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2013-2014 LOWER SCHOOL CALENDAR

August

7 Administrative Offices Open

20 Orientation for New Students
Kindergarten, 9:30 a.m. – Library
Grade 1-4, 10:30 a.m. – Library

21 First Day of School – Regular Uniform
PreKindergarten Visit & Orientation, 8-10 a.m.
Kindergarten - 8 a.m.-12 p.m. through Aug. 28th
Regular classes begin Aug. 29th – 8 a.m.- 2 p.m.

22 PreKindergarten's First Day of School
8 a.m. - 12 p.m.

23 Lower School Assembly – DRESS UNIFORM

28 Lower School Parent Night – 6:45 p.m.

29 PK/K Full Day Program Begins – 8 a.m. to 2 p.m.

30 Individual School Pictures

September

2 All School Holiday – Labor Day

4 Rosh Hashanah begins at sundown (no homework)

October

9-11 Vision and Hearing Screening – Lower School

14 All School Holiday – Columbus Day

20 Admissions Open House

22 LS Open House – 6:45 p.m.
PK/K Early Dismissal 11:00 a.m.
1st-4th Early Dismissal 12:00 p.m.

25 Falcon Family Feast – Rice Stadium – 5:30 p.m.

St. John's Game – Rice Stadium – 7:30 p.m.

31 PK/K Halloween Parade
(students come dressed in costume)

November

11-12 Book Fair

11 Book Fair Family Night – 6-8 p.m.
(No Homework)

15 LS & MS Parent/Teacher Conferences
(No School for Students)

22 Homeroom Group Pictures

26 3rd Grade Program – 9 a.m. – Brown Auditorium
3rd Grade Grandparents Reception – 9:30 a.m.
LS Big Room – **Regular Dismissal**

27-29 Thanksgiving Holidays

December

8 Margaret Kinkaid Holiday Reception – 4:00 p.m.

19 PK & K Holiday Parties – 1 p.m.

19 1st-4th Holiday Parties – 2:30 p.m.

20 Lower School Singing and Sharing Assemblies
in Recital Hall

Students wear Holiday Attire
8:30 2nd Grade
9:05 PK
9:40 K
10:15 1st Grade
10:50 3rd Grade
11:15 4th Grade

20 Dismissal for Holidays after each grade's
Singing and Sharing

January

6 Classes Resume

20 All School Holiday – Martin Luther King, Jr.

February

4-6 International Fair

13 4th Grade Dads Breakfast, 7-8 a.m.
LS Big Room

14 Valentines Day – Classroom Parties

17 All School Holiday – President's Day

March

7 Parent/Teacher Conferences
(No School for Students)

12 2nd Grade Music Presentation (2 Classes)

13 2nd Grade Music Presentation (2 Classes)

14-24 Spring Vacation Begins at 3 p.m. Friday
School Resumes on Tuesday, March 25th

April

13 Passover Begins at Sundown

16 Field Day

17 Teacher In-Service Day for LS Faculty
(No School for Students)

18 All School Holiday (Good Friday)

May

1 Treble Choir Concert – 7 p.m. – Recital Hall

2 PK and K Spring Sing – 10:30 a.m.
Brown Auditorium

8 1st Grade Program – 9 a.m. – Brown Auditorium
1st Grade Grandparents' Reception – 9:30 a.m.
LS Big Room

15 Summer Reading Book Sale
LS Lobby

23 LS Awards Assembly – 1st - 4th Grade
8:45 a.m. – Brown Auditorium

23 Early Dismissal for Graduation
11 a.m. – PK/K
12 p.m. – 1st- 4th Grade

26 All School Holiday (Memorial Day)

28 Last Day of School for LS Students
Early Dismissal
11 a.m. – PK/K
12 p.m. – 1st- 4th Grade

The Kinkaid School is a non-sectarian college preparatory day school enrolling boys and girls in grades prekindergarten through twelve. Kinkaid's students range in age from four years to eighteen. The School has three divisions: Lower School (PreKindergarten, Kindergarten, and grades 1-4); Middle School (grades 5-8); and Upper School (grades 9-12). Each division has its own faculty, classrooms, and separate identity, and each has a specific educational plan for nurturing its students. The divisions are unified through educational ideals that characterize Kinkaid and determine its policies.

Kinkaid is accredited by the Independent Schools Association of the Southwest. It is a non-profit corporation governed by a self-perpetuating Board of Trustees consisting of parents, graduates, and friends of the School.

Kinkaid holds membership in the following educational organizations:

- American Field Service
- Counsel for the Advancement and Support of Education
- College Entrance Examination Board
- Cum Laude Society
- Educational Records Bureau
- Independent Schools Association of the Southwest
- National Association for College Admission Counseling
- National Association of Independent Schools
- Network of Complementary Schools
- Texas Association for College Admission Counseling

HISTORY

The oldest independent coeducational school in Houston, Kinkaid was founded in 1906 by Margaret Hunter Kinkaid. The School has had three locations—the first of which was Mrs. Kinkaid's own home, where classes were conducted in the dining room; the second location was at the corner of Richmond and Graustark; and, in the fall of 1957, the School moved to its present forty acre campus in Piney Point Village.

Kinkaid has had five heads — Mrs. Kinkaid, who governed the School until 1951; John Cooper who led Kinkaid from 1951-1979; Glenn Ballard who was head from 1979-1996; and Donald C. North who was head 1996-2013. John Cooper's twenty-seven-year tenure continued Mrs. Kinkaid's traditions of rigorous academics, arts, and athletics for all students. It was during this time that Kinkaid developed the national reputation enjoyed by today's school.

Under Glenn Ballard's leadership, Kinkaid and its faculty were enriched by parent and alumni encouragement and support. Student opportunities in academics, arts, and athletics were expanded steadily, with corresponding increases in the number of achievements. During the Ballard years, the campus witnessed extensive renovations and the addition of a new Middle School and gymnasium.

With Don North as its head, Kinkaid entered the twenty-first century with a dedicated leader who has a vision for the School based on his commitment to move the School forward while heeding the traditions of the three wise and caring individuals who preceded him.

In 2013, Andrew D. Martire takes on the role as Kinkaid's fifth Headmaster.

MISSION

Kinkaid's mission is to promote educational excellence, personal responsibility, and balanced growth, and thereby to help its students to discover and develop their talents and to fulfill their best potentials.

STATEMENT OF PHILOSOPHY

From its earliest days Kinkaid has emphasized both academic attainment and character development. Margaret Kinkaid described her ideal student as "the intellectually capable boy or girl of sound character whose talents, interests, and uniqueness are educational assets for other Kinkaid children." Today's Kinkaid remains faithful to its founder's calling, valuing its students for their potential, as well as their achievement, and striving always for their balanced growth—intellectual, physical, social, and ethical.

The primary goals of Kinkaid are intellectual endeavor and achievement. The School also believes that a well-rounded education includes experiences in the arts, athletics, and a variety of extra-curricular activities.

Kinkaid further believes that every student is and will continue to be part of a community and, therefore seeks to strengthen his or her moral responsibility to it. The School actively promotes honor, respect for self and others, and responsibility.

Kinkaid also believes that participation of parents in their children's education is essential to accomplishing its mission. The School makes every attempt to inform them of the School's purposes and goals, and expects their strong support in the pursuit of these aims.

EXPECTATIONS OF ADULT CONSTITUENCIES

The Kinkaid School, like other schools and organizations, is guided by its mission, stated policies and values. Our mission defines the school's purpose and reason for being; our policies define the school's expectations around specific issues; and, our values set the basic behavioral norms and expectations for all members of our community.

Even with these clearly established and well-articulated guiding statements and principles, there remains an ongoing need to provide clarity regarding expectations of each of the school's adult constituencies. With the clarification detailed below, we hope to avoid misunderstanding and misinterpretation of important responsibilities and basic expectations.

For this reason, and with great institutional respect and appreciation for the important and diverse roles of each of our constituent groups, the school has defined and embraced a set of expectations that more clearly define roles and responsibilities of the school's adult constituencies. These expectations, in concert with our core values, define the minimum, basic interpersonal expectations for interaction among and with each other around school activities, responsibilities, functions and gatherings.

What all adult parties have in common is concern for the welfare and education of Kinkaid students and the long-standing regard and tradition of the organization. As a community, we must work to strike and maintain a healthy balance whereby parents respect the role of the school and its teachers and staff to educate, and the school and its teachers and staff respect the primary role of parents to provide the childrearing and value system for their child. Just as families and communities depend on respect and trust among their members in order to flourish and be successful, so must Kinkaid.

We have a proud, rich history that is defined by our traditions, our families, our teachers and our students. These basic guidelines, which reinforce the need to understand and respect the roles of each adult constituency, are defined below.

Board of Trustees

- Sets the mission, vision, and strategic goals of the school
- Establishes the school's general educational policies
- Sets fiscal and operational policies of the school that support the mission, vision and strategic goals
- Is responsible for the fiscal health of the school
- Selects and evaluates the performance of the head of school
- Supports the headmaster's efforts to implement the initiatives necessary to achieve the school's vision and strategic goals
- Approves graduation requirements
- Ensures that the school operates in compliance with all relevant laws and regulations
- Provides oversight of risk management plans for the school
- Engages proactively with the head of school in cultivating and maintaining good relations with school constituents as well as the broader community
- Provides philanthropic leadership and support of the school's programs and key initiatives
- Demonstrates respect for Kinkaid's core values in interactions with all Kinkaid constituencies
- Shows respect for others regardless of the individual's religious, social or political views
- Is available to school constituents, but supports established means for those constituents to provide input and discuss concerns regarding school matters by referring input and concerns to the head of school or board chair

Headmaster and Administration

- Ensures that Board-approved mission and goals, along with the educational, operational and fiscal policies, are appropriately implemented
- Provides academic leadership to the school, including the following:
  - Ensuring that subject matter is adequately taught and contributes in a meaningful way to the school's overall academic objectives
  - Overseeing the selection and, if necessary, termination of faculty
  - Establishing standards of performance and overseeing the evaluation and development of administration and faculty
- Provides operational and fiscal leadership to the School, including the following:
  - Managing the day to day operations of the School
  - Setting the instructional and operational budget within limits set by the Board
  - Ensuring the safety of the learning environment and establishing emergency plans and procedures
  - Determining the calendar of the school and, with the faculty, the daily schedule
  - Communicating clearly and in a timely manner with Kinkaid constituencies—faculty, students, parents, alumni/ae, and the Board of Trustees
- Recognizes the value of and balance between both the most current thought in educational preparation for our students and school traditions and long standing practices
- Appreciates a student's or a family's right and responsibility to provide input and discuss concerns regarding school matters through established means and, as appropriate, provides a timely response to all such input or concerns
- Engages proactively with the Board of Trustees in cultivating and maintaining good relations with school constituents as well as the broader community
- Provides philanthropic leadership and support for the school's programs and key initiatives
- Demonstrates respect for Kinkaid's core values in interactions with all Kinkaid constituencies
- Shows respect for others regardless of the individual's religious, social or political views

Faculty

- Shares the responsibility, with the administration, for the development and appropriate implementation of the entire educational program (academics, arts, athletics, character education, and extracurricular activities)
- With the guidance and approval of the administration, determines the courses of the curriculum and delivers the subject matter on a day-to-day basis, including selection of instructional materials to be used
- Assesses student work
- Communicates in a timely manner with parents about students' progress
- Draws on a variety of intellectual sources for subject matter, at the same time emphasizing what has proven most excellent and admirable in the subject area over time
- Makes clear that there are differing viewpoints and encourages students to form opinions supported by thoughtful reason
- Teaches course material in a way that covers the subject matter in a thorough, balanced, age appropriate and well-reasoned way that promotes learning and critical thinking
- Encourages students to explore their own ideas and respectfully discuss opposing ideas, without advocating personal political views
- Recognizes the value of and balance between both the most current thought in educational preparation for our students and school traditions and long-standing practices
- Selects performing groups and determines student roles in productions
- Selects teams, their lineups and determines appropriate strategies for athletic teams and contests
- Appreciates a student's or a family's right and responsibility to provide input and discuss concerns regarding school matters through established means and, as appropriate, provides a timely response to all such input or concerns
- Respects the primary role of parents in guiding their children's belief systems and values and recognizes that different families will take different approaches

- Demonstrates respect for Kinkaid's core values in interactions with all Kinkaid constituencies
- Shows respect for others regardless of the individual's religious, social or political views
- Discusses matters pertaining to individual students only with the student, his or her parents, or other appropriate, authorized adult school personnel

Parents

- Have the primary role in guiding their children's belief systems and values
- Ensure that students come to school on time, free of illness, safely, and prepared
- Adhere to Kinkaid's policies and procedures and ensure that their Kinkaid students understand and adhere to them as well
- Communicate with administrators and teachers, as necessary, the information that is important to their children's educational success
- Recognize that Kinkaid is a student-centered educational institution
- Support and respect the expertise of trained educators and coaches, the quality of the Kinkaid curriculum and the impact of both on students' education and maturation, and convey that support and respect to their Kinkaid students
- Respect the primary role of teachers, including those in academics, the visual and performing arts, and athletics, to teach the approved curriculum, direct and lead in the arts, and coach in their respective athletics in an appropriate manner consistent with the School's beliefs and practices.
- Recognize the value of and balance between both the most current thought in educational preparation for our students and school traditions and long-standing practices
- Utilize established means to provide input and discuss concerns regarding school matters involving their children
- Demonstrate respect for Kinkaid's core values in interactions with all Kinkaid constituencies and convey to their Kinkaid students the importance of doing the same
- Show respect for others regardless of the individual's religious, social or political views
- Recognize and respect the confidential nature of some school disciplinary actions concerning administrators, faculty or students

Each individual has a personal responsibility to meet the expectations outlined above and to do so in a manner that models the behavior, decorum and trust which we want our students to exhibit. In trusting the good intentions of all within our community, we demonstrate confidence in each other to help our students "discover and develop their talents and to fulfill their best potentials" as articulated in Kinkaid's mission.

