak period of imagination doesn't last forever. In fact, it passes very quickly, so it is important for a kindergarten to make the most of it. That is the reason for the kindergarten's clay and paints and blocks and dolls and dress-up clothes. This kind of material strengthens imagination, a matter of first-rate significance now, one of lasting significance for a child's whole later life.

One last point, a basic one: Fives are very curious. Very eager to learn. Determined to know more and to build new skills. A good kindergarten has to be a learning place where children's minds are challenged and where youngsters feel they are growing.

Today a special problem comes in here. Whenever there is talk about "Fives learning," many people translate that to mean: "Learning to read" They tend to forget all other learnings. Reading, of course, is very important but we all have to remember: Only a few Fives are bursting to sink their teeth into reading. Many, many others - just as healthy, just as bright - have little interest now.

This variety in individuals means that a teacher has to be alert to each child's development, not pushing too hard on the many who are not yet excited about reading; yet there to help the few who want to get started, giving them all the help they need. Most important - and beyond reading - the teacher must make sure that *all* children learn countless facts and skills and ideas, whether they are early- or late-blooming readers.

How can you tell if a kindergarten is really geared for Fives? Your child's behavior is one excellent indicator.

I would call it a good kindergarten if my youngster had a positive feeling about school: liked to go, liked being independent.

What Is Kindergarten All About?

I would call it a magnificent place if my child had a friendly feeling toward the kindergarten teacher and thought "teacher" was something special: a peach, a honey.

I would call it a prize kindergarten if my child came home from school excited by new learnings, *any* learnings. Not necessarily excited every day - no one is on Cloud 9 all of the time - but full of something new much of the time.

Some parents, I know, would feel more comfortable if their child came home with more specific proof, especially of learning to read - if the youngster knew the alphabet or the sounds of the letters, for example. I urge you: Try to relax. Don't put too much weight on these specifics. Keep in mind that your "scholar" is only Five. Be sure you don't rush the seasons.

Raising a child is a little like farming. In the fall and winter and early spring, the farmer plows and harrows and fertilizes. The farmer doesn't get anxious: "There's no crop, where's the crop?" There has to be a time for spadework, a time for groundwork, a time for the foundations. This is the kindergarten time.

It *is* a learning time - you can be sure of that. I think you will be surprised and pleased day by day with how much smarter your youngster is. The stories children hear in kindergarten, the trips they take, the discussions, the displays, the activities, these all teach an amazing variety of facts and skills and ideas.

In addition, I think you are certain to see better language and a longer attention span. Better coordination. And almost surely, your child will increasingly be feeling more confident.

And in kindergarten children get, more and more, the hang of getting along with people. I don't mean that there are happy times all the while. Kindergartners fight some. They argue. Your child may come home in tears some days. But out of the give-and-take of kindergarten - the good times, the rough times - children learn more of how to live with others. They learn to lead now and again, and to follow.

Many facts and skills will sink in very painlessly. In fact, I can put it more strongly: If all goes well, they will sink in joyously.

This seems fine to me, and I hope you agree. This kindergarten year is your child's only fifth year of life. It will never come again. What could be nicer than to have it turn out to be an exciting and pleasing year, a very contented year for your child to live?

Notes For Parents

Why Play is So Very Important

Ask any young child what happened at school. You will almost always get the same answer: "Played." And when you visit school you are apt to have the same overall impression: "They're just playing."

But don't be misled by that word "play."

Children in early childhood groups do play - no question about that. But they don't play games with rules and scores and teams, the way older youngsters play. Young children's "play" isn't that kind.

And their play isn't like that of grown-ups playing golf or bridge. Young children's play isn't recreation. It isn't a dessert when the day's work is done. It isn't a change of pace.

Nor is their play giggles and laughter. Young children playing are very intent and earnest. The word "play" usually suggests killing time and fooling around but young children's "play" - there ought to be a better word for it! - is very serious business.

Young children "play" with playthings: with paints, clay, riding their trikes, climbing, building with blocks, in the sandbox, with their dolls, doing puzzles, on the swings, on the slide, on the junglegym...

But young children "play" even when they are busy with ordinary, realistic, down-to-earth activities: when they are toileting, taking a bath, feeding an animal... Listen and you suddenly realize: they're not all here!... their minds are elsewhere. They are "playing." Young children can have their feet on the ground at the same time that the rest of their body and soul is imagining, pretending and making-believe.

This is the unique characteristic of the under-Six age: It lives in two worlds. One we call "the real world." But the other world often is even more real to the young child: the *private* world, the "play world," the world within the boy or girl's mind.

You and I see a chair. A chair is to sit on. That is *one* world.

