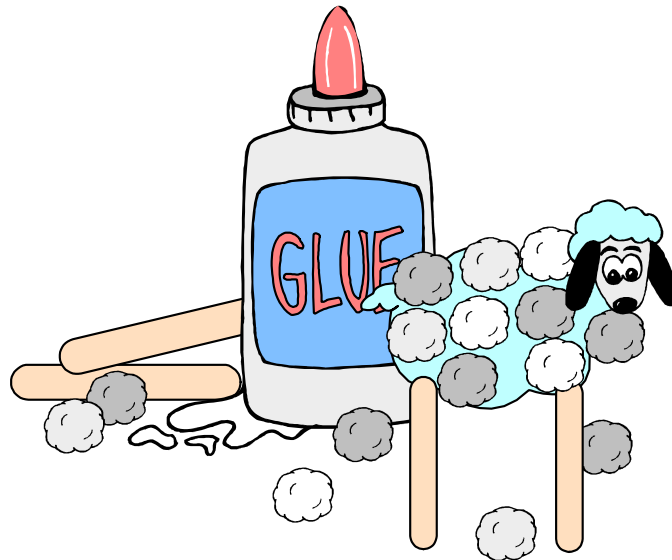


Kindergarten Parent Information Booklet



ABBOTSFORD CHRISTIAN ELEMENTARY SCHOOL

Roy van Eerden - Principal
3939 Old Clayburn Road
Abbotsford, B.C. V3G 1J9
(604) 755-1891; Fax (604)850-7075



Dear Parents:

The purpose of this Kindergarten Parent Information Booklet is to explain the uniqueness of the Kindergarten program at Abbotsford Christian School.

We recognise that our school is an educational extension of the Christian home, so if it is your desire to have your child in our Kindergarten class in September a unique partnership between us will be formed. If we have the privilege of welcoming your child to our school this fall, we do so with the pledge to help educate your child towards the development of a Christian commitment and lifestyle.

It is our hope that your child's entry into our Kindergarten program will be an exciting and happy one. Your child will be entering a new part of his/her life. As with all things, the more prepared your child is, the more enjoyable your child will find it. There are specific things parents want to know and this booklet was written to answer your questions.

During the coming school year you will undoubtedly have many questions regarding our Kindergarten program and your five year old that this booklet does not answer. Please feel free to contact your child's Kindergarten teacher, or principal at any time.

Principal
Abbotsford Christian Elementary

Parts of this booklet have been gleaned from the Society of Christian
Schools Loving, Living and Learning – Parent Orientation Booklet.
We thank SCSBC for their permission to reprint this material.

Abbotsford Christian School

Mission Statement

Abbotsford Christian School, operated by A.C.S.

Society members, seeks to serve Christian families by

providing a secure learning environment in which God's

children can continue to explore, experience and

evaluate all of life under God.

We aim to nurture students in the discovery and development of their abilities and unique gifts so that

they are enabled to be faithful, discerning, obedient

and creative servants of God and of neighbour, and

stewards to His creation.

THIS PRECIOUS CHILD

Dear Teacher

Today I feel like Hannah...

I left my little girl, my firstborn, in your care.

She is so excited, yet fearful;

she is brave, yet so vulnerable;

she has many lessons to learn - the hard way.

These past five years, she has caused me to be frustrated,

angry,

joyful,

awed, and

amazed,

so I shall not be surprised when you have these very same feelings.

I will pray for you...and understand.

But take my precious girl and

- ♥ be gentle, yet firm;
- ♥ be understanding of her failures, yet help her to learn from them;
- ♥ love her as she is, but challenge her to be what she ought to be.

And, above all, point her to the Saviour.

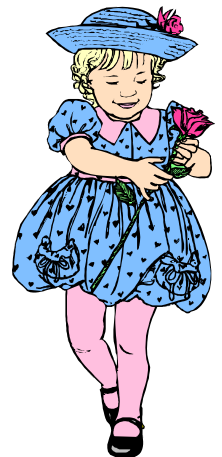
For, after all, she belongs to none of us...

this precious child is

God's child.