CHARACTER EDUCATION

One of the recommendations of the Long Range Plan published in 1999 was that Kinkaid "should increase the emphasis on character development throughout all divisions of the School." During the 1999-2000 school year a task force comprised of parents, faculty, staff, and one trustee convened to consider how Kinkaid might implement this recommendation. The Character Education Task Force identified four core values that will form the basis of the School's efforts to increase the emphasis on character development. Kinkaid recognizes that the primary responsibility for instilling and strengthening these values resides with parents. Nevertheless, Kinkaid can and should play an important role as well. The four core values are the following:

- **Honesty**: Members of the Kinkaid community tell the truth and act with integrity and honor. We do not mislead, cheat, or steal.
- **Responsibility**: Members of the Kinkaid community are reliable and hold themselves and others accountable for their actions. We do not make excuses, blame others, or take unwarranted credit.
- **Respect**: Members of the Kinkaid community affirm the intrinsic dignity of all people. We act with tolerance, courtesy, and thoughtful regard for all persons, for property, for the environment, and for ourselves.
- **Kindness:** Members of the Kinkaid community exhibit caring and compassionate behavior in all aspects of daily life. We are not mean, do not harass nor act in a cruel manner. By our positive example, we discourage unkind behavior in others.

STATEMENT ON DIVERSITY

Kinkaid's mission is "to promote educational excellence, personal responsibility, and balanced growth, and thereby to help its students discover their talents and develop their best potentials."

Kinkaid believes that the diversity of its school community, which in simplest terms means the ways in which people are different, enhances the school's ability to implement its mission. Education involves acknowledging and valuing what is comfortable and known and leading students to an understanding and appreciation of what is new and different. Encountering different perspectives, ideas, ways of thinking, and understandings is an essential part of this process. Through their experience with such differences students develop the ability to think critically, to make informed judgments, to imagine, to understand, and to grow. This principle is at the heart of Kinkaid's motto, lux per scientiam, light through knowledge.

Diversity serves other mission goals of Kinkaid as well. Personal responsibility in today's world will demand increased knowledge and respect for the rich diversity of the people and points of view in that world. The next generation of leaders must be prepared to deal effectively with rapid change, varied viewpoints, and different methods of solving problems. Helping Kinkaid students understand their connection to the world and to each other will enable them not only to achieve their highest potentials but also to serve as strong and effective leaders.

Respect for diversity mirrors Kinkaid's commitment to character education. It is the school's goal that all students, school families, and faculty and staff feel welcome, valued, and respected at Kinkaid. The values that anchor its character education program—honesty, respect, responsibility, and kindness—also characterize its attitude toward the diversity in the school community. Kinkaid expects that in the professions and communities its graduates enter as adults, they will embody these values that contribute to a global society in a positive and transforming way.

Kinkaid students benefit in other ways from diversity at school. The Houston metropolitan area (and many other parts of the United States) is undergoing dramatic demographic change. The cities in which most of today's students will live, work, and raise families will be racially and culturally diverse. Indeed, Houston will be one of the most diverse cities in the country. Similarly, the professions that many of our graduates will enter will increasingly be required to serve a global community and to draw on resources from around the world to generate their best work. To compete successfully, Kinkaid students must develop a greater appreciation for such diversity.

NON-DISCRIMINATORY POLICY

The Kinkaid School admits students of any race, color, national, and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the School. It does not discriminate on the basis of race, color, national, and ethnic origin in administration of its educational policies, admissions policies, scholarship, and loan programs, and athletic and other school administered programs.

ANTI-HARASSMENT POLICY

Kinkaid is committed to treating all members of the school community with respect. In furtherance of this goal, the school prohibits harassment of any kind and on any basis, including but not limited to the following: gender, age, race, religion, national origin, disability, or sexual orientation. This policy applies to all employees of Kinkaid as well as its students.

ADMISSIONS POLICY

Kinkaid seeks to enroll intelligent and motivated students of high character with diverse talents and backgrounds who can benefit from the school's program and whose talents and interests can contribute to the school as a whole. Kinkaid also looks for students who have both the ability and desire to further Kinkaid's mission which is to "promote educational excellence, personal responsibility, and balanced growth, and thereby to help its students to discover and develop their talents and to fulfill their best potentials."

It is vital that Kinkaid attracts and retains students who are up to the most rigorous and demanding curriculum, however Kinkaid does not accept only students who fall within a narrow range of academic performance. Kinkaid emphasizes the importance of balanced education that prizes academics as well as athletics and the arts. Kinkaid educated the whole child, not only a child who is academically gifted in ways measured by tests or grades. Kinkaid considers both the most academically gifted applicants, as well as those who are capable of the work needed at a school of Kinkaid's caliber, but whose strengths are also focused in other areas. The admissions committee makes its decisions on the basis of achievement testing, previous school records, and personal interview. Candidates are considered without regard to race or creed.

Among qualified applicants, preference is given to alumni children, siblings of currently enrolled student, and children of current faculty and staff collectively called Priority Applicants. It is the school's policy, however, that approximately twenty percent of students accepted each year be from families which are new to Kinkaid.

Preference is given for applicants who:

a. have intellectual, athletic, creative, leadership and other capabilities.
b. along with their family, have high character and will support the philosophy, mission, core values, policies, and goals of the school.
c. create an approximate balance of gender, talents, and interests within each grade.
d. have families with the willingness to engage with the school and the school community.

POLICY ON RELIGIOUS EXPRESSION

Kinkaid is a non-sectarian school that welcomes students, families, faculty, and staff of all religious faiths, as well as those who do not profess religious faith.

As a non-sectarian school, Kinkaid does not sponsor, promote, or favor any particular religion, but the School recognizes the importance of religious faith to many members of the school community. The comfort, strength, and guidance many derive from religious faith are significant, and religion plays an important role in the moral development of many young people. Kinkaid believes that its community is enriched by the contributions of individuals representing **diverse** views, religions, cultures, and ethnicities.

STATEMENT OF ENVIRONMENTAL INTENTION

Everyone benefits from a healthy environment, and everyone is responsible for the health of the environment. Our decisions and actions - as institutions, as communities, as individuals – have consequences both positive and negative for our local and global environments.

Responsibility and respect are core values of The Kinkaid School. As an institution, therefore, we seek both to teach and to practice responsible and respectful treatment and stewardship of the natural environment. We do this for our own sakes, but also for the sake of the larger community and future generations, including future generations of Kinkaid students.

At Kinkaid all policies and practices should be informed by their environmental impact. Thus, for example, we are responsible not only for informed teaching about the environment to our students, but also for the conservation of energy, water and material resources, increased recycling and reuse of "waste," sound practices of land use, and the reduction of pollutants. To prepare our students for life in a century in which environmental issues promise to play an increasingly significant role in the formulation of both public—including economic—policy and private decisions, the school seeks to cultivate a culture of informed environmental awareness among all members of the Kinkaid community. This is done in a variety of contexts, both in and out of the classroom.

Further, we believe that responsibility and respect must guide our process and commitment to achieving positive environmental outcomes: respect and responsibility for one another, for the natural world, for the rights of all to a healthy environment, and for the generations to come.

LOWER SCHOOL PHILOSOPHY

The philosophy of Lower School is derived from Kinkaid's mission and is reflected in our approach to honoring the multi-dimensional and unique characteristics of our children. Curriculum follows a developmental sequence. Units of study are either project based, in prekindergarten and kindergarten or multidisciplinary in grades one through four based on overarching themes. These units are framed by a set of essential quesitons which are desgined to generate both interest and excitement in the learning and provide relevance for their work. Children are able to make connections

between and among the disciplines when they are presented as they are experienced in real life rather than isolated, disconnected pieces of information. Specific lessons are designed to promote understanding through the depth and complexity of learning activities. Our teachers consider student readiness level, learning style and interest as they offer a variety of instructional strategies that focus on student needs and provide intellectual challenge. Choice is incorporated into each unit of study, for example, book selection, topic selection for research, or the selection of a product that will demonstrate learning. All three curriculum elements, content, process, and product are focused on exploring and mastering key concepts, essential principals, related skills and necessary facts.

The use of technology to learn content and create sophisticated products begins in prekindergarten. By the end of fourth grade students are adept in incorporating a wide range of tools to gather information and express their knowledge.

In this inclusive environment, teachers and parents work together to support students' academic achievements as well as the core values that define good character. Emphasis on these values permeates the curriculum and they are integrated into all units of study. We have developed a common language with our parents that frames our discussion of expected behavior. We expect our students to be responsible, respectful, honest and kind. We value inquisitiveness, perseverance, and enthusiasm. We continually stress the benefits of being a member of a diverse community. As Lower School students make the transition to Middle School it is our intent that they are self-confident in their academic readiness as well as self-assured as they look forward to increased independence and responsibilities.

PREKINDERGARTEN

Audrey Alexander - B.S., Texas Christian University

Melissa Eggleston - B.S., Rice University

Becca Hobbs - M.A., St. John Fisher College

Kathryn Leisz - B.A., University of St. Thomas

Ginny Simon - B.A., University of Texas at Austin

Annie Wheless - B.S., University of Alabama

KINDERGARTEN

Catherine Baker - B.S., University of Texas at Austin

Lindsay Durr - B.S., Texas A&M University;
M.Ed., Salem College

Angie Gamez - San Jacinto College

Marysia Gillan - B.A., Callendar Park College, Falkirk, Scotland

Mary Margaret Greer - B.S., University of Texas at Austin

Cordie Hayden - B.S.Ed., West Virginia University

Lillie Hutcheson - B.S., University of Texas at Austin

Dorothy Simons - B.S., Texas Tech University

FIRST GRADE

Dana Brown - B.S., University of Texas at Austin; M.S.,
Texas A&M University

Mary Buettner - B.S., Stephen F. Austin;
M.Ed., Sam Houston University

Jennifer Lewis - B.S. - University of North Texas;
M.A. - University of St. Thomas

Betsy Thompson - A.B., Wesleyan College;
M.Ed. University of Georgia

Greer Weeks - B.S., Auburn University

SECOND GRADE

Cindy Holubec - B.A., Baylor University

Susan Little - B.B.A., University of Texas at
Austin; M. Ed, University of Houston

Margaret Newman - B.S., University of Texas at Austin

Kelsey Williams - B.S., Texas Christian University

Patti Patyk - B.S., Lamar University

THIRD GRADE

Jennifer Beitler - B.S., Texas Christian University

Meredith Kottler - B.A., Rice University;
M.Ed., University of Houston

Cecelia O'Connell - B.S.Ed., University of Texas at
Austin; M. Ed, University of Houston

Christine Papadakes - B.A., M.A.T., Trinity University

FOURTH GRADE

Kaylan Caballero - B.S., Texas A&M University;
M. Ed., University of Houston

Lisa Curry - B.S., University of Texas at Austin;
M.Ed., University of St. Thomas

Kellie Little - B.A., West Virginia University

Clifton Walker - B.S., University of Houston;
M. Ed, University of Houston

ART

Lauren Taylor - B.A., University of Houston

SPANISH

Ana Marina Barros - undergraduate degree, University of Minas
Gerias (UFMG), Brazil; M.A., West Virginia University

LIBRARY

Jillian Cox - B.S., Stephen F. Austin; M.S.,
University of North Texas

Elizabeth Holloway - B.A., Loyola University of New Orleans;
M.L.I.S., Syracuse University