The young child sees a chair. A chair is to sit on *and* a chair is a horse, a plane, a boat, a car, a bus, a house, a cave, a garage...

Anything can be anything in the child's own personal "play" world. Anybody

can be anybody and anybody can do anything: "I must be the boss and you must be the worker. And you must do what I tell you..."

"Anybody can be anybody, anybody can do anything; even nobodies who don't exist can do anything! In their special world young children often talk to people who really aren't there. They have make-believe friends whom we can't see at all!

Why? What's the good of this very different, under-Six kind of play?

This play serves three very important purposes in nourishing the young child's development. First and foremost: *Play promotes very significant mental capacities*. It stretches the attention span. It builds the child's vocabulary. It develops perseverance. And most important: Play is the young child's distinctive way of beginning to organize ideas and to plan and to think.

Watch a youngster at an easel. The child consciously, carefully, deliberately puts red exactly where he or she wants the red to go. That is "play" and that is thinking.

Listen to a child on top of a junglegym: "This must be our house and I must be the mother." That is "play" and that is a child with a plan, a child with an idea.

Whether the child speaks the words out loud or simply thinks them, in play the child always feels: "I have an idea." The idea doesn't have to be our grown-up kind of idea; the chair doesn't have to look like a horse or smell like a horse. Later, when the child is older, ideas will have to meet the harsh test of reality, and the child will want them to. Now, when the child is under age Six, what counts is that the child thought up the idea. It is "play" and it is the beginning of thinking. The notion can surprise you but the fact is: "Play" - happy-sounding, seemingly easy-going - involves very vigorous intellectual activity.

Play serves a second important purpose in development: *Play is the young child's emotional equalizer*. Every young child meets some blows and disappointments, even under the best of conditions. Inevitably, adults are busy... time passes slowly... toys break or get lost... day becomes night ... Young children need some defenses against the realities of life, and "Play" does that job.

Through play children can feel more loved, more cared for, more protected, whenever any of these feelings would make life a little sweeter. All they have to do is say: "I must be the baby"... "I must be sick"... "I must be your prisoner"...

Just as easily, through play children can feel more important, more powerful, more impressive, whenever any of these feelings would make life more pleasant. It is easy to do: "I must be the driver... "Giddyap horsey, go, go"...

"I must be the conductor. I collect the tickets"...

Play turns children into social human beings - that is the third contribution to development. Children do play alone at times, even in school groups, but usually "play" means people. It means listening to what the other children say; it means speaking up for your ideas. It means going along with what the others do; it means persuading others to follow you.

Play times are practice sessions in not being too bossy, not being selfish or grabby *and* not being too meek or too mild or too shy. "Play" starts a child on the way to becoming civilized - a companion, a contributor.

Play brings so much good to young children - it is built so deeply into their bones - that it goes on, for better or worse, whether we adults nourish it or not. But our support for children's play is important. Without it, the play can run downhill. It can become repetitive - the same old activity over and over again. Or play can become wild and out-of-bounds. Or the urge to play can be pushed down within the child, submerged exclusively into day-dreaming.

What can we do to help? Children don't need our ideas or direction from us - child play has to be *their* idea. But we can help by being sure that children have the space that play needs at home and at school. We can help by providing the age-mates that make play richer. We can help by making available the kinds of materials that let play flow easily: blocks, sand, clay, paints, dolls, dress-up clothes...

We help most of all simply by believing in the worth and in the importance of play. The temptation is to become impatient with an activity so misleadingly named. Now that they are in school, the temptation is to push children into "serious things," forgetting how serious play is to them. The temptation is to prize only achievements and accomplishments that *we* can recognize, ignoring the basic contributions to mental and emotional and social development that play makes.

If you find yourself tempted to minimize child play, keep this in mind: It grows and blossoms and blooms only in this particular under-Six span of years. For that short span in life, it touches almost all the activities that fill up almost all the minutes of the child's day. We ought to think twice before taking too lightly something so impressive.

Your Child Goes to KINDERGARTEN

About Five-Year-Olds

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Your happy four-year-old has grown up to be a calmer and less excitable five-year-old. Five-year-olds are friendly, talkative, and affectionate toward adults. They are eager to please you, but they sense they are growing up and want to be thought of as children who are ready for school.

Five-year-olds are aware that written words mean something. They may recognize a few letters and words and pretend to read and write. They love to have

stories read or told to them. They especially like those with lots of action, movement, and repetition.