Her loving mother

Joyce Eggebeen



Exploring God's World

Ms. Kovacs begins her Kindergarten year with teaching a unit about creation. On one wall she outlines a large circle divided into four equal parts. She labels the four parts things, plants, animals and people. She discusses these four "realms" with her students and asks them to draw pictures for each category. She helps the students paste their pictures in the right quadrants.

Ms. Kovacs also has a picture of a huge hand above the circle. "Who looks after our world?", she asks. She elicits from the students that God created and sustains the world, and that God's hand is in control. She stresses that God made people special. They form a separate realm and are not just part of the animal realm. God gave them a special task to care for the earth and to praise God. The pupils trace their own hands, cut out the shapes and paste them between the people "quadrant" and God's hand to symbolize that God has given them, too, a special calling.

Then Ms. Kovacs asks her pupils how we can praise God (singing, go to church, pray to God, love others). How can we care for the earth? (look after animals and plants, don't waste food). She explores how God has given us a beautiful creation but that often people mess it up. She then asks the students how they can serve God and neighbor inside the classroom (clean up, obey the teacher, be kind to others). In this way, Ms. Kovacs helps students realize, young as they are, that they can already take up their calling as disciples of Christ in a responsible and responsive way—and thus participate in God's Kingdom.

H. VanBrummelen, 1998. *Walking with God in the Classroom*, 2nd ed., page 10.

Reprinted with permission

A. GOALS OF THE CHRISTIAN KINDERGARTEN

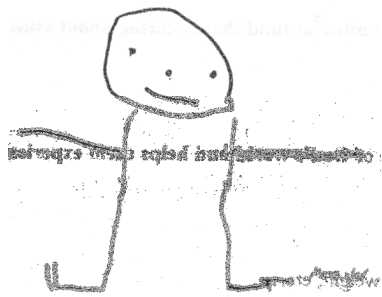
Kindergarten in a Christian school

- Builds on a child's knowledge of God
- Guides children to reflect God's love to others around them
- Excites children about new knowledge of God's world and helps them learn and experience new ideas and skills
- Helps children to develop as responsible and responsive disciples of Jesus Christ
- Makes children aware of their task in caring for God's creation

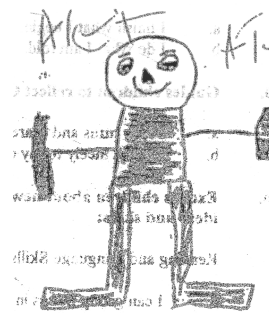
B. A CHILD OF KINDERGARTEN AGE

Each child is created by God as a unique individual with different abilities, tendencies and experiences. Kindergarten contributes to the growth of a child's knowledge of themselves as children of God and adds to their understanding of the world around them, a world created and sustained by God. In a stimulating, secure and responsive Kindergarten environment the child can experience the joy of discovery in learning as well as receive encouragement to develop their gifts and talents.

The social, emotional, physical, intellectual and spiritual development of one child will not be the same for all children in a Kindergarten class. Development varies from the latter stages of those seen in an average four-year-old to that of a six-year-old. Within one Kindergarten class, it is possible to have an age span of eleven months from the youngest to the oldest, a significant difference considering this is one-sixth of the child's life span at this stage. Therefore, we cannot expect all children to perform at the same level. These two illustrations reveal some of this difference:



September



May

General Characteristics

Each child has different abilities, tendencies, and experiences; each child is created by God as a unique individual. A Kindergarten classroom encourages development of all their gifts and talents. The following examples are general characteristics of children at this age. Not *all* children exhibit all of these characteristics, but *all* children will exhibit *many* of them.

Kindergartners need to move around frequently. They must learn how to use spaces, especially large open spaces like gymnasiums or hallways. They need a change of position and a change of scene often.

Kindergartners need to talk. They must learn when it is appropriate to talk. They need outlets for *verbal* as well as *physical* energy.

Kindergartners need to listen. Besides informal occasions when listening is important, teachers design activities to specifically *teach* listening skills.