MUSIC

Myron Karner - B.M.Ed., M.M.Ed., Sam Houston
State University

Ashley McCann-Hermis - B.S., B.A, Texas Tech University

PHYSICAL EDUCATION AND DANCE

John Beckwith - B.S. Trinity University

Kelly Bolin - B.B.A., University of Mississippi;
M.B.A., University of Houston

Curt Brooks - B.A., Houston Baptist University

Bobby Eggleston - B.S., Rice University

Molly Higby - B.A., University of Southwestern Louisiana

LOWER SCHOOL FACULTY AND STAFF

Stephen Hill - B.S., Eastern New Mexico University

Stacey Marshall - B.S., University of Houston

Jennifer Peyton - BS - University of Houston

Jeremy Platt - B.S.Ed., M.Ed., Springfield College

Beth Rodriguez - B.S. Texas Christian University

Scott Zimmerman - B.S., Southwest Texas State

SCIENCE

Louise Sayuk - B.S., Pennsylvania State University;
M.Ed., University of St. Thomas

READING SPECIALIST

Pat Cavanagh - B.A., M.Ed., University of Houston

TECHNOLOGY

Peter Pickett - B.S., Bridgewater State; M.Ed., Tufts University

HEALTH CENTER

Diane Roberts - B.S., Vanderbilt University;
M.P.H. - University of Texas at Austin

ADMINISTRATION

Andew D. Martire - Headmaster - B.A., Princeton University; M.L.A., Johns Hopkins University; Ed.D., University of Pennsylvania

James T. Dunaway - Dean of Faculty - B.A., Barrington College; M.T.S., Gordon-Conwell Theological Seminary; M.A., Vanderbilt University

Krista Babine - Principal - B.S., Eastern Michigan University, M.Ed., Houston Baptist University

Jill Lemon - Assistant Principal - B.A., Bates College; M.A. Ed. , Washington University

Nancy Simpson - Counselor - B.S. Texas Tech University; M.S., PhD., University of Houston

Kathaleen Chenoweth - Grades 1 & 2 - B.A., University of Texas at Austin

Rhonda Fain - Grades 3 & 4 - Louisiana State University

Yasi Khosrowshahi - Registrar - B.B.A., University of Texas at Austin

STAFF

Miriam Serrano

Benjamin Jacobo

POLICIES AND PROCEDURES

SCHOOL HOURS

PreKindergarten:

- Wednesday, August 21 is student classroom visitation with parents between 8:00 and 10:00 a.m.
- Thursday, August 22 through Wednesday, August 28, the hours are from 8:00 a.m. to 12:00 p.m.
- Beginning **Thursday, August 29, 2013,** the PreKindergarten hours are 8:00 a.m. to 2:00 p.m. Monday through Friday. Children should not arrive before 7:45 a.m. If students arrive early, they should go to the Big Room.

Kindergarten:

- Through Tuesday, August 21, 2013, the hours are from 8:00 a.m. to 12:00 p.m. daily.
- Beginning **Thursday, August 29, 2013,** we will begin the full day program of Monday through Friday 8:00 a.m.-2:00 p.m. Children should not arrive before 7:45 a.m. If students arrive early, they should go to the Big Room.

First through Fourth Grades:

- 8:00 a.m.-3:00 p.m. daily.

Exceptions for hours and days are noted on the school calendar. Notices of additional changes are sent home in your child's backpack.

VISITOR POLICY

Purpose

The Kinkaid School welcomes parents and other individuals to visit and participate in school activities and business. The support and cooperation received from visitors is essential to the safety and success of the school. Because the protection of our students, faculty and staff is of paramount importance, the school has established guidelines for campus visitors. These guidelines apply to our school buildings during normal school hours on normal school days. They do not apply to sporting events, pep rallies, Book Fair, special assemblies and similar activities. In special circumstances, the school may make discretionary changes to these guidelines to ensure a reasonable level of campus security.

Definition of Visitor

A visitor is defined as any person who is not a Kinkaid student, school employee, trustee or approved on-duty school volunteer. Parents and other relatives of students are considered visitors for purposes of this policy.

Guidelines

1. All visitors must sign-in at the appropriate school office. Sign-in locations include Student Life Building Lobby, Lower School Office, Middle School Office and Upper School Office. Upon completion of visit, visitors will sign-out at the same location that was used for sign-in.
2. All visitors will receive a temporary visitor badge that must be worn in a visible location while on campus. This badge should be returned to the school office upon sign-out.
3. Long term volunteers may be issued a Volunteer Badge for use during their time of service. Volunteer badges will be issued only as needed and must be approved by the division principal, Director of Athletics or Director of Advancement. Volunteer badges must be returned to the school at the end of the project or school year.

SCHOOL CLOSINGS

Early Dismissal/Shelter in Place

The Early Dismissal Plan will be enacted for an event that requires a quick, orderly and efficient evacuation of the campus. The School's goal will be to get students to parents or to their designated driver as quickly as possible.

The Shelter-in-Place Plan will be enacted by an event that requires keeping students at school for some time. Doors to school buildings will be locked and parents are asked not to come to Kinkaid while the Shelter-in-Place is in effect.

Early Dismissal Plan for Lower School

When an Early Dismissal has been announced:

1. Lower School students are to remain in their classrooms. Students who are with a specialist teacher when an Early Dismissal has been announced will return to their classrooms with their specialist teacher.
2. As soon as possible Lower School students will then accompany their teachers to the entryway of the Lower School Building and will be released to parents or authorized drivers in front of the Lower School Building following the regular pickup procedures.

Shelter-in-Place Plan for Lower School

When a Shelter-in-Place has been announced:

1. Lower School students will remain in their classrooms.
2. Exterior doors to the campus buildings will be locked.
3. Kinkaid will notify parents as soon as the Shelter-in-Place is lifted.

SCHOOL CLOSING POLICY

Announcements about school closing or delayed opening due to inclement weather or other events will be made via the Kinkaid web site (www.kinkaid.org), the school's telephone broadcast system, and major radio and television stations. Whenever possible, the school will make such a decision by 6:15 a.m. the day of the closing or delayed opening. In addition, if early or late dismissal is warranted announcements will be made via the same avenues of communication.

The safety of our students is of primary importance to Kinkaid. If on a day of inclement weather in Houston, Kinkaid determines that the conditions do not merit closing the School, any parent who judges that it is not safe for their child to come to school should keep the child at home. He or she will be allowed to make up missed work with no penalty.

STUDENT ATTENDANCE POLICY

The Kinkaid School attendance policy promotes regular class attendance as an integral part of the learning process. The learning that takes place in our classrooms through discussions and interactions among students and faculty cannot be made up when a student is absent. The classroom experience is an extremely vital part of the education at Kinkaid, and it is a student's responsibility

to attend classes.

Students are expected to be in their classrooms by 7:55 a.m. Classes begin promptly at 8:05 a.m. **Children arriving after 8:05 a.m. are tardy.** Students are considered absent if they are not in class by 8:20 a.m. They will be marked half day absent if they arrive at 11:00 a.m. or leave at 11:00 a.m. Absences and tardies are recorded on the report card.

Students who miss class more than 9 times in a semester, excused or unexcused (determined by the school) may not receive a passing grade, and he/she may be required to complete summer work assigned by the School. Parents should expect to be contacted by an administrator to discuss excessive absences and tardies. The case will be reviewed by the Head of the Lower School. Excessive absences (more than 9 per semester) may jeopardize the student's position at school.

ABSENCE FROM PHYSICAL EDUCATION CLASS

Please write a note to the physical education teachers if your child has been ill and should not participate in the class. Send the note to the homeroom teacher, who will see that the physical education teachers get it.

ASSIGNMENTS FOR ILL STUDENTS

Parents should call for class and homework assignments for ill students before 10:00 a.m. A sheet will be sent around for faculty members to record the assignments. These sheets and necessary books and papers may be picked up by the parent after 2:30 p.m. or sent home with another lower school student.

DISCIPLINE

Lower school students are expected to exhibit respect, responsibility, honesty, and kindness toward others. This behavior should be reflected in all aspects of school life.

Students who have failed to demonstrate acceptable behavior will experience consequences as determined by the classroom teacher and/or the principal. Consequences may range from calling the student's parents, to loss of privileges, to an in-school suspension (extreme situations may result in suspensions).

ITEMS LEFT AT HOME BY THE STUDENTS

If a student in grades one through four has forgotten lunch, he or she will be served a lunch in the Big Room. Cost of lunch is debited from student's account or billed by the business office. Similar arrangements will be made for children in prekindergarten and kindergarten; these children eat in their classrooms, not in the Big Room.

Also, to develop the student's sense of responsibility and the acceptance of consequences of one's actions, we do not allow students to call home to ask parents to bring forgotten items or to make social arrangements. The telephone is generally off-limits to students.

As school is a place for learning, only those items related to learning should be brought to school. Toys, radios, gameboys, iPods and the like are not permitted. The School wants to be sensitive to the safety and schedules of students after hours, and although cell phone use is not permitted during school hours, student may keep cell phones turned off in their back packs. If cell phones are used, or rings, at anytime during the day, the classroom teacher and/or Principal will confiscate the phone from the student.

STUDENT APPOINTMENTS

All medical, dental, and other appointments should be scheduled after school or on school holidays. When this is impossible, the homeroom teacher should be notified in advance about appointments. Please do not interrupt classes. Pick up and sign your child out with the Lower School Office.

SAFETY AND SUPERVISION

While there are some members of the faculty in the lower school by 7:30 a.m., students are encouraged not to arrive before 7:45 a.m. Parents need to note there will be no supervision for students prior to 7:30 a.m.; therefore, students are not allowed to enter the School prior to this time unless there is a teacher/parent request or a special event.

No student should remain after school unless involved in a club or other approved after school activity. For safety's sake, children must be picked up promptly at dismissal time. Lower school students are not to leave the lower school area to be picked up. All lower school students (grades 1-4) not picked up on time will be taken to the After School Program. After 3:30 p.m. parents must go there to sign out and pick up the child/children. There is a $5.00 charge per child to your account for after-school supervision because of late pickup. Children may not stay after school to use the playground, classrooms, library or other areas where they will not have proper supervision.

No student may play on the playgrounds or use the equipment before or after school.

Students in Lower School are dismissed only to parents or other authorized adults. Any change in transportation arrangements must be authorized in a written and dated note from the parent to the homeroom teacher. **Without a note, students will go in their regular carpool.** This is for the safety of your child.

STUDENT ACCIDENT INSURANCE

All students are covered by a student accident insurance policy that provides coverage for injuries that occur during school sponsored and supervised activities. The policy provides benefits for expenses that are not covered by any other medical insurance, but the claim must first be submitted to student's primary medical insurance and there is a $100 deductible. Treatment must commence and the claim must be filled within 90 days from the date of the injury. Mrs. Margraves in the Business Office should be contacted for a claim form.

LOWER SCHOOL KINKAID ACCEPTABLE USE POLICY

I will practice Kinkaid's four core values when I am online and whenever I access the Internet from off-campus or on-campus:

Respect: I will never give out personal information such as my address or telephone number, my parents' names, address or telephone number, my passwords, or the name and location of my school without permission from a teacher.

Responsibility: I will only use the Internet at school for specific purposes approved by a teacher. I will not respond to any messages that are mean or make me feel uncomfortable. If I do receive a message like that, I will tell a teacher or other adult.

Honesty: I will not knowingly access the files of others. I will not install software onto my computer unless a teacher approves it.

Kindness: I will not send any message that is mean or might make others feel uncomfortable. I will always use polite and respectful language.

ASSEMBLIES

Each week on Friday at 8:45 a.m., the Lower School holds a community gathering of teachers and students, grades one through four, with prekindergarten and kindergarten as occasional guests. We ask that parents please sit in the back of the auditorium behind the children, so the children will be able to see the program.

Class plays for first and third grades, where parents join the community gathering of teachers and students, take the place of the regular assembly. The plays begin at 9:00 a.m. with a reception following. The dates for this year's class plays are:

First Grade (Grandparents' Day) May 8, 2014
Third Grade (Grandparents' Day) November 26, 2013

Second and fourth grades will each present a music program during the school day. Dates and times of these programs will be announced.

During school hours, lower school students may not attend events in other divisions to watch siblings perform, even with parental permission.

LUNCH IN THE BIG ROOM

Lunch is an integral part of the educational day. Children see it as their time, with relative freedom to socialize. Because of space constraints, parents are allowed only to come to celebrate a special occasion, such as a birthday.

Lower school students are not allowed to bring carbonated drinks or candy of any kind. Parents are asked to refrain from bringing in restaurant food.

SPECIAL EVENTS AND ACTIVITIES

Field Trips

In grades prekindergarten through four, the students take educational field trips. Permission forms must be signed by the parents and returned to the teacher for all trips off the Kinkaid campus or the student will not be permitted to participate.

For all school sponsored field trips, students travel on school buses with professional drivers. When chaperones are needed, parents will be asked to accompany the group.