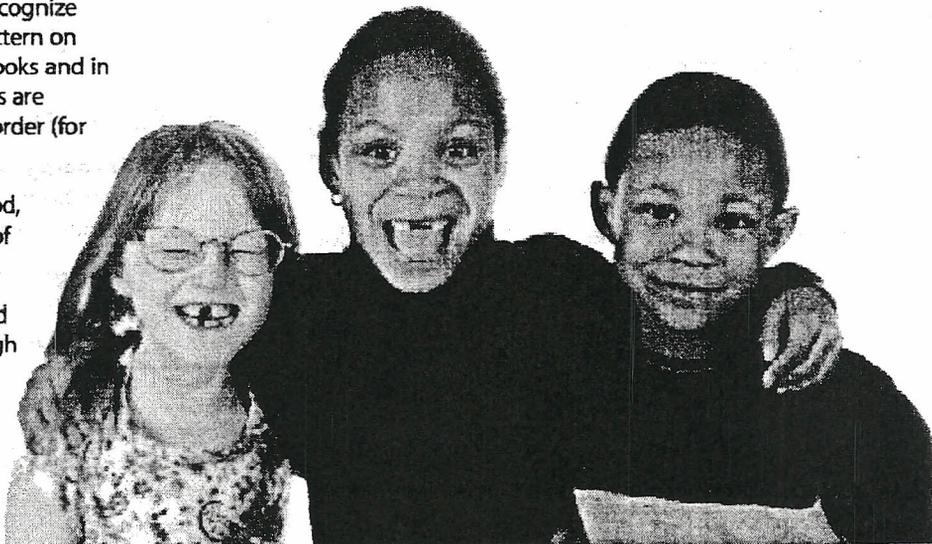
Five-year-olds are eager to try out their independence, but they need guidance from home to help them to set and understand limits. Five-year-olds need routines, including one for getting ready for school. Starting the day calm and relaxed at home with a healthy breakfast will help them to have a positive day at school. Choosing clothes and fixing sandwiches or snacks the night before can help to make mornings less pressured.

What skills do children need in order to succeed in school?

For those of us who are concerned about the school readiness of children, it is important that they be:

- Socially adjusted, emotionally secure, and physically strong and coordinated.
- Able to communicate with adults and others, notice the connection between some letters of written language and their individual sounds in spoken language (for example: letter "m" makes the "mmm" sound) and show interest in stories, books, and reading.
- Able to recognize the relationship between a number and the quantity it represents, recognize patterns (for example: repeating color pattern on the edge of a rug), recognize shapes in books and in the environment (for example: some signs are squares), able to place items in a certain order (for example: largest to smallest).
- Aware of their environment/neighborhood, animal and plant life, as well as the roles of people in their families and communities.
- Comfortable with individual creativity and an appreciation for self-expression through the arts (for example: use clay, paint, markers, etc. with a purpose in mind).

Kindergarten teachers must evaluate each child during the first few weeks of school on indicators reflecting the skills and abilities that can reasonably be expected from children who are beginning kindergarten. Teachers provide information on these seven developmental dimensions: personal and social development, language and literacy, mathematical thinking, scientific thinking, social studies, the arts, and physical development and health. Please discuss your child's results with the teacher during the scheduled fall parent-teacher conference.



Some things you can do to support your child's learning in kindergarten include but are not limited to:

Personal and Social Development

- **Develop a plan for the week.** Let your child help you to plan a weekly schedule of times and events, highlighting anything that will be out of your ordinary routine. This will help him to understand the order of things and give him the security of knowing his upcoming schedule.
- **Making choices.** You encourage independence when you let your child make some reasonable choices and decisions, such as choosing the story to read at bedtime or selecting a birthday card for a relative or friend.

Language and Literacy

- **Play with words.** Play the name game using your child's first name and have her help to think of and recognize words that begin with the same sound as the first letter of her name. Find opportunities to sing songs, recite poems, and make up rhymes.
- **Make a word-card file.** Write words your child wants to read, one per index card, adding new cards as he learns new words. Encourage him to select word-cards from the file when he wants to copy a word or practice sounding out a special new word.
- **Take dictation.** Offer to help add a story to your child's drawings by writing down the words she tells you. Let her hear you sounding out the words as you write the letters so she sees the connection between spoken and written language. Saying stories is an important first step to writing them.
- **Take a part.** After reading, pretend to be one of the characters and encourage your child in acting out the stories you read together. Play the part with enthusiasm. Repeating the character's words with emphasis will encourage fluency later on when your child begins to read on his own.

Mathematical Thinking

- **Collect things with your child.** Collect groups of things, such as container lids, buttons, key chains, and sort them using different rules that you and your child choose (for example: bigger ones from smaller ones, lids from food containers and lids from drink containers).
- **Be pattern detectives.** Hunt for patterns on clothing, in the wallpaper, on dishes, in the carpet.
- **Keep on counting.** While working around the house with your child, count aloud the number of socks as you do the

laundry, the number of potatoes as you make dinner. Solve problems, such as, "How many crackers will we need for everybody to have two with their soup?"

