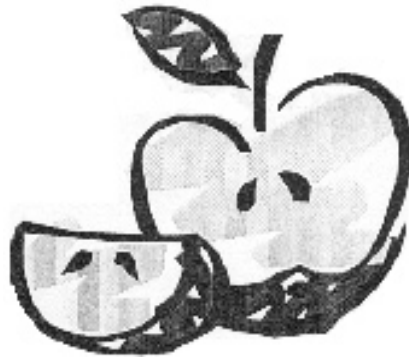




*Family Guide  
for  
Kindergarten*



EIGHTH EDITION

September 2007



## —HOW TO USE THIS GUIDE—

Dear Families:

This guide is written to help families understand the Wenatchee School District's grade level standards. These standards are defined by the State's Essential Academic Learning Requirements (EALRs) and the State's Grade Level Expectations (GLEs). Promotion depends upon students meeting these standards.

The opposite page outlines the Promotion Standards for this grade. It describes expectations for attendance, work ethic, test scores, and classroom work. The following pages summarize grade level standards in all subjects. How can you help your child at home? Helpful hints are provided within each section to provide ideas about how you can support your child's learning.

Research shows that parent participation is essential for student success. We also believe that educating our children is a partnership of responsibility between home and school. We want parents involved in the Wenatchee Schools! If you are interested in being a part of your child's education at the building or district level, contact your school principal for more information.

Brian Flones  
Superintendent

Jodi Smith, Executive Director  
Learning & Teaching Department

# KINDERGARTEN

## Promotion Standards

To earn promotion a student must have a score of at least 10. This rubric is intended for use by student and staff at any given time throughout the school year to assess progress.

<b>4</b> ABOVE STANDARD: Superior Performance	0-4 ABSENCES/ TARDIES	DEVELOPMENTAL READING ASSESSMENT [DRA]  LEVEL 3 OR ABOVE	EXEMPLARY CLASSROOM-BASED EVIDENCE OF STUDENT GROWTH  MOSTLY 4'S	TURNS IN EXTRA WORK
<b>3</b> MEETS STANDARD: Solid Academic Performance	5-10 ABSENCES/ TARDIES	DEVELOPMENTAL READING ASSESSMENT [DRA]  LEVEL 3	CONSISTENT CLASSROOM-BASED EVIDENCE OF STUDENT GROWTH  MOSTLY 3'S	REGULARLY TURNS IN WORK
<b>2</b> WORKING TOWARD STANDARD	10 OR MORE ABSENCES/ TARDIES	DEVELOPMENTAL READING ASSESSMENT [DRA]  LEVEL 1  Light's Assessment indicates possible retention	SOME CLASSROOM- BASED EVIDENCE OF GROWTH  MOSTLY 2'S	TURNS IN SATISFACTORY WORK INCONSISTENTLY
<b>1</b> BELOW STANDARD: Little or no Demonstration	15 OR MORE ABSENCES/ TARDIES	DEVELOPMENTAL READING ASSESSMENT [DRA]  NO LEVEL  Light's Assessment indicates retention	LITTLE OR NO CLASSROOM-BASED EVIDENCE OF GROWTH  MOSTLY 0-1'S	TURNS IN LITTLE OR NO WORK
	<i>ATTENDANCE/ TARDIES</i>	<i>STANDARDIZED SCORES</i>	<i>CLASSROOM-BASED EVIDENCE [Report Card]</i>	<i>WORK ETHIC/ STUDY SKILLS</i>