Many kindergartners are shy. Some are shy only in certain situations. They may need time to adjust to their new setting.

Many kindergartners are outgoing and uninhibited. They may need time to adjust to group dynamics.

Kindergartners are egocentric. They view the world only from their own perspective, based on their own experiences and what and how they think about these experiences. They need a wide variety of familiar encounters, leading to the unfamiliar to learn about other people and how others feel about them.

Kindergartners are often selfish and very possessive of their own things. They need to be encouraged to share and take turns. Praise them when they do.

Kindergartners want to feel proud, successful, and important. The Kindergarten room contains materials to help *each* child find success. Children need some success each day in order to develop a good sense of who they are.

Kindergartners have vivid imaginations. They may have trouble distinguishing between reality and fantasy.

Kindergartners are sensitive. Their feelings are easily hurt.

Kindergartners are resilient. Their hurt feelings are quickly mended when addressed.

Kindergartners are naturally trusting. They are eager to learn about Jesus and are convinced that He hears their prayers and cares for them always.

Kindergartners have a strong sense of justice. They can understand why rules are important and why rule-breakers are disciplined. However, they only see in black and white; there are no grey areas. Consistent discipline is very important.

Kindergartners are candid. They are often blunt and honest to the point of tactlessness. They need to be reminded that their words can hurt others' feelings and that sometimes they must not say what they think.

Kindergartners think in practical and concrete ways. They need a "hands-on" curriculum in which they can manipulate things. They need a variety of learning experiences more than paper work.

Kindergartners are often eager to please and very helpful.

Kindergartners are dependent. They must do activities in which they make choices in order to become responsible independent thinkers.

Kindergartners are curious and eager to learn. They are hungry for stimulation and easily motivated.



Developmental Dimensions of a Five-year-old

Spiritual and Moral

- begins to comprehend *God's* unconditional love for himself and reciprocates that love
- can understand that *God* wants her to love others
- appreciates *God's* wisdom in creating all that is in the world
- sees Jesus as a friend
- can praise *God* through prayer, song and listening to Bible stories
- can see himself as a disciple - a helper of *God* who can share his knowledge of *God* with others
- is able to see her role or task in taking care of *God's* world if it is related to her personal experiences
- sees stealing, lying, swearing, hurting others as wrong.

Emotional

- still displays intense emotions
- likes to feel secure
- is pleasant and helpful and naturally happy
- continues to have strong ties with home
- begins to be able to control tears
- develops self-concept, wants to feel good about himself
- displays a sense of humour
- hesitates at new experiences that are completely unknown or are conceived as too difficult
- can be shy or extremely aggressive
- looks for adult attention and approval
- dislikes being withdrawn from the group or "left out"

Social

- enjoys approval and praise
- likes playing with others or in a group
- needs guidance about sharing and taking turns
- moves from being unable to see the needs of others towards cooperative play and recognition of rules and firmness
- values friendship and loyalty and can sympathize with others
- needs guidance in listening in a group situation
- follows the crowd without thinking.

Intellectual and Aesthetic

- learns by doing, experimenting, manipulating, handling, exploring, imitating, observing - concrete experience
- sees similarities and differences and gross common attributes as opposed to more subtle ones
- arranges sequence according to size and can extend if asked
- classifies, sorts and matches if guidelines are given
- lacks concepts of conservation, volume, large numbers, length
- follows simple directions up to three at a time
- has a limited idea of time and forgets easily
- is curious about his world and eager to experience new things
- is imaginative and learning to tell the difference between real and make-believe
- begins to solve problems in real situations she comes in contact with
- cooperates and compromises to come to appropriate solution
- interprets and infers from pictures if encouraged
- is beginning to draw realistically

Physical

- is very active, full of energy but tires easily
- is better developed in the area of large muscles than small
- has difficulty with eye-hand coordination or small motor activities
- is susceptible to childhood diseases, colds, sore throats, ear infections
- displays some faulty or immature speech sounds including *r, l, s, z, sh, ch, j, f, v, and th*
- has short attention span
- has difficulty sitting still for long periods
- is able to run, jump, hop, roll, twist, but is still developing balance, skipping, bouncing and catching, hitting an object
- learns about his "own space" in relationship to the world around him
- has difficulty perceiving imaginary shapes, lines, corners, etc.