- **Search for shapes with your child.** Look for all the shapes (triangle, circle, square, etc.) that you can find inside your house or see on the way to the store.

Scientific Thinking

- **Use your senses like a scientist.** Encourage your child to look at, smell, listen to and feel things in the environment. Take a walk in the woods and talk about the things you can touch, smell, see, and hear.
- **Wonder with your child.** Let your child hear you wondering about things that intrigue or mystify you, such as, "I wonder why we can see a rainbow in the mist from the garden hose!" Question your child about his explanations by asking, "How do you know that?" or, "Tell me why you think that." Encourage people like your doctor, the plumber, and the cable t.v. technician to give your child explanations to questions he can understand.

Social Studies

- **Different rules for different places.** Talk with your child about how rules for behavior can change depending upon where you are, such as behavior at the theater and behavior at a ball game.
- **Point out workers in the community.** Talk with your child about roles of people who help your family, such as the garbage collector, postal employees, grocery store clerks.

The Arts

- **Foster creativity.** Keep art supplies on hand (crayons, markers, paper, scissors) and encourage your child to express his ideas and feelings in creative ways. Encourage talking about his creations ("Tell me about your picture."). Supply him with puppets and building materials, such as blocks and construction toys.
- **Make and enjoy music together.** Sing to her in the car, make an instrument, clap the beat, dance, play lots of different recorded music and talk about the different sounds. See a show or go to a concert.

Physical Development and Health

- **Encourage activity.** Give her room to play every day in the neighborhood, your yard, the park, or in an organized sports or movement program.
- **Arrange ways for your child to help.** Ask him to do chores where he can use his hands, such as peeling vegetables, pouring juice, cracking open eggs, and mixing jello.



Maryland State Department of Education - Early Learning Office
For more information, call 410-767-0335.

GETTING READY FOR KINDERGARTEN: What Parents Can Do

ORAL LANGUAGE AND VOCABULARY

- Talk with your child about daily routines and experiences.
- Read books with your child and talk about the story or information.
- Ask your child questions.
- Answer your child's questions.
- Encourage your child to speak in sentences.
- Encourage your child to play and talk with other children.
- Provide opportunities for your child to do and see new things. Go for walks in your neighborhood, visit the zoo, library, and other places of interest. Talk about discoveries.
- Provide opportunities for your child to draw, dance, listen to music, and make music. Talk about it.
- Provide opportunities for your child to have hands-on experiences to do things in the world. For example: *touch objects, pet animals, observe bugs, help with cooking, smell and taste foods, watch cars and trucks move.* Talk about how objects look, smell, and feel.
- Ask your child to follow simple directions and encourage them to do many things independently. For example: *getting dressed, setting the table, preparing a snack.*

CONCEPTS ABOUT PRINT

As you read with your child:

- Read the title on the cover.
- Talk about the picture on the cover.
- Point to where the story starts and later where it ends.
- Let your child help turn the pages.
- When you start a new page, point to where the words of the story continue.
- As you read, follow the words by moving your finger underneath the words.
- Encourage your child to move his/her finger underneath the words as you read.

GETTING READY FOR KINDERGARTEN: What Parents Can Do

PHONEMIC AWARENESS

- Sing rhyming songs with your child.
- Read and recite nursery rhymes with your child. As you read, stop before a rhyming word and encourage your child to fill in the blank.
For example: *Humpty Dumpty sat on a wall. Humpty Dumpty had a great _____.*
- Around your home, point to objects and say their names.
For example: *rug*. Then ask your child to say as many words as he or she can say that rhyme. For example: *Ball, tall, mall, fall, wall*.
- Say three words such as *cat, dog, and sat* and ask your child which words rhyme.
- Say silly tongue twisters with your child. For example: *Peter piper picked a peck of pickled peppers.*
- Help your child make up and say silly sentences with lots of words that start with the same sound. For example: *Billy bought a big, blue balloon.*

Letter Identification

- Sing the *Alphabet Song* with your child.
- Play games using the alphabet. For example: *I spy something that begins with the letter M.*
- With your child sitting next to you, print the letters of your child's name on paper and say each letter as you write it.
- Encourage your child to spell and write his/her name. At first, he/she may use just a few letters. For example, *Jenny* might use the letters *JNY*.
- With your child, make a name sign for your child's room.
- Wherever you are with your child, point out individual letters in signs, posters, food containers like cereal boxes, menus, posters, magazines.
- Read ABC books with your child.
- Give your child a page from a magazine. Circle a letter on the page and have him/her circle matching letters.
- Watch TV shows with your child, such as, "Between the Lions," "Blues Clues," and "Sesame Street" that feature letter learning activities for young children.
- Let your child sort letter magnets or letter cards. Ask your child to name the letters.