Book Fair

Once a year in the fall, a school-wide Book Fair is held to promote and encourage reading at all ages and grade levels. During the two days of Book Fair, students have the opportunity to purchase books for their personal enjoyment as well as donate books to the library in honor or memory of someone. Book Fair Family Night provides a time for Kinkaid families to come together to eat, browse, and enjoy a bountiful selection of books.

A summer book sale in May provides an opportunity to buy books for summer reading.

Birthdays

Celebrate your child's birthday in Kinkaid style by ordering a personalized poster for display at the School's entrance. You may also order a special birthday T-shirt. Ordering is available on a One Stop Shopping form available in July. Birthday Celebrations is a fundraiser of the seventh grade class. Children may bring **18 cupcakes, cookies, or doughnuts** to share only with their homeroom, if they prefer. **Private party invitations or gifts are not to be brought to school to be distributed.** Limousines for small group parties are not permitted on campus.

International Fair

Lower School will hold an International Fair the week of February 4, 2014. Classroom curricula will focus on a specific country's history, geography, customs, etc., which will culminate in the fair. Parents organize displays with food and artifacts that represent their specific country. Students spend the days visiting each area and learning about all the different areas represented.

There is an evening open house showcasing the event so parents can preview the activities in which their children will participate.

Field Day

Field Day involves the traditional purple and gold athletic contests and a carnival, for which parent committees prepare throughout the year. It is a major fund raising event. Lower school students are paired with upper school buddies during the field events. Students are expected to stay until the last field event is completed before going to the carnival.

STUDENT ACTIVITIES AND CLUBS

Faculty and staff sponsor clubs which meet either before or after school. Clubs change from year to year depending on faculty availability and interests of the students. A student-produced program is broadcast on KLS-TV (Channel 20) and viewed by all classrooms from 8:05 to 8:10 a.m. each day.

THE JACOMINI LOWER SCHOOL LIBRARY

The Lower School Library serves students (prekindergarten through fourth grade), faculty and parents. All students come to the library with their class at least once a week for an amount of time and an activity that is appropriate for their age and grade level, but are welcome to come at other times as well. The goals of the library are to foster the love of reading in all our students and to assist them in becoming independent library users.

In addition to a book collection that is large and diverse, the library has numerous other technological resources. The web based catalog which can be accessed from school or home, is networked with the other two libraries on campus giving the Lower School access to their resources as well. The Internet and online databases provide additional research opportunities for our students and can be accessed from home.

Each year the Kyle Likover Memorial Visiting Author series brings to the campus an outstanding author and/or illustrator of children's literature who meets with large and small groups of students. Visits by people active in the field of children's literature make books, reading and writing come alive for our students. A collection of original art by illustrators who have visited our campus is displayed in the library and serves as a visual reminder of their special visits.

PARENTS' ORGANIZATIONS

The Parents' Association coordinates volunteer and fundraising activities, represents the interests of Kinkaid parents, supports and promotes the goals and policies of The Kinkaid School and acts as a liaison between the parents and the faculty/administration of the school.

The Kinkaid Booster Club fosters parental involvement in and support of all extra-curricular activities - boys' and girls' athletic teams, fine arts events, and academic competitions. The Booster Club also gives encouragement and assistance to all student participants, including team players, actors, cheerleaders, and band members. The modest dues the parents contribute to the Booster Club are used to fund various activities and purchases, such as end of season dinners, meals during rehearsals, printing of schedules and programs, field improvements, and equipment. The Booster Club welcomes the participation of every Kinkaid parent. Many fathers and mothers also participate directly in Kinkaid's educational programs as occasional lecturers, sponsors of career lab activities and mini-courses, and directors of scouting groups.

BACKYARD RULES FOR STUDENTS

Kinkaid's Backyard is a unique educational asset. It is a nature preserve, a living laboratory, and an outdoor classroom; its purpose is to provide a natural environment for learning in a variety of disciplines while conserving a portion of Kinkaid's heritage found in the native riparian corridor along historic Buffalo Bayou. Because of its wildness, it is imperative that all students and visitors treat the area with a respect that will not only ensure their own safety, but will also preserve the special features of this natural ecosystem for generations of students to come. The following rules, suggested by students representing Lower, Middle, and Upper Schools, outline policies that will invite appropriate use and avoid inappropriate abuse of this exceptional part of our campus. Students who do not comply with these rules or with the spirit of these rules are subject to disciplinary action by the School.

Safety

- Students visiting the Backyard should dress appropriately for woodland activities; socks and closed toe shoes with good traction are required.
- All students must wear personal flotation devices while working along the shore of Buffalo Bayou. Swimming in Buffalo Bayou is strictly prohibited.
- Students must be attentive to their teachers' instructions concerning woodland hazards, such as poison ivy and wild animals, and follow those directions with diligence and care.

Respect for Nature

- Students and all other visitors must protect the Backyard's natural habitat by conducting themselves in a manner compatible with nature preserves; e.g. talking quietly, staying on trails, preventing litter, avoiding actions that harm plant or animal life, etc.
- Students may not introduce plant or animal species to the Backyard.
- Students may not bring food of any kind into the Backyard.
- Cycling or running is not permitted in the Backyard.
- Students performing labs or conducting research in the Backyard must follow procedures that minimize their impact on the natural environment and must remove all evidence of their study as soon as the work is finished.

Access

- The Backyard is open for visitors during daylight hours only.
- During the school week, all students who enter the Backyard must be accompanied by or under the direct supervision of a faculty member.
- On weekends students may enter the Backyard only if accompanied by a parent or supervising adult.
- The school may close the Backyard and prohibit entry when circumstances exist that would compromise the safety of visitors and/or the integrity of the Backyard's natural and educational assets.
- Kinkaid's stated policies in student handbooks concerning unauthorized entrance into campus buildings apply equally to the Backyard.

HEALTH CARE, MEDICAL FORMS AND MEDICINES AT SCHOOL

Health Forms

In order to attend classes at the beginning of the school year, each student must have an annual Kinkaid Health Form with an updated immunization report provided by the physician. Please inform the Health Services staff of any changes in your child's medications, health status, family dynamics or other factors that may affect their well-being during the school day. If you have any questions or concerns, please call 713-243-5075 or come by the Health Center.

Attendance Guidelines

Any student who becomes ill at school should notify the teacher immediately. The teacher or office personnel will direct the student to the Health Center to determine what action should be taken. The nurse shall make the determination whether a student should return to class, stay in the Health Center, or go home. A student who goes home for reasons of illness must check out through the Health Center.

When to Keep Your Child At Home

- If your child has a temperature elevation of 100 degrees or over in a 24-hour period, please keep your child home from school until he/she is fever free without the use of fever reducing medication for at least 24 hours. Sending your child to school with a fever exposes his/her classmates and teachers to the illness and may impact the student's performance on exams and class work.
- If your child vomits or has diarrhea in the 12 hours before school starts in the morning, please keep your child home.
- If your child has nasal drainage that is green or yellow consistently throughout the day, your child should see a physician for a possible infection and should not be at school.
- If your child is recovering from surgery or other type of procedure that requires pain medication stronger than Tylenol or Advil (such as a narcotic), your child should not be at school.

Medication Administration Guidelines

The Kinkaid School Health Services staff requests that all health and medication information be provided to the nursing staff to ensure that our students receive safe and appropriate quality care throughout the school day. Please list on the Health Form all medications that your child takes on a daily or as needed basis, both at school and at home. If any changes occur after submitting the Health Form, please phone or email the Health Services staff. All information regarding your child's health or medication status will remain confidential and only be discussed with appropriate personnel on a need-to-know basis.

Parents are required to make arrangements through the Health Services nursing staff for students taking prescription medication at school. Prescription medications to be administered by the Health Services registered nurses must be provided to the Health Services staff by the parent in a current, labeled pharmacy container. A properly labeled original container shall contain a clear and legible label with:

- Name and address of the pharmacy
- Name of the student
- Name of the prescribing practitioner
- Date the prescription is dispensed
- Instructions for use
- Expiration date of the medication
- Brand name, or if no brand name, then the generic name of the drug dispensed
- Strength of the drug
- Name of the manufacturer/distributor may be reduced to abbreviation/initials
- Combination drug products without a brand name must list the principal active ingredient

Please do not send medication in a zip-lock bag.

The school nurse reserves the right to require a written dated order from a medical doctor before dispensing any prescription medication. Students should never carry prescription medications without the prior knowledge of the Health Services nursing staff. In accordance with The Kinkaid School policy, possession of a prescription drug can result in serious disciplinary consequences. Exceptions are made for asthma inhalers and EpiPens for Middle and Upper School students after clearance by a physician and Kinkaid Health Services staff. Students are instructed that they should never offer or accept any type of medication from a fellow student.

If the parent has provided written permission on the Health Form, over-the-counter medications available in the Health Center may be administered upon student request and recommendation by the school nurse. Individual student medications that are non-prescription and taken on an as-needed basis can be stored in the Health Center in the original container. These medications will be available upon student request and in consultation with parents and Health Services staff. All medications stored in the Health Center, both prescription and non-prescription will be sent home with the student at the end of the school year.

COMMUNICABLE DISEASE POLICY

With regard to communicable diseases, Kinkaid will endeavor to follow the recommendations in the Report of the Committee on Infectious diseases of the American Academy of Pediatrics.

Some diseases are classified as highly infectious diseases. Such diseases may be transmitted from one person to another without physical contact. Examples are chicken pox, tuberculosis, and measles.

A student, faculty member, or staff member who has been diagnosed as having a highly infectious disease must be excluded from all school activities until appropriate medical authority asserts that the person is no longer contagious.

Faculty or staff who develop a highly infectious disease that is in the infectious stage must inform either the school nurse or headmaster of this fact. In the case of a student who develops a highly infectious disease that is in the infectious stage, either the student or parent/guardian must inform the school nurse or headmaster. The nurse or headmaster may seek discussion or counsel with a physician or members of the school administration but will divulge names only on a "need to know" basis and, except in exigent circumstances, only with the prior consent of the person involved.

Some less infectious but nevertheless very serious diseases are transmitted only through intimate physical contact, or through bodily fluids. Among such "low ineffective" diseases are HIV (human immunodeficiency virus), AIDS, and hepatitis B virus.

In the case of low infectious disease in one of its members, the School shall seek and follow medical advice about how to serve responsibly both the individual and the community.

The School shall not discriminate against any student or employee on the ground that the person has a communicable disease. No student or employee of the School shall be denied access to school facilities or activities on the ground that he or she has a communicable disease. The School reserves the right, however, to exclude a student or employee with a communicable disease from school facilities or programs, if the School makes a medically-based determination that the person constitutes a threat to the health or safety of others.

The School may from time-to-time change or discontinue its policies or adopt new policies with respect to these matters if it determines medical opinion and other circumstances warrant.

PREKINDERGARTEN & KINDERGARTEN UNIFORMS

Girls:

- Middy Blouse – Long or short sleeve
- Plaid tie
- Plaid skort
- White socks or white or black tights

Boys:

- White knit shirt with Kinkaid seal – Long sleeve or short sleeve
- Khaki shorts or pants from Parker Uniform
- Plain white socks
- Brown braided belt

Girls and boys:

- Parker black fleece with Kinkaid seal, black sweater or cardigan.
- Navy sweaters may still be worn
- Sweatshirt and multicolored jackets acceptable for **outer wear only**

Shoes:

- Tennis shoes – All children should wear tennis shoes **every** day

Dress uniform:

- There is **no dress uniform** for prekindergarten or kindergarten students

Accessories:

- Stud earrings only
- Simple watch
- No bracelets or rings
- No necklaces except religious emblem which must be worn inside blouse
- No tattoos or other body adornments
- No nail polish

Please Label All Items With Your Child's Name.

UNIFORM INFORMATION

FIRST THROUGH FOUTH GRADE UNIFORMS

Girls daily uniform:

- Middy blouse – short sleeve or long sleeve
- Plaid tie
- Plaid skort **OR** Jumper with shorts
- White socks or knee highs or white or black tights

Girls dress uniform:

- Plaid jumper
- Middy blouse –short sleeve or long sleeve
- Black gym shorts must be worn under the jumper (previous years' Kinkaid shorts or new ones may be purchased from Parker)
- White socks or knee highs or white or black tights
- Dress shoes (penny loafers, docksiders, saddle shoes) – Bring tennis shoes for PE

Boys daily uniform:

- White knit shirt with Kinkaid seal – long sleeve or short sleeve
- Khaki shorts or pants from Parker Uniform
- Plain white socks
- Brown braided belt

Boys dress uniform:

- Navy blazer with Kinkaid Emblem
- White Oxford shirt
- Khaki pants from Parker Uniform
- Brown braided belt
- Navy tie or Kinkaid bookfair tie
- Dress shoes (loafers, docksiders, oxfords) – Bring tennis shoes for PE

Girls and boys:

- Parker black fleece with Kinkaid seal, black sweater or cardigan.
- Navy sweaters may still be worn
- Sweatshirt and multicolored jackets acceptable for **outer wear only**

Shoes:

- Tennis shoes – All children should wear tennis shoes every day Monday through Thursday and bring them on Friday.