C. PARENTS AS PARTNERS

Is Your Child Ready for Kindergarten?

Readiness for Kindergarten depends more on development than age, and there is a wide range of abilities among children who are five. If your child does not have all the skills or abilities of others his age, it may indicate that his developmental age is younger and he may need more time before he can master those skills. Children who turn five after September may fall in this category.

How can you tell if your child is ready? You know your child best. Take a look at the material below and see if it supports your opinion. You can also obtain valuable information from preschool teachers (if he/she attended) and your child's teacher-to-be. If you are at all concerned about your child's readiness for Kindergarten, discuss some of the following readiness questions with the teacher. Remember that Kindergarten will provide valuable structured learning experiences even for those less developmentally mature although a second year may be needed before development and skill mastery are achieved.

General Readiness Checklist

Has your child -

1. had his vision checked?
2. had her hearing checked?
3. had his immunizations?

Is your child -

1. aware of dangers such as electricity, traffic and fires?
2. able to express himself in complete sentences?
3. able to cope with new situations?
4. able to remember a song or nursery rhyme?
5. able to dress him/herself?
6. able to toilet independently?
7. able to name colours?
8. able to count?
9. able to follow instructions?

How will your child respond to -

1. sitting still and listening while the teacher reads a story that takes more than 5 minutes?
2. learning routines at school?
3. separating reasonably from parents on school days?

Has your child had an opportunity to -

1. make some of his/her own choices?
2. have experience with crayons, pencils and scissors?
3. be regularly responsible for some tasks at home? (Counting out the forks and spoons for setting the table)
4. spend time away from home without mom or dad?
5. have group experiences? What was the experience like?
6. play with a variety of children?

What Can Parents Do at Home to Help Children Learn?

- **Talk with children. Ask them questions.** Children learn to think by trying to formulate answers. Listen to them and encourage them to listen when people speak. This is a vital skill for learning.
- **Read with your child.** Reading with your child is important because it contributes to vocabulary and oral language development.
- Help them to be independent in dressing, toiletry, tying shoelaces, cleaning up after themselves and caring for their own possessions.
- Try to maintain regular sleeping habits. Ten to twelve hours of sleep are needed. Lack of sleep interferes with their school progress the next day by making them easily irritated and upset.
- Send children off on a positive note as this often makes a difference between a happy or unhappy school day.
- Remind them how they will be getting home from school.
- Encourage them to be considerate of others and to develop respect for adults and authority. If they see you support the teacher and the school, they will too.
- Be consistent. Follow up what you asked children to do; if they have not done it, insist. Do not threaten with anything you cannot carry out. Carry out your threat if the task is not done.
- Limit television watching.

What Can Parents Do as Volunteers in the Classroom?

- Your teacher counts on you, so try to be present at the time agreed on. If possible, find a replacement when you cannot avoid missing your turn. Notify the teacher as soon as possible if unable to attend.
- Arrive early so that you can discuss the day's agenda and tasks planned for you with the teacher.
- Encourage your child to sit as he/she does when you are not there. Independence is encouraged. (e.g. not on your lap).
- Guide individual behaviour at the teacher's request.
- Participate in activities.
- Do not be afraid to ask the teacher questions about procedures, expectations, etc.
- Do not discuss individual performances of the children or the teacher outside the school. Confidentiality is very important.

How Can Parents Communicate Well with Teachers?