GETTING READY FOR KINDERGARTEN: What Parents Can Do

PHONICS

- Look at pictures or objects. Ask your child to say the sound the object begins with. Change the game by saying a sound and having him/her find an object that starts with the same sound.
- As you read a story or poem, ask your child to listen for and say words that begin with the same sound. Then have him/her think of and say another word that begins with the same sound.
- Write letters on pieces of paper and put them in a paper bag. Have your child pull out a paper from the bag and say the name of the letter and the sound that it represents. Then have him/her say a word that begins with the same sound.
- Cut pictures from magazines or draw pictures to help your child make his/her own alphabet book.
- Let your child have fun writing the alphabet letters, his/her name, and stories. Let your child share his/her writing. Praise your child's effort to write.

WORD RECOGNITION

- Place alphabet magnets on your refrigerator. Encourage your child to make simple words. For example: *cat, dog, mom, dad.*
- Read books with your child and point out common words. For example: *the, I, go, a, and, see, like, me, you.*

* For English language learners, these activities can be done in the family's native language.

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Starting Kindergarten? Help Make It a Good Experience!



Starting kindergarten can be an anxious or an exciting experience for children. They enter an unfamiliar environment and spend time with strangers, but they also make new friends, meet new teachers, and learn new skills. Getting off to a good start is important! If kindergarten is a good experience, children tend to continue to do well in school. If kindergarten is a painful experience, children often have trouble in later years.

- ✦ **Talk about the kindergarten program *before* the first day of school.**
Talk with your child about kindergarten before the big day. Find out what she thinks kindergarten will be like. Be prepared to answer her questions: What will the start of the day be like? What will the end of the day be like? Where will I eat lunch and play?
- ✦ **Visit the kindergarten classroom in the spring.**
If possible, visit the classroom during the school term before she starts. Talk with the teacher and walk around inside the school. Visit the playground, the lunchroom, and the bathrooms. Seeing these places and people can help to ease some of the concerns your child might have.
- ✦ **Let your child know it's OK to feel anxious.**
If your child is hesitant about starting kindergarten, let her know that you (or an older brother or sister or friend) felt the same way. Reassure her that she will get used to it very soon.
- ✦ **Be sure your child is well rested and well fed.**
Kindergarten is usually more tiring for children than preschool was. Your child will be better able to meet the demands of kindergarten if he is well rested and has had a good breakfast. When children start school, regular bedtimes and mealtimes are more important than ever!
- ✦ **Help your child develop a sense of responsibility.**
During the school years, you will want your child to begin taking responsibility for getting herself and her personal belongings to school on time. You will want her to complete her schoolwork and classroom jobs. You will also want her to let you know when she brings home important notes from school. As much as possible, let your child perform these important tasks for herself, starting in kindergarten. Doing so will help her feel capable and learn to be responsible.
- ✦ **Take kindergarten seriously.**
Showing interest in your child's kindergarten experience lets him know that school is valuable. Ask him who he played with, what books he read, and what activities he took part in. Read the notes that come home from the teacher and school. Attend parent-teacher meetings and as many other school events as your schedule will allow. Your interest in your child's kindergarten experience sends an important message:
School is important!

Full-Day Kindergarten Information Sheet

Description of Program: A full-day, six hour kindergarten program located on site at the National Institute of Standards and Technology. The kindergarten program is accredited by the Maryland State Department of Education, and before and after child care is licensed by the Department of Human Resources Child Care Administration. Curriculum objectives are based on the curriculum objectives from Montgomery County Public Schools.

Program Begins: August 29, 2011

Program Ends: June 13, 2012

Enrollment Dates: January 26, 2011 to February 16, 2011
Please see http://www.nist.gov/cc/reg/special_programs.cfm for more explanation of our enrollment procedure.

Class Ratio: 12 Students to 1 Teacher

Staff: The program is staffed to meet or exceed all state requirements, i.e. a bachelor's degree or 120 semester hours of college credit.

Kindergarten Deposit: \$200.00 per student (non-refundable after closing date of enrollment and due with registration.)

Tuition: Includes Kindergarten and Before and After Care:
Currently \$239.00 per week which includes all meals.* Tuition also includes all school holidays. (No kindergarten, but child care offered when MCPS is closed due to inclement weather.)

Instructional Calendar: Follows Montgomery County Public Schools Calendar for 2011-2012 with minor adjustments. Please see current year calendar for specific holiday schedule. Child care is available when kindergarten is closed, except for Federal holidays. Kindergarten and Child Care are closed on all Federal holidays.

