

WELCOME
Willow Grove Kindergarten
Parents!

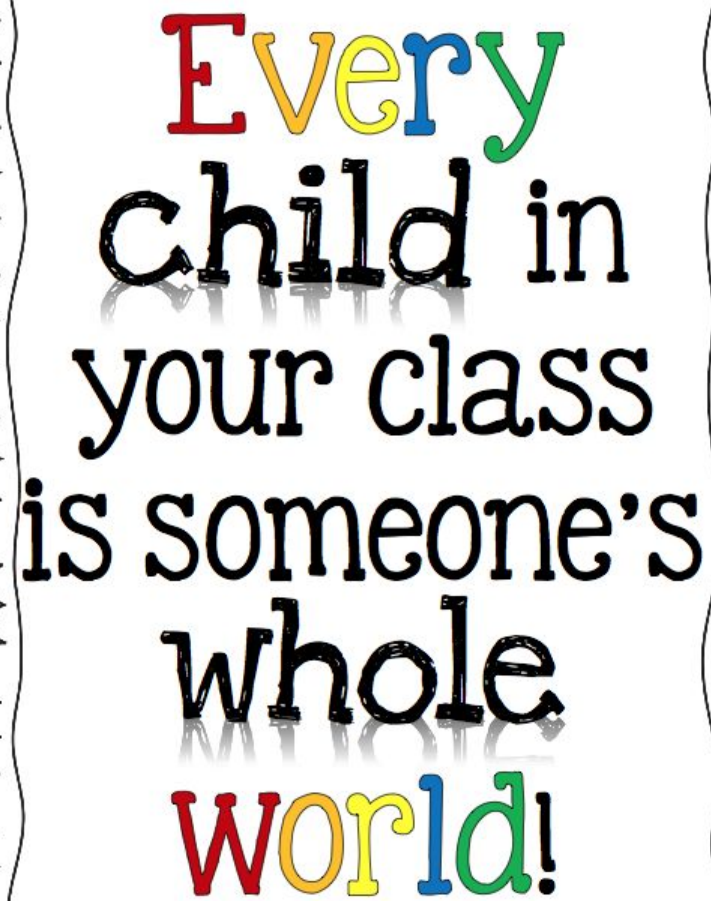


Thank you for coming!

- Jenny Smith, Principal
 - 18th year in District 96
 - 8th year as principal, the last three being here at Willow Grove

Our Staff

- Introduction of attending staff



Every
child in
your class
is someone's
whole
world!

My Whole World...



Arrival, Dismissal, Attendance Reminders

- Absences - Call the office (no email)
- No parking in circle drive
- Arrival begins at 8:45 - please avoid tardiness - late arrival impacts the full classroom
- Dismissal
 - Parent pick-up: must bring state ID/License
 - Bus: Must be at stop waiting
- Questions? Call the office

Bus

- Bus book - overview of expected behaviors (virtual backpack)
- No food or drinks
- No toys

Approved Snack List



- Free of Top 8 Allergens
- Pre-packaged
- Access to full classroom for all children
- Feasibility for teacher to safely monitor
- No Birthday Treats
- Pack separately from lunch if bringing from home
- Non-spill top water bottles only if providing

*Children may bring anything for lunch

Tell me about...

[Curriculum & Instruction](#)

[Student Clubs & Sports](#)

[Handbook/Bullying Policy](#)

[Approved Snack List | FAQs](#)

[Approved Snack List-Spanish | FAQs](#)

[Music](#)

[Parent Opportunities](#)

[Busing](#)

[PTO Info | PTO Blog](#)

[iPad Damage/Loss Policy Changes](#)



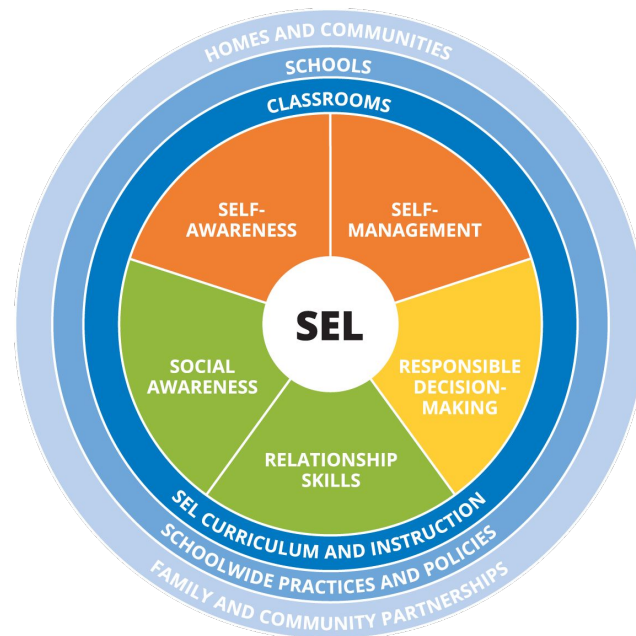
Illinois Social & Emotional Learning Standards

Goal 1 - Develop self-awareness and self-management skills to achieve school and life success

Goal 2 - Use social-awareness and interpersonal skills to establish and maintain positive relationships

Goal 3 - Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts

CASEL Competencies



Impact on Students

- Leads to academic outcomes and improved behaviors
- Impact is long-term and global
- Multiple benefits for students
- 11:1 Return on investment
- Improves lifetimes outcomes





Parent Toolkit
CASEL
Understood



- Accurately label emotions.
- Share feelings in a range of contexts (e.g., speaking, writing, drawing, matching, pointing).
- Follow classroom rules/routines (transitions, preferred/ non-preferred tasks, etc.) across settings (e.g., bus, classroom, lunch/recess, specials).
- Express frustration and anger effectively (without shutting down, running away) and without harming others, self, or property.
- Recognize acceptable methods to gain assistance.
- Recognize one's abilities and accomplishments, with adult support.
- Recognize that others may feel differently about the same situation.
- Demonstrate an ability to listen to others (e.g., making eye contact, nodding, asking clarifying questions, reading facial expressions) with adult prompting and support.
- Accept and interact with peers and adults with cultural variables different than themselves (e.g., age, race, ethnicity, shared interests, religion, and disability)
- Recognize that all people have similar needs
- Identify and demonstrate strategies to build positive relationships with others with adult prompting and support (e.g., sharing, positive nonverbal communication, using encouraging comments, listening, and/or using manners such as *please* and *thank you*).
- With adult prompting and support, identify and practice approaches to resolving conflicts constructively.
- Recognize that one has choices in how to respond to situations.