- Make your first contact a positive one.
- Understand clearly the teacher's expectations.
- Accept your own responsibility for your child's education.
- Become involved in your child's educational experiences.
- Talk with the teacher first about a problem.
- Set up a conference

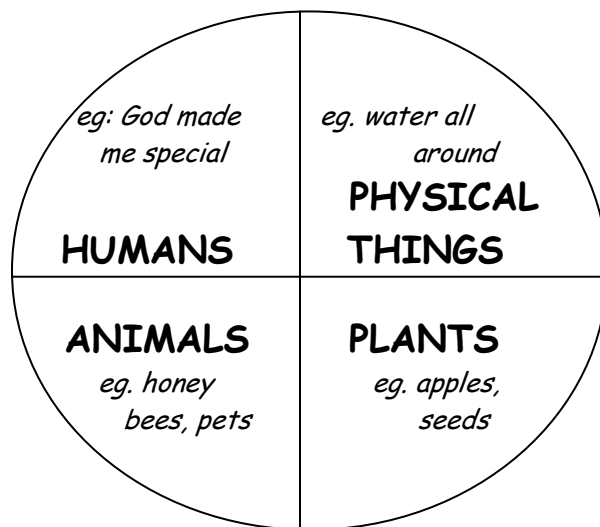
Teachers hope that parents will . . .
be involved in their children's education. Parent involvement helps students learn, improves school climate, and makes teachers' work more meaningful.

D. CURRICULUM

Introduction

Thematic units form the basis of a Kindergarten curriculum. The program is organized around activity centers carefully planned with materials and supplies that will foster the development of each child at their own rate.

Activity centers are flexible and adaptable to the different themes (weekly/monthly units) around which the program is presented. Themes are carefully chosen from one of the four realms: humans, animals, plants and physical things. Just as creation is a unity and interrelated, the theme will attempt to show the relatedness of all things in God's world including learning.



Many of the following skills are uniquely integrated within the units taught.

Bible (includes singing, prayer, devotions, Bible stories and memory work)

Many children are already familiar with a number of Bible stories. In Kindergarten, they will continue to enjoy these but will be led to see them in a chronological order as related to before and after Jesus was born.

Language Development

God blessed His people with the gift of language to communicate with one another and with Him for His glory.

A child begins to learn to read from the first time a parent introduces books and stories to them as a young child. Reading books to children is crucial for

developing their reading and writing skills and creates a special bond between family members.

Emergent Reading can be developed at home and at school as the child is encouraged to enjoy and appreciate a realm of books through experiencing what language and books are all about:

- the appearance of the cover and title.
- the feel of the paper, the turning of the pages.
- the beauty and clarity of the illustrations.
- the sound and rhythm of the words, the excitement and expectancy of what might happen next.
- learning the names and sounds of the alphabet letters.
- what is a word, sentence, etc.

Children are exposed to a variety of experiences and opportunities for language development. These take place throughout the day:

- at library time. (Take your children to the public library on a regular basis!)
- at sharing time.
- in class discussions.
- through memorizing and reciting.
- when using and recognizing rhyming words and opposites.
- when trying to make themselves be understood.
- through expressing conceptual understanding of the world around them .
- through listening activities.
- by classifying, sorting, matching shapes and symbols.
- by recognizing and making patterns, etc.
- by experimenting with writing words and sentences (Kindergarten spelling).
- through environmental print such as words on the wall, labels on grocery items, and road signs.
- through creating classroom big books and stories, matching print.

Printing

Printing is introduced in Kindergarten. Because most five year olds do not have small muscle control fully developed, an abundance of activities are provided to help the child:

- develop the small muscles of wrists, hands and fingers.
- to use his eyes to pick out fine details.

- to coordinate movement of his hand and eyes as he follows the teacher, e.g. in directed drawing and observes the left to right progression of print.

If children want to print their name teach them to use upper case and small case letters, eg. Elise.

Picture Reading

Picture literacy - being able to comprehend through visual clues - is an important part of learning to read. The parent and the teacher can develop the many pre-reading skills of **comprehension** through **picture reading** long before the decoding of words takes place.

Have your child look at a single picture or group of pictures and ask:

- What is happening?
- Show me...
- Tell me...
- Where is...
- Who is this...
- How many...can you see?
- What do you think happened before or after?
- Why do you think...
- Pretend that...
- How do you think it happened?