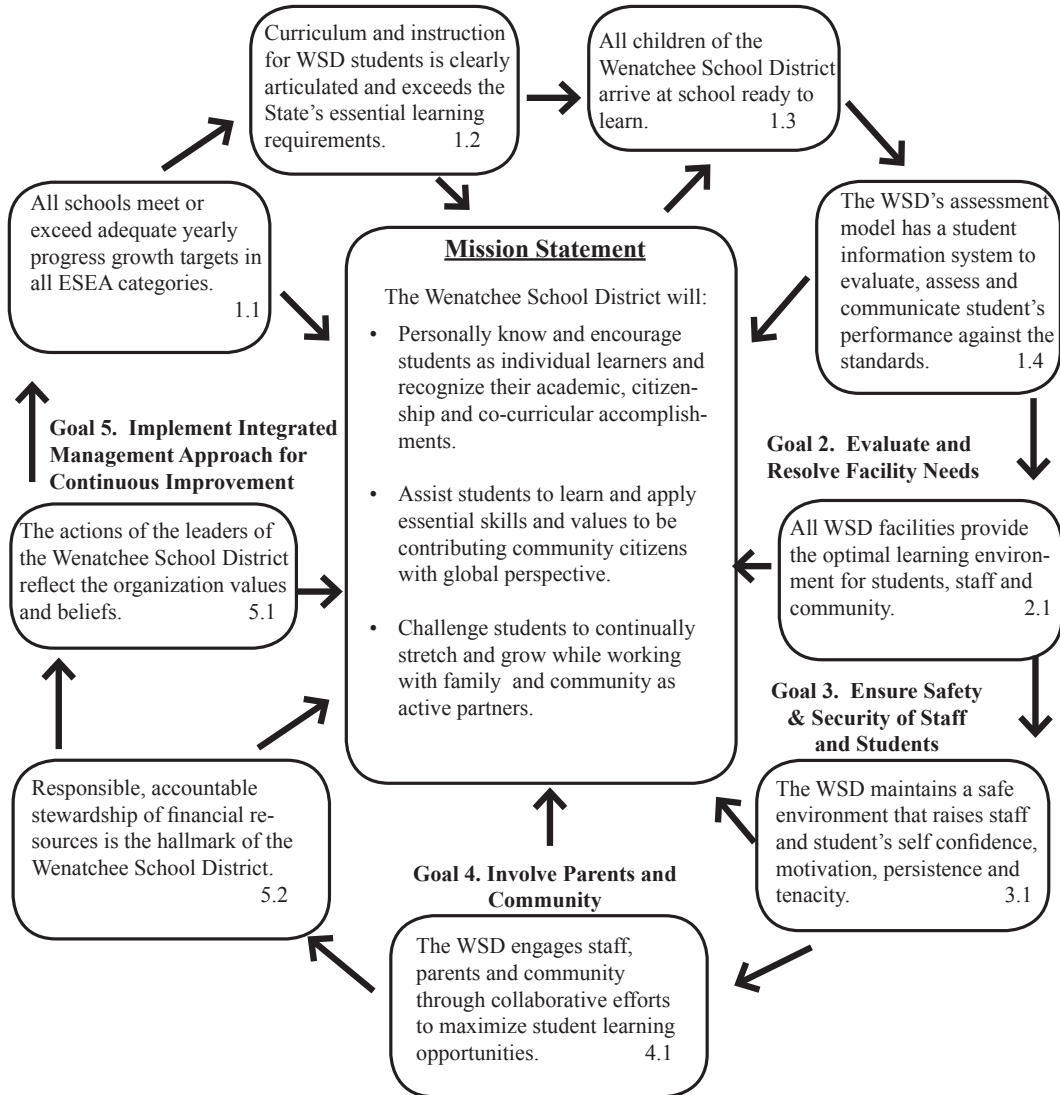
ANOTHER FACTOR TO CONSIDER IS IF THE STUDENT IS MAKING SIGNIFICANT PROGRESS TOWARD MEETING STANDARD.



# Vision Elements

*Students will meet or exceed standards when:*

**Goal 1. Improve Student Achievement**



**School Board Members -**  
 Kevin Gilbert, President  
 Jesús Hernández, Vice President  
 Laura Jaecks  
 Chuck Largent  
 Karen Norlin

Brian Fiones, Superintendent

# Technology

As citizens of the 21st century, we use technology as a normal part of everything that we do. Continuing into the next decade, technology skills will mean far more than simply programming cell phones or composing letters on desktop computers, and student knowledge of technology must grow, too. For example, electronic applications, data-based presentations, and Internet information literacy have become an expectation of high school graduates almost everywhere. Wenatchee School District students at each grade level, therefore, are required to meet technology skills standards that are integrated into specific content areas.

## **By the end of kindergarten, your student must be able to:**

- Control the mouse.
- Click the mouse.
- Click and drag items with the mouse.
- Use the arrow keys.
- Identify/use letters on the keyboard.