Accessories:

- Stud earrings only
- Simple watch
- No bracelets or rings
- No necklaces except religious emblem which must be worn inside blouse
- No tattoos or other body adornments
- No nail polish

Please Label All Items With Your Child's Name.

CARPOOL AND PARKING

PREKINDERGARTEN AND KINDERGARTEN CARPOOL PROCEDURES (8:00 AM - 2:00 PM)

1. Every child in PreKindergarten and Kindergarten will receive a name card that is to be used when your child is picked up as a single.
2. If your child is in a carpool they will also be assigned one carpool letter. Accommodations will not be made for sports and after school activities.
3. When you enter the carpool lane, a single or carpool card should already be affixed to the top right corner of your front windshield. (Leave the carpool card affixed until you have exited the carpool line. Please do not hold it in your hand)
4. Drivers should remain in their car at all times. For the safety of all, do not use a cell phone or any "hand free" device while driving your car on campus.
5. Remember to leave the curved area open by the clock tower, to keep the lane free for moving traffic.

Carpool Changes

1. In the interest of your child, we ask that there be no carpool changes during the first week of school so that the children can become comfortable with their new carpool and adjust to their new routine.
2. Send carpool change notes on the day they apply including any "Kinkaid After Care" activity changes. Fill in the date, student's name, name of student they are going home with or the carpool letter. Make sure your child is aware of these changes to avoid confusion and anxiety on the part of your child.
3. If your child is in a carpool and a change occurs, be sure to communicate to all drivers of the change.

Morning Procedures

1. When you have come to a complete stop, the teachers and staff (from 7:40-8:00 am) will open the car doors, greet your child, and help them on their way to class.
2. PreKindergarten and Kindergarten students are unloaded only from the inner lane closest to the Lower School by a teacher or a staff member.
3. Do not park and walk your child to the lower school. The carpool arrival and dismissal system is in place for the safety of your children.

Afternoon Procedures

1. Afternoon carpool pickup will begin at 2:00. When all classes are in place teachers will begin loading students into the cars. Please do not call your child to your car for safety reasons.
2. When you enter the carpool lane the "single" or "carpool" card should already be affixed to the top right corner of your front windshield. (Leave the carpool card affixed until you have exited the carpool line. Please do not hold it in your hand)
3. Pull all the way up to the car in front of you, place your car in park and we will load your child or carpool.
4. It is your responsibility as the carpool driver to pull forward, out of the carpool loading area, and buckle each child in your vehicle. After the first month of school, all children should be able to buckle themselves.
5. If your child is not picked up by 2:15, they will go to the Kinkaid after school program located in the PK/K multipurpose room where the driver will sign them out and pick them up. There is a charge per student for late pickup. Parents are billed by the business office.
6. Do not park and walk across the street to our loading area to pick up your child. We will ask you to wait until carpool is over or have you get back in line.
7. On campus after school activities (Kinkaid After School Program) are coordinated through Carol Baumgarth at 713-243-5431 or carol.baumgarth@kinkaid.org. Check the Kinkaid After School Program website often for information, updates and changes.
8. Activities occurring off campus are the responsibility of the parent. For safety reasons, the School will not coordinate carpools for off campus activities.

Please be safe and display Kinkaid virtues by being kind and respectful and not cutting into the existing carpool lane. If cutting occurs, we will not load your child or carpool and we will have you circle back to the end of the carpool line. Safety is our utmost priority and we appreciate your support during our carpool procedures.

CARPOOL AND PARKING

1ST - 4TH GRADE CARPOOL PROCEDURES

1. Every child in 1st-4th grade will receive a name card that will be used when your child is picked up as a single.
2. If your child is in a carpool they will also be assigned one carpool number. Accommodations will not be made for sports and after school activities.
3. When you enter the carpool lane, a single or carpool card should already be affixed to the top right corner of your front windshield. (Leave the carpool card affixed until you have exited the carpool line. Please do not hold it in your hand)
4. Drivers should remain in their car at all times. For the safety of all, do not use a cell phone or any "hand free" device while driving your car on campus.
5. Remember to leave the curved area open by the clock tower, to keep the lane free for moving traffic.

Morning Procedures

1. When you have come to a complete stop, the teachers and staff (from 7:40-8:00 am) will open the car doors, greet your child, and help them on their way to class.
2. Students are unloaded only from the inner lane closest to the lower school by a teacher or a staff member.
3. Do not park and walk your child to the lower school. The carpool arrival and dismissal system is in place for the safety of your children.

Afternoon Procedures

1. Afternoon carpool pickup will begin at 3:00. Please do not call your child to your car for safety reasons.
2. When you enter the carpool lane the "single" or "carpool" card should already be affixed to the top right corner of your front windshield. (Leave the carpool card affixed until you have exited the carpool line. Please do not hold it in your hand)
3. Pull all the way up to the car in front of you, place your car in park and we will load your child or carpool.
4. It is your responsibility as the carpool driver to pull forward, out of the carpool loading area, and buckle each child in your vehicle.
5. If your child is not picked up by 3:15, they will go to the Kinkaid After School Program located in the PK/K multipurpose room where the driver will sign them out and pick them up. There is a charge per student for late pickup. Parents are billed by the business office.
6. Do not park and walk across the street to our loading area to pick up your child. We will ask you to wait until carpool is over or have you get back in line.
7. On campus after school activities (Kinkaid After School Program) are coordinated through Carol Baumgarth at 713-243-5431 or carol.baumgarth@kinkaid.org. Check the Kinkaid After School Program website often for information, updates and changes.
8. Activities occurring off campus are the responsibility of the parent. For safety reasons, the school will not coordinate carpools for off campus activities.

Please be safe and display Kinkaid virtues by being kind and respectful and not cutting into the existing carpool lane. If cutting occurs, we will not load your child or carpool and we will have you circle back to the end of the carpool line. Safety is our utmost priority and we appreciate your support during our carpool procedures.

ACADEMICS

GRADING AND REPORTING

Student progress is evaluated on the basis of (1) a collection of student work, and (2) a list of grade-level expectations that guide the teacher's observations about student achievement. Parents receive a report card that details students' strengths and weaknesses and reflects progress as evidenced by the list of grade-level expectations. At the first Parent/Teacher Conference in November, teachers will explain the process in detail and parents will receive the first performance checklist. A parent/teacher conference will also take place in March at which time the second report card will be discussed. In May, conferences will be held on an "as needed" basis and a report card will be mailed home on the last week of school.

HOMEWORK

Homework is carefully planned to reinforce the student's classroom learning. Students who focus on their homework and work diligently will complete it in a reasonable amount of time. On the average, the time required to complete homework should be as follows:

First grade	30 minutes a day
Second grade	40 minutes a day
Third grade	45 minutes a day
Fourth grade	60 minutes a day

Students are encouraged to be independent in carrying out their assignments. Parents can help best by providing a quiet work setting and a regular work schedule for their child. Too much parental help should be avoided.

COMMUNICATION - SCHOOL AND HOME

Individual parent-teacher conferences will be held at school on November 15, 2013 and March 7, 2014. It is very important that these appointments be attended by both parents, if possible. Reports will be issued to parents in October, November, February and at the end of the school year.

EDUCATIONAL TESTING

The School's principal testing program for grades two through four is that of the Educational Records Bureau. ERB aptitude and achievement testing is used by most of the nation's independent schools and by many public school districts.

In addition to the aptitude and achievement testing, students in grades three and four also participate in the ERB Writing Assessment Program which provides a direct measure of a student's writing ability by analyzing a written composition from each student. This direct assessment can help determine how well a student can think, plan, and use language to convey meaning. The analytic scoring approach provides detailed information necessary to evaluate students and curriculum.

At Kinkaid, aptitude and achievement testing serves two purposes: to understand the general abilities and needs of individual children and groups of children so that this can be taken into account in designing the curriculum and providing appropriate academic challenge, encouragement, and opportunities; to check both the appropriateness of the curriculum and the effectiveness of instruction.

LEARNING DIFFERENCES

Kinkaid's mission is to promote educational excellence, personal responsibility, and balanced growth, and thereby to help its students to discover and develop their talents and to fulfill their best potentials.

For students with documented learning differences we offer a variety of supports to help them attain their educational goals. For these students we provide appropriate academic support through strategies, and accommodations. The support plan for a student will take into consideration psycho-educational testing completed by a licensed psychologist, other relevant medical documentation, the child's developmental needs, and current school performance.

At Kinkaid our developmental approach is to offer the most support in the elementary years and, as students mature and expectations for academic independence increase, to gradually reduce support.

Parents considering educational testing for their child should contact their division's learning specialist.

INSTRUCTIONAL SUPPORT SERVICES

A Certified Academic Language Therapist (CALT) provides intense reading instruction for those students who have been professionally tested and diagnosed with dyslexia. The dyslexia reading specialist meets with students four hours per week using the Neuhaus Education Center's Basic Language Skills (BLS) and Developing Metacognitive Skills: Vocabulary and Reading Comprehension (DMS). BLS is a three-volume systematic, sequential, comprehensive literacy curriculum. DMS develops strategies that help students fully understand what they are reading. Supplemental materials are used based on the individual needs of each student. Students identified as dyslexic in first grade may continue to work with the dyslexia reading specialist through fourth grade.

The instructional specialist works with teachers to develop appropriate curriculum to meet the needs of our students. This involves individual, group and classroom instruction as well as examining appropriate accommodations to address different learning styles.

A certified Speech/Language Therapist screens all prekindergarten students and new kindergarteners for articulation and language proficiency. If therapy is recommended families have the option of hiring a private therapist or having their child seeing the therapist that is on site.

PRIVATE TUTORING

Requests or recommendations for tutoring must be referred to the principal. The student's teacher and the principal will work together to determine the appropriate course of action. A teacher may not tutor his or her own grade-level students or any student from the incoming class. Likewise, the principal should be consulted in each case as to the appropriateness of tutoring students entering or leaving a teacher's grade.

HOMEROOM PLACEMENT POLICY

The lower school faculty wants students to become acquainted with a broad spectrum of their peers throughout their lower school years. The teachers begin forming homeroom groups at the end of the school year, and class lists are finalized in August, when any withdrawals are identified and new students are added.

Every effort is made to distribute girls and boys evenly and to maintain diverse or heterogeneous groups on the basis of past school

academic performance, citizenship, and social skills. We consider the needs of students who would benefit by being together or benefit by being separated. A mix of personality traits and learning styles is desirable.

The main goal is to create equally well-balanced groups with a variety of student strengths. **While we value a parent's perspective, placement is done solely by the School. Please make an appointment with the principal to discuss unusual situations.**

AFTER SCHOOL EXTENDED INSTRUCTION

This program for prekindergartners through fourth grade is available by separate registration for either three or five days a week. Arrangements can also be made for occasional use. Depending on a student's grade level the program offers arts and crafts, physical education, creative movement, literature, study skills and study hall. Additionally, outside instructors are used for various activities.

Located on the first floor of the lower school building, the program is available to prekindergarten and kindergarten students from 2:00 to 3:00 p.m. or 2:00 to 5:00 p.m. Students in grades one through four may use the program from the end of their school day until 5:00 p.m. Billing for this program is through the Kinkaid Business Office.

We believe that character education means "know the good, love the good, and do the good." Basing our program on practicing the virtues of responsibility, respect, honesty and kindness, students will develop the moral character component that parallels our efforts in academic achievement.

Our four virtues will be modeled, taught, expected and practiced throughout the school day. They are equally important on the playground, at lunch time and during physical education.

> *"Character is the foundation stone upon which one must build to win respect. Just as no worthy building can be erected on a weak foundation, so no lasting reputation worthy of respect can be built on a weak character."*
>
> *- R.C. Samsel*

Students, parents and teachers have developed a list of observable behaviors for each of the four virtues. Framing behavior to reflect these virtues at home and at school will underscore the importance of acting with respect, responsibility, honesty and kindness.

RESPECT

Everyone is important. Show regard for the value of persons or things through consideration and appreciation. Be courteous and thoughtful to everyone, everything, for the environment, and for ourselves. *Related words:* courtesy, honor, graciousness, appreciation. *Practical Applications:*

- Respect other opinions.
- Follow rules and instructions given by parents and teachers.
- Be proud of what makes you different from others.
- Value the things around you because of the time and work it takes to make them.
- Accept others even if you don't agree with their ideas.
- Avoid thoughtless destruction of plant and animal life and property.
- Believe that one person can make a difference.
- Understand that hurting another person is unacceptable.
- Keep yourself neat, clean, rested, and in shape.
- Be courteous and polite.
- Make eye contact.
- Honor ethnic and racial differences.
- Support other's successes.
- Don't interrupt; lower your hand while others are talking.
- Listen when others are speaking.
- Wear your uniform properly.