There is a higher order of thinking happening here as with questions that develop **thoughtful and appreciative understanding** such as:

- What do you like about...
- What don't you like about...
- Do you think that should have...
- How would you feel if...
- Have you ever...
- What would you do if...

This can be a lot of fun and you'll be surprised how you little five-year-old's mind works. You'll also be teaching one of the most important skills of learning to read.

Mathematics

- a. **Patterning** is one of the most important skills for Math and critical thinking skills

- line up car, truck, car, truck (AB pattern)
- boy, boy, girl, boy, boy, girl (AAB pattern) etc.

b. **Number concepts.** Experiences leading to the formation of number concepts take place not only at school, but also in the home:

"I have 6 candies, 3 for you and 3 for me."

"Count how many children are here today."

Let's make some cookies. We'll need 3 eggs. You can measure out 1 cup of water."

Before the child can make sense of abstract symbols, they must experience math concretely.

c. Counting (one to one correspondence)

- one count to each object
- count a lot with your children. Some children are able to count well over 100 at this age

d. Matching and sorting is a basic thinking skill

- Is this picture the same as the other? How are they the same? How are they different?
- Sort all the soft things into the green box and the hard things into the brown box.

e. Problem solving skills will develop as children sort for likenesses and differences and express the thinking that went into their choices.

f. Graphing is a useful recording device frequently used in problem solving as a means of organizing information:

- Everyone who rides the bus stand here. Everyone who comes by car stand here. See, more people ride the bus than a car.

g. Shapes (circle, square, triangle, rectangle, oval etc.)

Social Studies

Young children learn about the world by adding and relating to the experiences they already have. They are still basically egocentric. The program provides social studies units (e.g. *God Made Me Special*) that deal with children as they are created by God. They are led to see themselves as someone special made by God. God has placed them in the world with the task to look after the world and its

people. It is important to know that a Christian Kindergarten is radically different in its approach. God made children special not to become proud and self-centered but to use this specialty to serve others. A trip to a nursing home to delight our seniors would be an example of carrying out our task in serving others.

Children also need to be exposed to cultures that are different than their own (e.g. Japan). This is a marvelous way to open up their world towards justice, equality and a knowledge that all people are created for His glory. The children will be led to praise God for His wisdom and be encouraged to give glory and thanks to God.

Science

Concepts about natural and physical science as God has created the world, are formed as young children see, hear, touch, feel, smell, taste, question, and do.

- They see the snow melt as the temperature changes.
- They hear the mother bird calling to her young.
- They watch their seeds grow when watered, or die when they're not.
- They note the changes in the tadpoles in the aquarium.
- They smell the yeast as they make buns and they watch its effect as they see the dough rise.
- They feel the coldness of metal, the warmth of the pavement.
- They taste the sour lemon, the sweet candy, the salty chips.
- They pile the sand to make a dam.
- They try to make a rock float, and they ask, WHY? WHY NOT?!

Music

God created children with innate need for music and rhythm. Music brings joy to the children through listening and participating. Children need:

- many songs to sing - using our bodies to sign and/or do actions relating to the songs.
- instruments to play
- music to hear
- patterns to clap
- space in which to respond to music with their bodies

Arts and Crafts Activities

God's children have wonderful gifts of creativity that are explored in arts and craft activities:

- imagine and visualize
- develop sensory awareness
- explore
- create
- interpret
- express and represent through a variety of forms

Various media (paint, crayons, chalk, pastels, play dough, plasticine, scissors, glue, etc.) help them to express themselves creatively.

Physical Education

God commands us to look after our bodies (I Cor. 6:19 & 20). Physical education in Kindergarten includes large muscle and health fitness activities including games. Young children naturally like to move. They enjoy PE without realizing that their loco-motor skills such as walking, leaping, sliding, galloping, hopping, skipping, rolling, dodging, falling are developing. Through various body awareness activities, creative movement and gymnastics, they'll get to know how their bodies move when bending, stretching, turning, twisting, pushing, pulling, lifting, swinging, circling. They'll learn to be creative as they walk like a bear, slither like a snake and hop like a rabbit.