### **How you can help your child with using technology:**

- *Let them use the mouse when you are on a computer.*
- *Talk to them about the technology that people use every day: cars, bikes, microwaves, televisions, VCRs, video games, computers, and virtually all electronic devices.*
- *If you own a computer, you can have them use the arrow keys and the mouse to play age-appropriate games or draw pictures.*

**Using the Internet as a kindergartner should be done only with adult supervision. Here is a link to an Internet safety resource for you and your student:**

<http://www.netsmartkids.org/>

### **Curriculum-related Internet resources to use at home:**

- *Internet 4 Teachers – For Use as Independent Skill Activities*  
o <http://www.internet4classrooms.com/month2month.htm>
- *Interactive Skill-Based Curriculum \_Activities and Games for Students*  
o [http://www.forsyth.k12.ga.us/sbeck/interactive\\_curriculum\\_sites.htm](http://www.forsyth.k12.ga.us/sbeck/interactive_curriculum_sites.htm)
- *Getting Students Connected – Educational Resources and Internet Activities for Students*  
o <http://www.gsc.amdsb.ca/kindergarten.htm>
- *Picadome Interactive*  
o <http://www.picadome.fcps.net/lab/interactive/kindergarten.htm>
- *KidPort*  
o <http://www.kidport.com/GradeK/GradeKHome.htm>

# Philosophy Statement for Reading, Writing and Communication

Reading, Writing and Communication in the Wenatchee School District is based on the belief that curriculum development is a constant process of evolution and implementation. This process is learning-centered, with students and teachers working together to support and develop each other's inquiry and understanding. The classroom is, therefore, a community where learners are encouraged to take risks in a nurturing environment that engenders ownership. Within this environment, language is recognized not only as a means of communication, but also as a means of personal and content knowledge development. Language is not only what is studied and learned; it is also a major mode of learning.

## District Reading/Writing/Communication Program Goals

1. Reading — Understand, evaluate, and appreciate written information in literary and technical writing.
2. Writing — Understand the writing process and use it effectively in a variety of forms.
3. Speaking — Speak effectively in various situations to entertain, to persuade, to respond, and to inform.
4. Listening — Actively listen for the purpose of processing and responding to a variety of presentations.

# Reading

Kindergarten students understand rhyming and how books work. Their vocabulary is growing. They talk about the books, and are interested in many different kinds of books.

## **How you can help your child with reading:**

- *Read to and with your child daily and talk about the story. Ask questions like: “What happened at the beginning of the story?”*
- *Work on sounds and letters of the alphabet. Ask questions like: “What sound do you hear at the beginning of dog?”*
- *Teach your child nursery rhymes and songs. Ask question like: “Does mat rhyme with cat?”*

## **Your child needs to understand and use skills and strategies to read:**

- Identifies letters and sounds of the alphabet.
- Understands that reading goes from left to right.
- Recognizes grade level sight words (the, a, and).
- Identifies words that rhyme (pat, mat).

## **Your child needs to understand the meaning of what is read:**

- Retells stories with beginning, middle, and end.
- Understands how to ask questions, picture characters and setting, make personal connections, and make predictions before, during, and after reading.
- Understand the purpose of simple text (signs, labels, newspaper, stories).

## **Your child needs to read different materials for a variety of purposes:**

- Listens to nonfiction to learn new information.
- Listens to and discusses stories about different cultures and traditions.

## **Your child needs to set goals and evaluate progress to improve reading:**

- Understands how readers choose books.

## **Resources to use at home:**

*Nursery Rhyme books – Mother Goose*

*ABC books – alphabet books*

*Dr. Seuss books*

*Magnetic Letters*

# Writing

Kindergarten students use pictures and print to write. They communicate their ideas and thoughts in symbols. They learn to form letters and begin to use letters and sounds in their writing. They write simple sentences. Their writing is usually about themselves, families, friends, and pets.

## **How you can help your child with writing:**

- *Write notes, shopping lists, telephone messages, letters, cards in front of your child and talk about what you are doing.*
- *Let your child use a computer mouse and arrow keys.*
- *Praise your child and encourage them to write. Ask questions like: “Can you try writing that by yourself?” “Can you write some letters to go with your picture?”*

## **Your child needs to understand and use a writing process:**

- Uses pictures, and talk for planning writing.
- Writes a sentence to explain a drawing.
- Labels pictures.