RESPONSIBILITY

To be reliable and to do your share of what needs to be done. Treat others fairly and do not make excuses, blame others or take unwarranted credit. *Related words:* reliable, dependable, trustworthy, accountable. *Practical Applications:*

- Be helpful before you are asked.
- Complete tasks you are asked to do.
- Follow established rules and encourage others to do so.
- Be on time.
- Be prepared for class.
- Return anything you have borrowed.
- Be a responsible group member by attending all practices/meetings.
- Always give your best effort.
- Give back to the community.
- Take good care of your possessions and the possessions of others.
- Clean up after yourself.

KINDNESS

To be caring and compassionate in all aspects of daily life. We are not mean or act in a cruel manner. By our positive behavior, we discourage unkind behavior in others. *Related words:* caring, friendliness, helpfulness, compassion. *Practical Applications:*

- Compliment and encourage others.
- Help others if they need help without being asked.
- Show appreciation for other's work or assistance. For example, say "Thank you."
- Be polite. Say "excuse me" and "I'm sorry."
- Include someone who has been left out.
- Don't talk about people in a way that would hurt their feelings.
- Have patience.
- Hold the door for the person walking behind you.
- Don't judge others by their appearance.
- Smile.
- Share.
- Welcome new students.

HONESTY

To tell the truth and act with integrity and honor. We do not lie, cheat or steal. *Related words:* truthfulness, trustworthiness, integrity, responsibility. *Practical Applications:*

- Don't take anything that doesn't belong to you.
- Do your own work.
- Answer truthfully, even if you think you'll get in trouble.
- Play by the rules of the game.
- Admit when you've made a mistake.
- Keep a hurtful comment to yourself even if it is the truth.
- Don't exaggerate about what you can do; don't brag.
- Encourage others to do the right thing.
- Do good deeds without expecting a reward.
- If you find something that does not belong to you take it to the office or give it to your teacher.

PREKINDERGARTEN

PreKindergarten has three classrooms, each with a lead teacher and an assistant creating a teacher/student ratio of one to eight. Children attend classes in physical education daily, music twice weekly, Spanish two times a week and art once a week. They also visit the library and computer lab on a weekly basis.

Upon entering PreK, students are expected to be fully independent in using the restroom.

SMALL GROUP INSTRUCTION

Everyday from 8:30-9:30, eight children go to physical education and eight children remain in the classroom for small group instruction in language arts or math. The low student/teacher ratio during small group time allows each child the opportunity to receive differentiated instruction.

LANGUAGE ARTS AND MATH

Daily language arts activities consist of reading to students, shared reading, phonological awareness, handwriting, interactive writing, and many opportunities for discussion and vocabulary development.

Mathematics focuses on developing the child's concept of number, measurement, operations, simple graphs, estimation, patterns, shapes, counting and sorting activities.

WORK STATIONS

Children rotate between a wide variety of carefully planned activities that integrate language arts and math curriculum, focus work and shared read alouds. Each week students experience purposeful play and practice with previously taught materials. Work stations allow students to experience activities with a partner, offering social interaction, independence and creativity.

FOCUS WORK

Focus work includes hands-on learning experiences that involve children in several weeks of sustained learning on a particular topic. The focus study would include activities that integrate language arts, math, science and social studies concepts. Topics that relate to the child's own interests stimulate problem solving as they deepen their understanding of their own experiences and environment.

ART

The curriculum is centered on providing authentic, choice-based art making experiences for students of all ages. The emphasis is on creative problem solving, media exploration, and personal expression. Because no two individuals solve a problem the same way, the artwork created in class is a true reflection of your child's individuality. Elementary art instruction is geared towards providing a cohesive studio foundation as well as developing the student's artistic identity. Lower School students of all ages have several opportunities to work with visiting artists and participate in master classes.

In PreK, students are provided with beginning studio experiences, utilizing new media and learning about the basic art elements of line, shape, and color. PreK students create a variety of 2-D and 3-D multimedia projects relating to these concepts. Students work with age-appropriate fine art media such as oil pastels, various types of paint, clay, found objects, and collage media. Another important aspect of the program is developing an understanding about art found in the community. Additionally, students learn about important artists (our "art ancestors") and their respective styles throughout the course of the school year. PreK students come to the art studio for thirty minutes once each week.

MUSIC

The PreK music curriculum is built around the child, combining play with the learning of musical concepts and skills. Learning in music class is experiential. This is done through the use of singing, games, movement and playing instruments. Active participation and social interaction are important skills practiced in every music class. Each class prepares for performances and practices proper performance decorum.

PHYSICAL EDUCATION

PreK physical education program is a skills-based program utilizing the "Spiral" to introduce and re-introduce the basic locomotor movements as well as gross and fine motor skills. As the spiral moves throughout each school year, movements and skills are re-introduced at a slightly more advanced level. Our goal is to move students through the Generic Levels of Skill Proficiency at an age appropriate pace so that upon entering our 3rd grade curriculum, they are prepared to start combining those skills and movements for success in various sports and lifetime fitness activities.

We also strive to lay the foundations of sportsmanship, respect, honesty, humility, responsibility, competitiveness and kindness in a safe and age appropriate environment. These skills are taught through daily classroom activities and specific group cooperation units throughout the school year.

TECHNOLOGY

Each classroom visits the computer lab for thirty minutes each week. The time in the computer lab is designed to introduce the children to basic computer operation and age-appropriate software.

In the classroom, during work stations and free centers, children use classroom computers, iPads and the Promethean board as learning activities.

FIELD TRIPS

When the PreKindergarten classes go on a field trip, parents will receive a separate permission form to be filled out and returned for each field trip. Classes travel on school buses with professional drivers. When chaperones are needed, parents will be asked to accompany.

A tradition at Kinkaid is the father/child trip to the Houston Livestock Show. You will be notified of the exact date well in advance.

BIRTHDAYS

Parents usually arrange to have a treat such as cupcakes for the class to enjoy at snack time or lunch time. If your child has a summer birthday please pick a day to celebrate a "half birthday." Discuss birthday plans, including the date and time with your child's teacher.

COMMUNICATION

Teachers update their webpages often. Please make sure that you refer to the School website and your teacher's webpage regularly for new information. The web pages detail the upcoming events and general correspondence. Please check it daily.

SCHOOL PARTIES

Parents have the opportunity to sign up to work on school parties. All parties take place at school in the classrooms and/or the playground. Each is a grade level effort with all three classes participating in one party. The parents must clear party plans with the assigned teacher well in advance.

SPANISH

The PreK Spanish curriculum introduces students to the Spanish language and to the cultures of Spanish speaking people from around the globe. The "Five C's" of communication, culture, connection, comparison and community are central to the Spanish curriculum and each lesson is designed to build on students' prior knowledge and experiences. During each class period, students learn and practice Spanish vocabulary and phrases in the context of dramatic play, song, movement, children's literature, games, and other hands on activities.

KINDERGARTEN

Kindergarten has four self-contained classrooms, each with a lead teacher and an assistant teacher, creating a teacher/student ratio of one to nine. Children attend classes in physical education daily, music twice weekly, Spanish two times a week, and art once a week. They visit the computer lab and library on a weekly basis.

Upon entering kindergarten, students are expected to be fully independent in using the restroom.

LITERACY DEVELOPMENT

The Kindergarten Language/Literacy block consists of guided reading, literacy work stations and Writing Workshop. A combination of phonics instruction as well as a focus on high frequency words supports early literacy development. Teachers assess students frequently to place them at the right level for success in guided reading. Children read in a small group or individually with a teacher. Take-home readers are sent home beginning in October to support children's confidence and fluency when reading aloud.

Literacy work stations provide opportunities for students to strengthen their phonological awareness through interactive games, listening and writing activities. Children work collaboratively and are actively involved in activities to practice learned skills.

Kindergarten students participate in guided and independent writing daily. In Writing Workshop, students study illustrations and text structures in literature. Teachers introduce students to a wide variety of genres throughout the year. Students compose their own books to develop a sense of authorship and desire to share their writing with others.

MATHEMATICAL DEVELOPMENT

Our emphasis is on the learner, who is active, energetic, and directly engaged in a hands-on approach for daily mathematical learning. Manipulatives are real objects that allow active exploration and cultivate problem solving skills. Manipulatives create a non-threatening environment where children are more receptive to learning. Students use various manipulatives and activities designated for small groups, the whole group, and/or partner work. Activities in counting, numeration, patterns, measuring, data collecting, and calculator use are provided through mathematical exploration and play as well as in a more structured setting. Few papers come home. These interactive activities, while seeming like play, help children become independent and comfortable thinkers about mathematical ideas. The children construct mathematical concepts through observation and sharing gathered data with their peers. They record their experiences in math journals.

LEARNING CENTERS

Centers provide areas for children to participate in a variety of open-ended and structured activities, to promote creative and artistic abilities, and to strengthen social and independent work skills. Children learn to persevere with self-chosen tasks and make decisions about how to utilize their time. Centers include the following: Book Corner, Language, Writing, Math, Science, Technology, Manipulatives, Art, Blocks, Listening, and Dramatic Play.

FOCUS WORK

Focus Work engages children in several days or weeks of sustained learning on a particular topic. This study includes activities that integrate art, language arts, math, science and social studies concepts. The focus work approach stimulates problem solving skills and builds collaborative learning.

TECHNOLOGY

Each classroom visits the computer lab for thirty minutes each week. The time in the computer lab is designed to introduce the children to basic computer operation and age-appropriate software.

The Promethean Board and classroom computers are utilized throughout the day to strengthen and expand our Kindergarten curriculum.

ART

The curriculum is centered on providing authentic, choice-based art making experiences for students of all ages. The emphasis is on creative problem solving, media exploration, and personal expression. Because no two individuals solve a problem the same way, the artwork created in class is a true reflection of your child's individuality. Elementary art instruction is geared towards providing a cohesive studio foundation as well as developing the student's artistic identity. Lower School students of all ages have several opportunities to work with visiting artists and participate in master classes.

In Kindergarten, students are provided with beginning studio experiences, utilizing new media and reviewing the basic art elements of line, shape, and color. Additionally, kindergarten students focus on various elements of art and principles of design, including pattern, texture, and form. Kindergarten students create a variety of 2-D and 3-D multimedia projects relating to these concepts. Students work with age-appropriate fine art media such as oil pastels, various types of paint, clay, found objects, and collage

media. Students explore art found in the community and around the world, participating in art history lessons on important artists (our "art ancestors") and their respective styles. Kindergarten students come to the art studio for thirty minutes once each week.

MUSIC

The Kindergarten music curriculum is an extension of the Pre-kindergarten music curriculum. It is built around the child, combining play with learning of musical concepts and skills. Learning in music class is experiential and students begin to consciously name musical skills and concepts. This is done though the use of singing, games, movement and playing instruments. Active participation and social interaction are important skills practiced in every music class. Each class prepares for performances and practices proper performance decorum.

PHYSICAL EDUCATION

Kindergarten physical education program is a skills-based program utilizing the "Spiral" to introduce and re-introduce the basic locomotor movements as well as gross and fine motor skills. As the spiral moves throughout each school year, movements and skills are re-introduced at a slightly more advanced level. Our goal is to move students through the Generic Levels of Skill Proficiency at an age appropriate pace so that upon entering our 3rd grade curriculum, they are prepared to start combining those skills and movements for success in various sports and lifetime fitness activities. Students in grades K – 4th also participate in a Wellness curriculum promoting physical, mental, and emotional well-being to encourage and strengthen a healthy lifestyle.

We also strive to lay the foundations of sportsmanship, respect, honesty, humility, responsibility, competitiveness and kindness in a safe and age appropriate environment. These skills are taught through daily classroom activities and specific group cooperation units throughout the school year.

KINDERGARTEN SPECIAL EVENTS

The Kindergarten children, parents, and faculty participate in several special events during the school year. **Singing and Sharing** is in December and is a time parents gather to hear children sing holiday songs. Our **100th Day of School** is celebrated in late January or early February. Each child brings in and shares a collection of 100 items. There is a daily countdown leading up to this event. A very special occasion is our **Spring Sing** which takes place in April/May.

FIELD TRIPS

Kindergarten will go on a few field trips each year. Parents will receive a separate permission form to be filled out and returned for each field trip. Classes travel on school buses with professional drivers. When chaperones are needed, parents will be asked to accompany.

BIRTHDAYS

We like to celebrate each child's birthday at school. Parents usually arrange to have a treat such as cupcakes for the class to enjoy at snack time or lunch time that special day. If your child has a summer birthday please pick a day to celebrate a "half birthday." Please discuss birthday plans, including the date and time with your child's homeroom teacher.