* The Board of Directors will determine and announce exact 2011-2012 tuition in August 2011.

Kindergarten Calendar 2011-2012

August 29	First Day of School
September 5	Labor Day (NIST CCC Closed)
October 10	Holiday – Columbus Day (NIST CCC Closed)
November 1	Professional Day for Teachers - No Kindergarten - Child Care Only
November 10	Parent Teacher Conferences - No Kindergarten - Child Care Only
November 11	Holiday - Veteran’s Day (NIST CCC Closed)
November 24, 25	Holiday – Thanksgiving (NIST CCC Closed)
December 26	Holiday - Christmas (NIST CCC Closed)
December 26-30	Winter Break – No Kindergarten - Child Care Only
January 2	Holiday –New Years (NIST CCC Closed)
January 16	Holiday – Martin Luther King Day (NIST CCC Closed)
February 20	Holiday – President’s Day (NIST CCC Closed)
April 2-9	Spring Break - No Kindergarten- Child Care Only
May 3	Professional Day for Teachers - No Kindergarten - Child Care Only
May 10	Parent Teacher Conferences - No Kindergarten - Child Care Only
May 28	Holiday – Memorial Day (NIST CCC Closed)
June 13	Last day of School, Half Day, Graduation

NIST CCC Kindergarten will follow the Montgomery County Public School (MCPS) schedule for snow days or inclement weather. If MCPS announces a full day closing, Kindergarten will not be in session but child care will still be provided as long as NIST remains open. If MCPS announces a delayed opening or closes early after opening in the morning, NIST CCC Kindergarten will open on time and remain open for the entire day provided that there is not an announced change later in the day at NIST. If NIST closes early for inclement weather, the Child Care Center and Kindergarten will close thirty minutes after the announced NIST closing time.

The total number of instructional days for NIST CCC Kindergarten is 185.

Kindergarten Calendar 2009-2010

NIST Child Care Association

BULLYING, HARASSMENT, OR INTIMIDATION POLICY

In the creation and support of center's climate that it is a safe place to learn, there is an evolving recognition that bullying is a very toxic form of abuse among peers. Staff and students who are bullied and those who bully others are at significant risk of experiencing a range of health, safety, and educational risks. Bullying can be physical (hitting, pushing, shoving), verbal (being teased, threatened, coerced, made fun of, called derogatory names) or relational (spreading rumors, being left out or ostracized).

The prevention of bullying requires a concerted effort to support a whole-school bullying program involving awareness, prevention, and early intervention training with students, parents, administration, and school staff. A whole-center based prevention/intervention program addresses the prohibition of bullying as well as retaliation against individuals who report acts of bullying.

In accordance with the provisions of Section 7-424.1 of the Education Article of the Annotated Code of Maryland, the kindergarten program at the NIST Child Care Center has developed and adopted the following Policy to address bullying, harassment, or intimidation:

I. Prohibition of Bullying

It is the policy of the NIST Child Care Center to prohibit bullying, harassment, or intimidation of any person on center property or at center-sponsored functions or through the use of electronic technology. It is the policy of the NIST Child Care Center to prohibit reprisal or retaliation against individuals who report acts of bullying, harassment, or intimidation or who are victims, witnesses, bystanders, or others with reliable information about an act of bullying, harassment, or intimidation.

II. Definition of Bullying, Harassment, or Intimidation

As used in this policy, "bullying, harassment, or intimidation" means intentional conduct, including verbal, physical, or written conduct or an intentional electronic communication that creates a hostile educational environment by substantially interfering with a child's educational benefits, opportunities, or performance, or with a child's physical or psychological well-being and is:

- motivated by an actual or a perceived personal characteristic including race, national origin, marital status, sex, sexual orientation, gender identity, religion, ancestry, physical attributes, socioeconomic status, familial status, or physical or mental ability or disability; or,
- threatening or seriously intimidating; and,
- occurs on center property, at center's activity or event, or on a school bus; or,
- substantially disrupts the orderly operation of a school. "Electronic communication" means a communication transmitted by means of an electronic device, including a telephone, cellular phone, computer, or pager.

III. Prevention, Intervention, Remediation, and Consequences

This policy recognizes that the prohibition of bullying in the center and reprisal and retaliation against individuals, who report acts of bullying, as well as subsequent and standard consequences and remedial actions, cannot be effective as prevention and intervention methods unless they are included as a part of a whole-center prevention/intervention program. The whole-center program would include the following elements: prevention, intervention/remediation, and consequences.