Personal Development

Social and Emotional Goals

School has to be a safe and secure place for learning to happen. If our students learn and use the skills of Biblical love and respect in the classroom, the environment will foster growth:

- respect for authority
- respect for peers. Listening when others speak and speaking appropriately to others
- Respect for others. Hurt no one physically or emotionally. Be kind and helpful
- Accepting responsibility for and the consequences of our own behaviour
- Express emotions in an acceptable manner

Work Habit Goals

- Respect, care for and clean up classroom materials
- Care for personal belongings
- Follow class routines
- Follow directions given to the class
- Pay attention for a reasonable time
- Complete simple tasks independently
- Willingness to try new things. Participate in whole-class activities
- Show independence during centre/activity time.



E. SPECIFIC INFORMATION ABOUT OUR KINDERGARTEN

Our school offers full and half time programs within which the same outcomes are taught. In our full time program students have more class time to develop the skills necessary to meet the desired outcomes. In the half-time program, students participate in all the same activities, but also have more time at home and in other places to grow and develop. The half-time program runs two full days per week (Tuesdays & Thursdays or Wednesdays & Fridays) with an occasional third day on a Monday. A class schedule will be given to parents at the beginning of each month.

Parent Volunteers:

There will be an opportunity for parents to assist in the Kindergarten room. This is an opportunity to see your child in the school setting. Your visit will be scheduled at a convenient time. There will also be other volunteering jobs available. These can be discussed during the classroom visits. If possible, please find a babysitter for preschoolers when it is your turn to volunteer in the classroom. Preschoolers can be distracting for Kindergartners.

Classroom Visits:

Each Kindergarten student will have an opportunity to visit the Kindergarten classroom with one or both of their parents prior to their first day of school in September.

During the classroom visit, the Kindergarten teacher will:

1. meet the new student and introduce them to the classroom environment
2. establish relationship with the parents/guardians and outline expectations regarding parental involvement in the Kindergarten program.
3. review the Kindergarten program and items in the Kindergarten Parent Information Booklet if there are questions
4. conduct initial observation/assessment of new students
5. provide parents with a schedule of Kindergarten days for September.

Classroom visits will be scheduled by the Kindergarten teacher for the last week of August and the first week of September.

Kindergarten students will start school a week after regular (grade 1-5) school classes begin.

Assessment:

During the first months teachers will assess your child so that we can plan the program to best suit his/her needs. There will be a Parent Teacher conference in the Fall, student led conferences, and report cards in December, March and June. Teaching children to self-evaluate is an integral part of our program throughout the year.

Fall Emphasis:

In the beginning of the year, the emphasis will be placed in particular on:

- emotional and social adjustment to school;
- establishing routines for effective learning such as listening to and following directions, being responsibly independent, participation in lessons, completing learning tasks and cleaning up.
- stimulating intellectual development

Supplies Needed:

- Inside runners which are appropriate for physical education as well (easy to get on and off footwear with velcro fasteners or step-ins for non-shoe ties is appreciated).
- A *regular* size knapsack. It needs to be big enough for library books, (including large picture books) notes and newsletters home, art projects.
- The school provides all necessary school supplies for Kindergarten

Labelling:

Please mark, with your child's name, all items of clothing and footwear (runners, slippers, boots, coats, hats, sweater, mittens, etc.)

Snacks:

Snacks in Kindergarten are a part of teaching nutrition. We encourage healthy snacks at recess and lunch. Please have your children bring their snacks in their knapsacks. When preparing snacks, **please keep in mind that we are a "nut-free" school.**

Some suggestions:

fruit leather
crackers & cheese
any fruit
raisins
digestive cookies

bran muffins
small sandwiches
bagels & cream cheese
meatcuts
crackers

Newsletters:

Communication between home and school is important. Your child will bring home a news memo regularly regarding the Kindergarten program. Please feel free to communicate with me by note or a phone call as well (rvaneerden@abbotsfordchristian.com).