SPANISH

Kindergarten Spanish is an extension of PreK Spanish curriculum. Students are introduced to the Spanish language and to the cultures of Spanish speaking people from around the world. The "Five C's" of communication, culture, connection, comparison and community are central to the Spanish curriculum and each lesson is designed to build on students' prior knowledge and experiences. During each class period, students learn and practice Spanish vocabulary and phrases in the context of dramatic play, song, movement, children's literature, games, and other hands on activities.

FIRST GRADE

There are four teachers, each with a self-contained classroom of eighteen children, and one support teacher for the grade.

LANGUAGE ARTS

Reading, writing, spelling, listening, and speaking give children frequent and varied opportunities to build skills in these areas. The program is individualized in response to various learning styles. The reading curriculum is implemented through a wide variety of reading materials which facilitate a combination of literature-based and phonic-based approaches. Take-home readers are sent home for each child to read aloud in order to build confidence and improve fluency. In writing, the goal is to develop an easy flow of ideas and an ability to translate thought to print comfortably. The use of correct spelling for frequently used words evolves gradually with experience coupled with explicit instruction. The use of temporary spelling is a natural step in the process. A list of spelling words following a particular pattern is practiced weekly. Numerous opportunities for oral expression and listening are provided throughout each day.

MATHEMATICS

In our math program, *Everyday Mathematics*, there is a strong emphasis on the use of manipulatives to enable students to visualize concepts before moving to abstract operations. Particular emphasis is placed on patterning of numbers. The hundreds chart is central to the concepts presented and is used daily in classroom work. Students explore sets, patterns, graphs, numbers, and numeration. In geometry students learn to recognize plane and solid shapes with relative attributes. Students use various units of measurement, practice counting and exchanging coins, and learn to tell time. Recognition and development of varied math strategies are encouraged for use in problem-solving, estimation, operations, and computation. Exposure to all these concepts is an important base for building math knowledge. Memorization of addition facts to twelve is expected by the end of first grade. Students apply subtraction strategies in order to solve subtraction facts. Calculators and computers are used to support the program.

SOCIAL STUDIES

The program is organized into thematic units which are integrated with language arts. Students demonstrate knowledge of themselves as individuals and as responsible members of a larger community, an appreciation for cultural differences, and a knowledge of our American heritage. There is an introduction to map and globe skills.

SCIENCE

First grade science provides a wide variety of learning experiences emphasizing hands-on activities and taking advantage of the young learner's enthusiasm. A goal of the program is to foster student curiosity about scientific phenomena. Students are encouraged to be creative, questioning, discovering, and exploring scientific thinkers. Instruction provides opportunities for the student to acquire observational and manipulative skills, to understand concepts and processes, and to attain general factual knowledge. Topics, which include life, earth, and physical science, are based on the people, plants and animals in their own community, as well as the world as a wider community.

SPANISH

Spanish opens children's eyes to other cultures and helps students develop positive feelings about linguistic and cultural differences while studying Spanish. This program is focused on communication, in which Spanish is presented in a meaningful context. Units are organized around authentic language and everyday expressions and vocabulary. Songs and games are incorporated into each unit, making language acquisition a fun experience. Cultural lessons focus on Hispanic traditions and holidays and the two countries featured in the International Fair.

TECHNOLOGY

Students use the Lower School Computer Lab once a week for instruction in fundamentals of computer use as well as learning to combine graphics and text into an electronic document. All classrooms have a number of student computers that are used on a daily basis. Mobile labs of laptop computers are available for additional computers in the classroom or in the library. Math and language arts software and websites are used to supplement and strengthen basic concepts and observation skills.

MUSIC

The first grade music curriculum is based on methodologies taught in Kindergarten. Students learn new concepts by participating in a variety of activities utilizing songs, rhymes, games, movement, and instruments. Healthy singing technique is practiced as the students sing alone and with the group.

ART

The curriculum is centered on providing authentic, choice-based art making experiences for students of all ages. The emphasis is on creative problem solving, media exploration, and personal expression. Because no two individuals solve a problem the same way, the artwork created in class is a true reflection of your child's individuality. Elementary art instruction is geared towards providing a cohesive studio foundation as well as developing the student's artistic identity. Lower School students of all ages have several opportunities to work with visiting artists and participate in master classes.

In first grade, students review the basic art elements of line, shape, color, texture, pattern and form. First grade students have numerous opportunities to explore interactions between various media. Some examples include resist paintings, found object sculpture, and object transformation. Students create a wide variety of 2-D and 3-D multimedia projects relating to these concepts while experimenting with age-appropriate fine art media such as oil pastels, various types of paint, clay, found objects, and collage media. Students explore art found in the community and around the world, participating in art history lessons on important artists (our "art ancestors") and their respective styles. First grade students come to the art studio for one hour once each week.

PHYSICAL EDUCATION

First grade physical education program is a skills-based program utilizing the "Spiral" to introduce and re-introduce the basic locomotor movements as well as gross and fine motor skills. As the spiral moves throughout each school year, movements and skills are re-introduced at a slightly more advanced level. Our goal is to move students through the Generic Levels of Skill Proficiency at an age appropriate pace so that upon entering our 3rd grade curriculum, they are prepared to start combining those skills and movements for success in various sports and lifetime fitness activities. Students in grades K – 4th also participate in a Wellness curriculum promoting physical, mental, and emotional well-being to encourage and strengthen a healthy lifestyle.

We also strive to lay the foundations of sportsmanship, respect, honesty, humility, responsibility, competitiveness and kindness in a safe and age appropriate environment. These skills are taught through daily classroom activities and specific group cooperation units throughout the school year.

SPECIAL EVENTS

Classroom parties for the year are Halloween, Winter Holiday, Valentine and end of the year. Refreshments are served at the end of the day. Parents are invited to enjoy first grade children singing holiday songs in December for **Singing and Sharing**. In late January or early February, students celebrate the **100th Day of School**. On **Go Texan Day**, children come to school in their western clothes. **The First Grade Play** is presented in May. Parents, grandparents and special friends are invited to attend the morning performance and reception.

LUNCH

Menus are sent home monthly and are accessible on the Kinkaid website. All students have the option of bringing a home lunch or charging a lunch to their Kinkaid account.

BIRTHDAYS

Birthdays in first grade are celebrated during lunch in the Big Room. Parents may provide a special lunch (Happy Meal, Chick-Fil-A, etc.) for the birthday child only. You may bring dessert birthday treats for 18 children in your child's classroom to be distributed in the Big Room. If your child has a summer birthday, pick a day to celebrate a "half-birthday". Please discuss birthday plans, including date, with the teacher ahead of time to avoid any conflicts in schedule.

TAKE HOME FOLDER

Folders are sent home daily and are to be returned the following morning. This is our link between home and school and

contains the reader, homework, and any other communication.

FIRST GRADE NOTES

Look for this bi-weekly update of first grade happenings on Mondays. The **"First Grade Notes"** is a newsletter from the First Grade Team and is sent electronically by e-mail and is available on each teachers' website.

SECOND GRADE

The second grade has four classroom teachers, each with a self-contained classroom of eighteen students. An additional assistant teacher supports the grade level as well.

LANGUAGE ARTS

The program is a natural integration of reading, writing, spelling, speaking, and listening. Immersion in literacy experiences teaches the children to see themselves as readers and writers. Reading comprehension skills and decoding strategies are emphasized through guided reading lessons and independent practice. Through Reading and Writing Workshop, children learn to make meaningful connections to literature. The five stages of the writing process are the foundation of our writing program. Children learn to use writing to convey meaning for a variety of purposes. English instruction focuses on capitalization and punctuation rules, editing skills, and a multisensory approach to grammar. The spelling program combines the teaching of both phonics generalizations and high frequency words. Pattern recognition is reinforced through various multilevel activities. The review and practice of manuscript handwriting are continued during the first half of second grade, followed by the introduction of cursive handwriting.

MATHEMATICS

Our math program, *Everyday Mathematics*, is organized into six mathematical content strands including: operations and computation, numeration, patterns, functions and algebra, data and chance, measurement and reference frames, and geometry. The program emphasizes strategic thinking, exploration, problem solving, and games in order to develop new connections and to reinforce concepts. Memorization of addition and subtraction facts to 18 is expected by the end of second grade.

UNITS OF STUDY

The concept of "change" is presented through three main units of study; weather, habitats and biographies. Each unit is presented using an integrated, cross-curricular approach that emphasizes the reading of nonfiction text and the beginning stages of research development. Computer skills are applied by using a variety of software programs to create multimedia presentations.

SCIENCE

Second grade science provides a wide variety of learning experiences emphasizing hands-on activities and taking advantage of the young learner's enthusiasm. A goal of the program is to foster student curiosity about scientific phenomena. Instruction provides opportunities for the student to acquire observational and manipulative skills, to understand concepts and processes, and to attain general factual knowledge. Students are encouraged to be creative, questioning, discovering, and exploring scientific thinkers. In second grade, science is integrated into the units of study and further explored. Topics, which include life, earth and physical science, involve the study of matter, weather, ecosystems in our world, important scientists and inventions. These topics are taught from the perspective of the second grade main theme, change, and how it affects our lives.

SPANISH

Spanish opens children's eyes to other cultures and helps students develop positive feelings about linguistic and cultural differences while studying Spanish. This program focuses on communication, in which vocabulary, grammar, pronunciation, and culture are taught through meaningful dialogues. Units are organized around authentic language and everyday expressions. Songs and games are incorporated into each unit, making language acquisition a fun experience. Cultural lessons focus on Hispanic traditions and holidays and the two countries featured in the International Fair.

TECHNOLOGY

Students use the Lower School Computer Lab for instruction in keyboarding and the fundamentals of computer use. They also learn to combine graphics, text, and sound into an electronic document. Students are taught and expected to save created documents to network folders. In addition to classroom computers, mobile laptop computer and iPads are utilized for instruction. Various software and websites are used to support student learning. The second grade technology experience culminates in multi-media presentations by all students.

MUSIC

Second grade music curriculum is based on concepts and skills acquired the previous year. Students learn by doing as they participate in a variety of activities utilizing songs, rhymes, games, movement, and instruments. These activities are especially designed to prepare, present, and practice music concepts.

ART

The curriculum is centered on providing authentic, choice-based art making experiences for students of all ages. The emphasis is on creative problem solving, media exploration, and personal expression. Because no two individuals solve a problem the same way, the artwork created in class is a true reflection of your child's individuality. Elementary art instruction is geared towards providing a cohesive studio foundation as well as developing the student's artistic identity. Lower School students of all ages have several opportunities to work with visiting artists and participate in master classes.

In second grade, students review the basic art elements of line, shape, color, texture, pattern and form. Second grade students have numerous opportunities to explore various methods in observation drawing and painting. Some examples include still life work, drawing from nature, and figure drawing. Students create a wide variety of 2-D and 3-D multimedia projects relating to these concepts while experimenting with age-appropriate fine art media such as oil pastels, various types of paint, clay, found objects, and collage media. Students explore art found in the community and around the world, participating in art history lessons on important artists (our "art ancestors") and their respective styles. Second grade students come to the art studio for one hour once each week.

PHYSICAL EDUCATION

Second grade physical education program is a skills-based program utilizing the "Spiral" to introduce and re-introduce the basic locomotor movements as well as gross and fine motor skills. As the spiral moves throughout each school year, movements and skills are re-introduced at a slightly more advanced level. Our goal is to move students through the Generic Levels of Skill Proficiency at an age appropriate pace so that upon entering our 3rd grade curriculum, they are prepared to start combining those skills and movements for success in various sports and lifetime fitness activities. Students in grades K – 4th also participate in a Wellness curriculum promoting physical, mental, and emotional well-being to encourage and strengthen a healthy lifestyle.

We also strive to lay the foundations of sportsmanship, respect, honesty, humility, responsibility, competitiveness and kindness in a safe and age appropriate environment. These skills are taught through daily classroom activities and specific group cooperation units throughout the school year.

SPECIAL EVENTS

For **Halloween**, the children have a short party at the end of the day with cookies and juice brought in by the mothers. **Singing and Sharing** is in December and is a time parents join their second grade children in singing holiday songs. Second grade students will present an informal **Music Program** utilizing musical activities and songs learned in class. The program is designed as an educational forum in which parents can become acquainted with their child's musical progress. On **Valentine's Day** we have a small class celebration with juice and cookies provided by the principal at the end of the day. On **Go Texan Day**, children come to school in their western clothes.