Vocabulary

Expected Behavior
Unexpected Behavior
Similarities/ Differences
Basic Feeling Words
(happy, surprised, sad, angry, scared, excited tired)
Strengths
Goals
Kindness
Responsibility
Respect
Reactions
Choices/Decisions

- Label your likes and dislikes and explain why.
- Label your own feelings (happy, sad, mad) and strategies you use to manage your emotions.
- Name the emotions of characters in stories, TV shows, and movies. Point out when characters may have different feelings about the same event.
- Model self-talk when you are frustrated.



Home
Connections

Continue to watch principal's message for further information regarding Social Emotional Learning

Grading Proficiency Scale

4.0 - Extends

3.0 Mastery

2.0 Developing Mastery

1.0 Not Mastering

Most targets span trimesters...Expect to see 2.0, as the goal is the end of the school year.

Kindergarten Specials



*Full Day Students Only

Specials

PE: everyday for 20 minutes (daily)

Music: two times a week for 20 minutes each. Music performance for all parents (including ½ Day) in May.

Learning Center: three times per week for 20 minutes each

- Books
- Handwriting
- STEM/Makerspace
- Science

Science

Learning Objectives

- Inquiry
- Exploration
- Following Curiosity
- Hands On

Resources

- TCI
- Alignment with Next Generation Science Standards (NGSS)

Concepts

- -plants and animals
- -pushes and pulls
- -weather



PTO & Volunteer Opportunities

- Amy Au Calabrese, Co-President
- Debra Regan, Co-President
- Tiffany Collins, Corresponding Secretary (PR)
- Tiffany Fishbein, Vice President (room parents)
- Alexandra Beygel, VP of Fundraising
- Pearl Park, Recording Secretary
- Support community building
- Support our school
- Would love your help!



Thank you for coming

- Please reach out to us for questions
- This evening goes until 7:30 p.m.
- WG Staff will help you find your classrooms

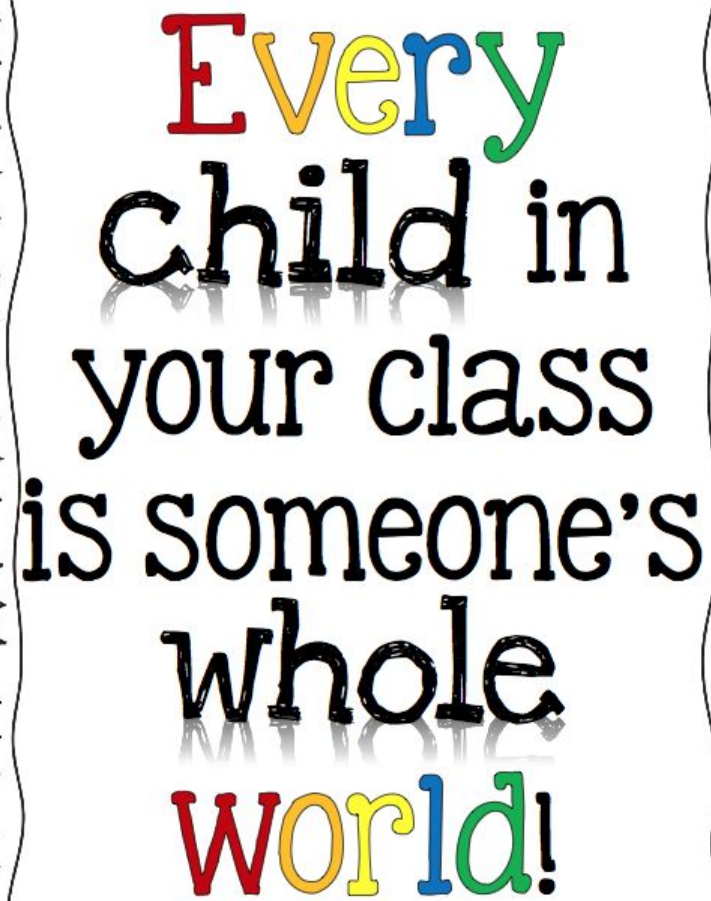


WELCOME
Willow Grove Parents!
Blended & STRUCTURED



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Parent Drop-Off

- Please be on time for drop-off and pick-up
 - Drop off begins at 8:35/11:50
 - Being on time supports our procedures for attendance, as well as receiving and dismissing other children
 - No parking in the circle drive
- If tardy come into the office with your child to sign-in (after 8:45/12:00)

Arrival & Attendance

- Absences/Late - Call the office (no email)
- Nice to share with teacher, but office manages

Bus

- Safety of students - no eating or drinking on bus
- Water bottles/sippies should be in backpacks
- No toys on the bus or to school

Dismissal

- Please be on time for pick-up
- Parent pick-up should park and come to main entrance
- No circle drive
- Be outside at the child's assigned bus stop

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- Please reach out to us for questions
- May exit gym doors or right outside the gym where you came in