Prevention will include at least one of the following:

- At least annual professional development for administrators and all staff to increase awareness of the prevalence, causes, and consequences of bullying and to increase the use of evidence-based strategies for preventing bullying.
- Additional professional development may be provided for new employees who are hired after the start of school during the school year.
- Center-wide evidence-based anti-bullying programs implemented as a part of a system of positive behavioral supports and school improvement efforts at all age levels.
- Center climate improvement efforts in order to promote student involvement in the anti-bullying efforts, peer support, mutual respect, and a culture which encourages students to report incidents of bullying to adults.

- Collaboration with families and the community to inform parents about the prevalence, causes, and consequences of bullying, including its central role as a public health hazard, and the means of preventing it.
- Biennial school/building-specific data collection on the prevalence and characteristics of bullying which is used to guide local decision-making related to surveillance, prevention, intervention, and professional development.

Intervention/Remediation will include at least one of the following:

- Professional developments for center staff on how to respond appropriately to students who bully, are bullied, and are bystanders who report bullying.
- Education/intervention for the students exhibiting bullying behaviors will include teaching replacement behaviors, empathy, tolerance and sensitivity to diversity.
- Remedial measures designed to correct the bullying behavior, prevent another occurrence, and protect the victim.
- Support/counseling for the victim with protection from retaliation and further episodes of bullying.
- A continuum of interventions developed to prevent bullying by addressing the social-emotional, behavioral, and academic needs of students who bully in order to prevent further incidents, while taking great care to ensure the safety of the victim.
- Utilizing community health and mental health resources for those students who are unable to stop bullying behaviors in spite of center intervention and for those students involved in bullying behaviors as perpetrators, victims, or witnesses whose mental or physical health, safety, or academic performance has been impacted.

Consequences:

- Consequences such as suspensions, expulsions, or protective orders should not be viewed as punishments designed to prevent bullying. Instead these are means of protecting the victims by providing community containment, while positive behavioral discipline is implemented.
- Consequences should also include recognition for positive behavior exhibited by the student who has previously exhibited bullying behavior, the bullied student who is implementing strategies to offset past problems, and the bystander who has taken an active role in addressing bullying behaviors.

IV. Consequences and Remedial Actions for persons committing acts of bullying, harassment, or intimidation and for persons engaged in reprisal or retaliation and for persons found to have made false accusations.

Consequences and remedial actions for persons committing acts of bullying, harassment, or intimidation and for persons engaged in reprisal or retaliation and for persons found to have made false accusations will be consistently and fairly applied after appropriate investigation has determined that such an offense has occurred. The following list of consequences and remedial actions is presented in no particular order and is provided as a guide that by no means limits the center from implementing other additional consequences and remedial actions.

Standard Consequence:

- Loss of a privilege
- Verbal reprimand
- Parental notification
- Reassignment of seats in class or bus
- Reassignment of groups
- Completion of letter of acknowledgement of action, with apology, to victim (after review by staff and not in a case of sexual harassment or intimidation)
- Reparation to victim in the form of payment for or repair of damage to possession
- Referral to law enforcement
- Expulsion

Remedial Actions

- Parent/Student Conference
- Education about the effects of bullying, harassment, or intimidation
- Behavioral contract
- Positive behavioral supports – e.g. functional behavioral assessment; behavioral intervention plan; remediation of problem behaviors that takes into account the nature of the offense, the developmental level of the student, and the student's behavioral history
- Referral to an external agency

- Participation in counseling (delivered by a community mental health provider)
- Cooperation with a behavioral management program developed in consultation with a mental health professional

V. Procedures for Reporting Acts of Bullying, Harassment, or Intimidation

The following procedures for reporting acts of bullying, harassment, or intimidation are required by staff.

1. If a student complains that he/she is currently the victim of bullying, harassment, or intimidation, the staff member will respond quickly and appropriately to investigate and intervene, as safety permits.
2. If a student expresses a desire to discuss an incident of bullying, harassment, or intimidation with a staff member, the staff member will make an effort to provide the student with a practical, safe, private, and age-appropriate way of doing so.
3. *Bullying, Harassment, or Intimidation Reporting Forms* must be completed, and are to be obtained in the center's main (front) office.
4. Information obtained from the *Bullying, Harassment, or Intimidation Reporting Forms* shall be recorded for data collection, storage, and submission according to the requirements of Education Article § 7-424, Annotated Code of Maryland.

VI. Procedures for the Prompt Investigation of Acts of Bullying, Harassment, or Intimidation.

The following procedures for investigating acts of bullying, harassment, or intimidation are presented as a guide that by no means limits other additional investigating procedures.