BINDERS

A three-ring binder is the tool second grade children use for organizing homework, class work, and communications between home and school. The **front pocket** of the binder is the "Take Home/Return" pocket for information such as signed tests and all other signed papers that need to be returned to school. The back pocket is the "Take Home/Leave" pocket. **Papers in this pocket should be removed nightly.** The weekly **homework assignment sheet**, found in the plastic sleeve in the front of the binder, should be **read nightly by both student and parent**. Important dates and upcoming events are often listed as weekly reminders. We ask that if a new binder is needed during the year it be replaced with a similar white binder from the School Store.

SCHOOL-A-GRAM

Look for this official second grade communication in the back pocket of the binder. It is sent home as needed.

MONEY SENT TO SCHOOL

All money brought to school should be sent in a **labeled** envelope or zip lock bag to include child's name, homeroom teacher's name, and amount enclosed. It should be brought to school in the front pocket of the student's binder.

THIRD GRADE

There are four teachers, each with a self-contained classroom of eighteen students. Learning activities are designed for whole groups of eighteen, small groups of various sizes, and individual participation.

LANGUAGE ARTS

The integrated language arts and literacy program offers a wealth of literature experiences to help young readers and writers grow in confidence and ability. Instruction is meaning-based and integrates listening, speaking, reading, writing, spelling and critical thinking skills. A pattern-based weekly spelling list may be supplemented with words from other content areas. Spelling instruction focuses on regular patterns and reliable rules. High frequency irregular sight words are learned along with necessary content vocabulary. Reading comprehension skills and decoding strategies are taught and practiced through guided reading lessons, read aloud, book clubs and independent reading. Students continue to practice the five stages of the writing process through the several specific Writing Workshop Units of Study such as Personal Narrative and Historical Fiction Journal Writing. Both Reading and Writing Workshop provide a structure and routine for students to develop skills collaboratively and share new insights.

MATHEMATICS

Our math program's centerpiece, *Everyday Mathematics,* follows the National Council of Teachers of Mathematics standards. The goals of the NCTM are for all children to learn to: value mathematics, communicate mathematically, reason mathematically, be confident in their ability to do mathematics and become mathematical problem solvers. In order to meet these goals, *Everyday Mathematics* encourages partner and small group activities and games, and utilizes hands-on projects and explorations in order to focus on higher level thinking and problem solving. Small group work allows students the opportunity to work through problems collaboratively and develop and communicate original strategies. Students are expected to learn basic addition, subtraction, multiplication and division facts at specific points during the year.

SOCIAL STUDIES

The program centers around two major, cross-curricular units of study: Native Americans and Westward Expansion. Nonfiction reading and research skills are taught as students explore books, articles, online databases, websites and more. To culminate their study and share new knowledge, students create their own content using Web 2.0 tools such as wikis, VoiceThread and Glogster.

SCIENCE

Third grade science provides a wide variety of learning experiences emphasizing hands-on activities and taking advantage of the young learner's enthusiasm. The program is designed to foster student curiosity about scientific phenomena and encourage a love of science. Instruction provides opportunities for the student to acquire observational and manipulative skills, to understand concepts and processes, and to attain general factual knowledge. Students are encouraged to be creative, questioning, discovering,

and exploring scientific thinkers. Topics, which include life, earth and physical science, incorporate units such as nutrition, geology, measurement, scale and structure, and electricity.

SPANISH

Spanish opens children's eyes to other cultures and helps students develop positive feelings about linguistic and cultural differences while studying Spanish. This program focuses on communication, in which vocabulary, grammar, pronunciation, and culture are taught through meaningful dialogues. Units are organized around authentic language and everyday expressions. Songs and games are incorporated into each unit, making language acquisition a fun experience. Projects and hands-on activities are part of the cultural lessons, where students learn about Hispanic traditions and holidays as well as the two countries featured in the International Fair.

TECHNOLOGY

Students use the Lower School Computer Lab once a week for instruction in fundamentals of computer use as well as learning to combine graphics, text, and sound into an electronic document. Students are expected to save documents to network folders. Word processing and presentation documents are created to support classroom studies. All classrooms have student computers. Mobile labs of laptop computers are available for additional computers in the classroom. Software and websites are used to supplement and strengthen basic concepts and skills in various curriculum areas. Proper usage of the Internet and evaluation of websites for research are topics presented during the school year. Students will participate in online class blogs and a variety of web projects.

MUSIC

Music curriculum in third grade is based on concepts and skills previously learned. Students participate in a variety of activities designed to prepare, present and practice music concepts. Students learn valuable skills as they read, write, and perform music, enabling them to move toward fluency in the universal language of music.

ART

The curriculum is centered on providing authentic, choice-based art making experiences for students of all ages. The emphasis is on creative problem solving, media exploration, and personal expression. Because no two individuals solve a problem the same way, the artwork created in class is a true reflection of your child's individuality. Elementary art instruction is geared towards providing a cohesive studio foundation as well as developing the student's artistic identity. Lower School students of all ages have several opportunities to work with visiting artists and participate in master classes.

In third grade, students review observation skills, fine art elements, and principles of design. Third grade students have numerous opportunities to explore various methods in composition development. Some examples include creative challenges, sculptural work, and various drawing and painting assignments. Students create a wide variety of 2-D and 3-D multimedia projects relating to these concepts while experimenting with age-appropriate fine art media such as oil pastels, various types of paint, clay, found objects, and collage media. Students explore art found in the community and around the world, participating in art history lessons on important artists (our "art ancestors") and their respective styles. Third grade students participate in fine art field trips and exhibitions throughout the school year. Students come to the art studio for one hour once each week.

PHYSICAL EDUCATION

The third grade physical education program is designed as both a sports-based and skills-based program that allows classes to experience the team sport atmosphere. We also continue to build on the basic fundamentals of gross and fine motor skills and teach children to incorporate basic locomotor movements with those gross and fine motor skills. In two-week units, students are introduced to various sports (many that will be offered in our middle school program) and taught how to coordinate the basic locomotor movements with the gross and fine motor skills to perform the skills necessary to compete in that sport. Classes work individually in two-week units. The first week consists of teaching the basic skills associated with each sport. During the second week, the students participate in small-sided games. Students are also introduced to activities that promote lifelong fitness and physical activity.

SPECIAL EVENTS

Throughout the year there are events and projects which will need help from home. The first is the **Halloween Party** where the children enjoy juice and cookies at the end of the school day. In December, each class will have a short **Winter Holiday** party. The **Valentine Party** is a low-key affair, with cookies and a drink. The children enjoy opening the bags they made in art class and looking at their cards. On **Go Texan Day** the children wear western dress to school.

The **Third Grade Play** is presented just before Thanksgiving. Parents, grandparents and special friends are invited to attend the morning performance and reception.

FOURTH GRADE

The fourth grade has four classrooms of eighteen students. Each has a homeroom teacher who is responsible for teaching language arts, math and social studies. Learning activities are designed for whole groups of eighteen, small groups of various sizes, and individual participation.

The theme of courage connects our units of study in language arts and social studies. Using non-fiction sources in social studies along with historical fiction in language arts, courage and diversity are stressed through the study of the Lewis & Clark Voyage of Discovery. We also study the westward expansion into Texas and the fight for independence. Independent research at the end of the year culminates with a presentation of the Living History Museum.

Learning to be responsible and organized is an integral part of the fourth grade curriculum. Students are expected to complete and return homework on a daily basis, to bring needed supplies to class, and to maintain a neat and well-organized work space.

LANGUAGE ARTS

The program integrates the study of literature, vocabulary, writing, spelling, and grammar. Novels and nonfiction books are studied, and students are required to read and are held responsible for certain aspects of the content of several novels. Several writing genres are introduced and practiced. Spelling patterns are reviewed, analyzed and tested. Spelling instruction focuses on regular patters and reliable rules. High frequency and irregular sight words are learned along with necessary content vocabluary. Grammar is reviewed and practiced. Neatness of work, correct spelling, and cursive handwriting are stressed on most assignments in all subject areas. Sustained reading time allows students quiet time to concentrate and enjoy a book of their choosing.

MATHEMATICS

The *Everyday Mathematics* program emphasizes exploration, problem solving, and games in order to teach higher level thinking skills. The program interweaves mathematical content strands throughout the grades. The *Everyday Mathematics* program is both rigorous and balanced. It emphasizes conceptual understanding while building mastery of basic skills. The full math spectrum is explored, not just arithmetic. The fourth grade teachers supplement the program with additional challenging problems in which the students gain computation practice and memorize basic facts. In addition, the curriculum is based on learning styles of students, and the future for which they must be prepared.

SCIENCE

Fourth grade science provides a wide variety of learning experiences emphasizing hands-on activities and taking advantage of the young learner's enthusiasm. A goal of the program is to foster student curiosity about scientific phenomena and to encourage a love of science. Instruction provides opportunities for the student to acquire observational and manipulative skills, to understand concepts and processes, and to attain general factual knowledge. Students are encouraged to be creative, questioning, discovering and exploring scientific thinkers. Topics, which include life, earth and physical science, incorporate units of study such as microbiology, lego-robotics, flight, and environmental science.

SPANISH

Spanish opens children's eyes to other cultures and helps students develop positive feelings about the linguistic and cultural differences encountered while studying Spanish. Vocabulary, grammar, pronunciation, and culture are taught through meaningful dialogues, with most classes taught in Spanish. Students participate in games and songs every week. Cultural lessons focus on Mexico, Central and South America, and the two countries featured in the International Fair.

TECHNOLOGY

Students use the Lower School Computer Lab once a week for instruction in fundamentals of computer use as well as learning to combine graphics, text, and sound into an electronic document. Students are expected to save documents to network folders. Word processing and presentation documents are created to support classroom studies. All classrooms have student computers. Mobile labs of laptop computers are available for additional computers in the classroom. Math and language arts software and websites are used to supplement and strengthen basic concepts and observation skills. Proper usage of the Internet and evaluation of websites for research are topics presented during the school year.

MUSIC

Students in fourth grade participate in a variety of activities designed to prepare, present and practice music concepts. Fourth grade music curriculum is a continuum of knowledge from previous years, with more complex concepts added, appropriate to the age level. Students gain confidence with singing and playing instruments as they are given opportunities to perform throughout the year.

ART

The curriculum is centered on providing authentic, choice-based art making experiences for students of all ages. The emphasis is on creative problem solving, media exploration, and personal expression. Because no two individuals solve a problem the same way, the artwork created in class is a true reflection of your child's individuality. Elementary art instruction is geared towards providing a cohesive studio foundation as well as developing the student's artistic identity. Lower School students of all ages have several opportunities to work with visiting artists and participate in master classes.

In fourth grade, students review composition and observation skills, fine art elements, and principles of design. Fourth grade students focus on the History of Art in two semesters, learning about important artists (our "art ancestors") and their respective styles. Students will acquire knowledge on various time periods, regions, and techniques. They will create a wide variety of 2-D and 3-D multimedia projects relating to these concepts while experimenting with age-appropriate fine art media such as oil pastels, various types of paint including oils, clay, found objects, and collage media. Students explore art found in the community and around the world, participating in fine art field trips and exhibitions throughout the school year. Fourth grade students come to the art studio for one hour once each week.

PHYSICAL EDUCATION

The fourth grade physical education program is a spiral building of skills learned in the 3rd grade program. Classes continue to participate in a sports-based and skills-based program where fundamentals and basic skills are a focus for the first week of two-week units. Following week one, two classes pair up to compete on various small-game levels within the units. In these settings, classes work on the team aspect of sports and gain a greater sense of the sport's full competition. Classes will also focus on the spatial awareness of the different sports and the fields or courts on which they are played. The fourth grade program, continues to introduce students to different lifetime fitness activities and encourage them to explore those opportunities that can help them stay active throughout their life. Students in grades K – 4th also participate in a Wellness curriculum promoting physical, mental, and emotional well-being to encourage and strengthen a healthy lifestyle.

SPECIAL EVENTS

For **Halloween** the children have a short party at the end of the day with cookies and juice brought in by the mothers. In February, the fourth grade dads or special guests join their children for **Breakfast in the Big Room**. Singing and Sharing is in December

and is a time for singing holiday songs. For **Go Texan Day** in February, the children dress in western attire. For **Valentine's Day**, the children exchange Valentines at a short party at the end of the day.

In the spring, fourth grade students will present a mini-concert of music which may include two-part songs, recorder music, and songs accompanied by percussion instruments. In preparation, students will learn valuable ensemble, rehearsal, and performance techniques. The program will be a collection of music learned within the school year which demonstrates a culmination of skills gained throughout Lower School.

The children take several field trips during the year related to our units of study.

SCHOOL SONG

Kinkaid, My Own Kinkaid
(melody - Oh, Tannenbaum)

Thy praises high, I love to sing,
Kinkaid, my own Kinkaid.
My homage now to thee I bring,
Kinkaid, my own Kinkaid.
With friendship, loyalty and cheer,
I'll spread my knowledge far and near
And hold thy precepts ever dear,
Kinkaid, my own Kinkaid.