The Kindergarten Day:

The schedule of any two days is never alike in Kindergarten. Primary chapels, all-school assemblies and special programs, gym times, library periods, and differing classroom activities all demand a certain amount of flexibility within the day. Understanding the above variables, your child's day in Kindergarten will probably proceed something like this sample...

A Typical Day in Kindergarten

8:25 am	Warning bell (students line up at doors, prepared to enter school)
8:30 am	Opening and morning devotions <ul style="list-style-type: none">• greeting/Kindergarten news/singing/prayer
8:45 am	Movement education <ul style="list-style-type: none">• gym/adventure playground• games/skill development
9:15 am	calendar/graphs/number activities
9:30 am	Journals/Share time
10:00 am	Theme Activities
10:45 am	Recess/snack time
11:00 am	Story time / Activity time (learning centers)
12:20 pm	Lunch preparations/Lunch
12:40 pm	Noon hour (supervised playground activities)
1:15 pm	Bible story Music appreciation
	Activity time (learning centers)/ Theme development
2:40 pm	Closing time <ul style="list-style-type: none">• wrap up of school day• What did we learn today?
2:50 pm	Dismissal

Please note that school begins at 9:00 am on Thursdays

Student Life

Attendance Policies and School Cancellation

Please phone the school secretary between 8:00 and 8:30 am whenever your son or daughter will be late or absent. If the school does not receive a phone call, the secretary will phone you. Students arriving late or leaving school early should always check into the school office on their way. These procedures insure the students' safety and help us to maintain accurate records of attendance.

School cancellation, emergency closings or other urgent announcements will be made by 7:00 am, on the following (in order of notification): www.abbotsfordchristian.com, phone message on 604-755-1891, Global Television, KWPZ (Praise FM 106.5) and STAR FM (107.1). Parents should instruct their children on procedures to be followed when parents are not home to receive them.

Illness and Injury at School

The school secretary will phone your home in the case of illness or injury at school. If no one answers at home, we try work numbers. If that also fails, we move to the emergency contact numbers which have been listed on the registration form. Once again, the office must always be informed when students leave the school or arrive later in the day.

Recesses/Supervision Times

Teachers supervise students outside before and after school and during recesses. Teachers begin their supervision at 8:10 am and end it around 3:00 pm. Please make sure your child is **not** brought to school before 8:00 am and is picked up by 3:00 pm.

The rules established for playground behaviour encourage good fun and promote safety.

Students may not leave the school grounds at recesses unless special permission has been granted.

Discipline

In a Biblical sense, discipline means nurturing in the ways of the Lord, both in the positive sense of instruction, and in the corrective sense of chastening

disobedience. The most significant discipline in school is the leading, nudging and instruction which takes place constantly in a school day.

When correction is necessary, the teachers and principal will attempt to deal with a student just as a judicious and responsible parent would. Parents will be contacted in cases of difficulty.

Student Dress

Abbotsford Christian School expects its parents to use good taste and judgement in student dress. We encourage clothes which are sensible, appropriate to the weather and activity, and which do not offend others. Students in grades K through 3 need non-marking inside running shoes which can also be used in the gymnasium.

Telephone

Parents, we request your discretion in phoning messages to your child at school. Also, please try to make arrangements for after-school activities before your child leaves home in the morning. **It is difficult to deliver numerous messages that are phoned in during the last five minutes of the school day.** Please reserve this for emergencies only!

Lost and Found

A lost and found box is located in the main hallway near the library. Lost jewellery is kept at the office. Many items of clothing and jewellery are never claimed each school year. We encourage students and their parents to check the lost and found box and ask at the office if something is missing. Unclaimed items are donated to the "Bibles for Missions" Thrift Store.

Field Trips

Field trips are an important part of education. Teachers plan them carefully with specific educational goals in mind. Parents will be notified when field trips are planned. Most field trips take place within school hours.

Skating/Swimming

Arrangements with the Matsqui-Abbotsford Recreation Commission allow us to make rental-free use of the local arenas and the MacMillan Pool. As part of our Physical Education program all students go skating several times each year.