## **Your child needs to write in a variety of forms and for different audiences and purposes:**

- Writes stories, labels, cards, and classroom books.
- Draws and writes to communicate with others.
- Writes own name and grade level sight words.

## **Your child needs to write clearly and effectively:**

- Dictates or uses words and pictures to express an idea.
- Writes upper and lower case letters correctly.
- Uses beginning and ending sounds to write words.
- Writes left to right and top to bottom.

## **Your child needs to analyze and evaluate the effectiveness of written work:**

- Looks at own writing and sets goals with teacher.

## **Resources to use at home:**

*Crayons, pencils, papers, note cards, markers and books*  
*Age appropriate drawing books*

# Communication

Kindergarten students learn how to listen and observe. They follow simple directions and answer simple questions. They share their ideas and speak clearly and in complete sentences.

**How you can help your child with Communication:**

- *Talk with your child about everyday activities. As you talk, ask questions like, “What was your favorite part of the day?”*
- *Introduce words to your child that describe the shape, color, size, etc. of objects.*
- *Encourage your child to speak in complete sentences.*

**Your child needs to use listening and observation skills and strategies to gain understanding:**

- Follows two-step spoken directions for routines.
- Listens attentively to peers and teachers.
- Expresses feelings and ideas.

**Your child needs to use communication skills and strategies to interact/work effectively with others:**

- Uses language that is courteous.
- Allows others to talk without interrupting.
- Understands that there are different languages.

**Your child needs to use communication skills and strategies to effectively present ideas and one’s self in a variety of situations:**

- Chooses a topic to talk about.
- Faces the audience while speaking.
- Speaks clearly using 5 or 6 word sentences.

**Resources to use at home:**

*Family board games that involve talking*

# Mathematics

In kindergarten, students will be working on number sense, measurement, geometry, algebra, probability/statistics and problem solving through: math problems, thematic investigations, exploration, calendar activities, guided practice and Home Connections (math activities completed at home).

**How you can help your child with Math:**

- *Use a calendar at home. Count how many days have passed since \_\_\_\_\_? How many more days until \_\_\_\_\_?*
- *Play a variety of games that require counting (e.g. Dominoes, Connect Four, Uno).*

**In Number Sense:**

- Your child needs to be able to count objects to 31.
- Your child needs to be able to identify numbers 0-9.

**In Measurement:**

- Your child needs to be able to describe objects using measurement vocabulary (e.g. longer, shorter, heavier, lighter).
- Your child needs to be able to use non-standard units to measure (e.g. measuring the length of a desk using wooden cubes).

**In Geometry:**

- Your child needs to be able to describe familiar objects based on characteristics (e.g. big, small, like a box).
- Your child needs to be able to describe a location of an object in relation to another object (e.g. in, out, over, under, behind, above, below, next to, etc.).

**In Probability & Statistics:**

- Your child needs to be able to answer questions about graphs.
- Your child needs to be able to use physical object and pictures to build and talk about graphs.
- Your child needs to be able to organize objects before counting (e.g. into groups, lined up, etc.).

# Mathematics

## **In Algebraic Sense:**

- Your child needs to be able to create patterns (e.g. green-green-blue, ABAB).
- Your child needs to be able to model/act out story problems.

## **In Problem Solving & Communication:**

- Your child needs to be able to organize important information solve a problem.
- Your child needs to be able to express ideas using model and/or pictures.
- Your child needs to be able to relate quantities with numbers.

## **Resources to use at home:**

*Use your school website! To get to your school website, you can start at the district homepage at: [home.wsd.wednet.edu](http://home.wsd.wednet.edu)*

*On-line (virtual) manipulatives (math tools) website: [nlvm.usu.edu/en/nav/vlibrary.html](http://nlvm.usu.edu/en/nav/vlibrary.html)*

*Website: [games.funschool.com](http://games.funschool.com)*

*Website: [www.funbrain.com](http://www.funbrain.com)*

*Website: [www.internet4classrooms.com/month2month.htm](http://www.internet4classrooms.com/month2month.htm)*

# Science

Kindergarten science students begin their scientific inquiry. They understand that scientists observe carefully and ask questions. Students develop the skills of observing, sorting, and identifying parts and begin using scientific tools to understand the natural world.