1. All reports must be written using the *Bullying, Harassment, or Intimidation Reporting Form*. They must then be promptly and appropriately investigated by the Center Director or other administrative designee, consistent with due process rights, using the *Bullying, Harassment, or Intimidation Incident Investigation Form* within 2 working days after receipt of a reporting form or as timely as possible.
2. The Center Director or other administrative designee will determine whether bullying, harassment, or intimidation actually occurred by taking steps to verify who committed the act of bullying, harassment, or intimidation and whether others played a role in perpetuating this act. Other related complaints, if any, will be reviewed in making this determination.
3. Neither victim nor witnesses should be promised confidentiality at the onset of an investigation. It cannot be predicted what will be discovered or if a hearing may result from the ultimate outcome of the investigation. Efforts should be made to increase the confidence and trust of the victim and any witnesses. They will be informed that any information discussed and recorded will be confined to "need to know" status.
4. The Center Director or other administrative designee will immediately notify parents of the victim and offender of the incident.
5. The Center Director or other administrative designee will apply consequences and/or remedial actions consistent with due process rights using the range of listed consequences as a guide. The offender will be informed that retaliation against a victim or bystander is strictly prohibited and that progressive consequences will occur if the activity continues.
6. The Center Director or other administrator designee will create a written record of the bullying, harassment, or intimidation incident and any disciplinary actions taken, as well as the statements of the victim, witnesses, and offender. Discussions with all parties should be documented as soon as possible after the event. Any material records or evidence will not be discarded while a criminal investigation or prosecution resulting from the incident is ongoing.
7. Separate conferences with the victim and offender will occur within two weeks after the investigation to determine whether the bullying, harassment, or intimidation has continued and whether additional consequences need to be implemented. These conferences may occur as part of the counseling intervention. Another follow-up conference or conversation will be held with the victim four weeks after the initial follow-up conference to determine if the bullying, harassment, or intimidation has ceased.
8. The Center Director or other administrative designee should be aware that some acts of bullying, harassment, or intimidation could also be delinquent acts. If they are delinquent acts, they promptly shall be reported to the responsible law enforcement agency according to the Code of Maryland Regulations (COMAR) 13A.08.01.15. Delinquent acts, which have been traditionally treated as a matter of discipline to be handled administratively by the school, may not be reported to law enforcement. All conduct of a serious nature should be promptly reported to the parent or guardians concerned.

VII. Types of support services available to the student bully, victim, witnesses, and any bystanders.

The following list of the types of support services that may be available to the child bully, victim, witnesses, and any bystanders is presented as a guide that by no means limits from including other additional support services. Interventions and programs should be implemented as appropriate based on context, situation, age, and severity.

- Counseling
- Conflict resolution
- Problem solving skills training (proactive, constructive, relationship-building)
- Social skills/competency training
- Anger management training
- Educational programming
- Parental involvement
- Peer support groups
- Schedule modifications
- Community/Family
- Public or private community-based mental health services
- Faith-based services
- Multi-service centers
- Health Department Programs
- Community Mediations
- Department of Social Services
- Law enforcement agencies

VIII. Information regarding the availability and use of the bullying, harassment, or intimidation reporting form.

The following information regarding the availability and use of the bullying, harassment, or intimidation reporting form is presented as a guide that by no means limits the CCC from providing other additional information regarding the availability and use of this form.

1. Center will inform staff about the availability of the form for their use.
2. Forms are available in the main (front) office.

Glossary

Bullying: exposing a student to intentional negative actions on the part of one or more other students which adversely affect the victim's ability to participate in or benefit from the school's educational programs or activities.

Harassment: perceived or actual experiences of discomfort with identity issues in regard to race, color, national origin, gender, disability, sexual orientation, religion, or other identifying characteristics by a student which adversely affects that student's ability to participate in or benefit from the school's educational programs or activities.

Intimidation: subjection of a student to intentional action that seriously threatens and induces a sense of fear and/or inferiority which adversely affects that student's ability to participate in or benefit from the school's educational program or activities.

Retaliation: an act of reprisal or getting back at a person for an act he /she has committed.

References

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Indicators of School Crime and Safety: 2007, U.S. Department of Education NCES 2008-021, U. S. Department of Justice, Office of Justice Programs NCJ 219553.

Maryland State Department of Education (2005), Safe Schools Reporting Act, Directions for Students and Parents Completing Bullying/Harassment Referral Form.

Maryland State Department of Education (2008), Suspensions, Expulsions, and Health Related Exclusions Maryland Public Schools, 2007-2008, MSDE-DPA 11/08.

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New Jersey's Model Policy and Guidelines for Prohibiting Harassment, Intimidation and Bullying on School Property, At School-Sponsored Functions and On School Buses, New Jersey Administrative Code §6A:16-7.9.11