## **HOW YOU CAN HELP YOUR CHILD IN SCIENCE:**

### **\*\*All About Me Unit:**

**Learning Goal:** Observe and identify the parts of the body (eg., ears, eyes, head, hands).

**Activities:** Trace your hand or foot; sing “Head and Shoulders Knees and Toes”.

**Questions:** How many fingers on your hand? Toes on feet? Where is your elbow?

**Learning Goal:** Observe the differences among family members (eg., color of eyes, color of hair, height).

**Activities:** Make a family tree using the hand you write with, eye color, or hair color (example: grandma has blue eyes, grandpa has brown, dad has brown, mom has brown, brother has blue, I have brown).

**Questions:** How are you and your brother the same or different?

### **Wood, Trees, and Paper Unit:**

**Learning Goal:** Observe and describe living things (eg., roots of a tree, petals of a flower, trunk of a tree, leaves of a plant).

**Activities:** Go outside and look at different living things and identify the parts, play “I Spy” (example: I spy something with pointed leaves-a fir tree).

**Questions:** What do you notice about this tree? (sample response: red leaves, round branches, rough bark).

**Learning Goal:** Sort common materials and objects using texture, color, size, and shape (eg., types of paper, roughness of tree bark, thickness of a tree trunk, number of petals on a blossom).

**Activities:** Collect leaves from different trees and sort them by shape or color, find five objects made from Wood instead of plastic or metal.

**Questions:** How does the object feel? How does the object smell? Why did you sort these objects into the same group?

# Science

## **\*\*Life Cycle Unit:**

**Learning Goal:** Observe and describe the life cycle of an animal (egg-tadpole-frog-egg).

**Activities:** Plant a seed and watch it grow, go to the library and find a book about living things changing.

**Questions:** What does an egg that we get from a farm turn into? Why do different fruits have seeds?

**Learning Goal:** Discuss that living things need food, water, and air to survive.

**Activities:** Visit the Humane Society and ask what they need to do to care for the animals, build a bird feeder with a pinecone peanut butter and sunflower seeds and talk about helping the birds get food to live.

**Questions:** What does a frog need to live? What do trees need to live? What do you need to live?

**Learning Goal:** Observe where different plants and animals live (eg., trees in a park, fish in a pond, bird in a tree).

**Activities:** Make a list of living things and next to the list write where the living thing makes its home, watch Animal Planet, visit local pet stores, wildlife reserves, or parks.

**Questions:** Where are places frogs live? Where could we find worms? Are there plants that live in the water?

## **Resources to use at home:**

*“Frogs” by Gail Gibbons*

*“From Tadpole to Frog” by Wendy Pfeffer*

*“Tell me tree: all about Trees” by Gail Gibbons*

*“Are trees alive” by Debbie Miller*

*Walk along the Apple Capitol Loop Trail*

<http://www.kathimitchell.com/scien2.html>

<http://fossweb.com/modulesK-2/index.html>

**\*\*These units are in the process of being developed and aligned with Washington State Science GLEs**

# Social Studies

Your Kindergarten social studies student will focus greatly on the ideas and concepts of family and how everyone works together to be part of a family. Families come in many different forms, and include many different people.

## **How you can help your child with social studies:**

- *Take your child to museums or libraries to read and discuss the history of different families, as well as the history of their own family.*
- *Attend local fun community events as a family,*
- *Read the paper and talk about current events with your child.*
- *Talk with your child, to grasp the importance of communication and how it is an important part of family.*
- *Allow your child to be involved in family decisions.*
- *Interact with your child at home with family game night, going to the movies, and eating meals together.*

## **Your child needs to understand how family is incorporated in the classroom:**

- The classroom is another type of family.
- As a member of the classroom family, we work and play together.

## **Your child needs to understand how families are different:**

- Each family has a unique history and traditions, including their own.
- Families have different needs, wants, and types of homes.
- Needs and wants affect what we buy and sell.

## **Your child needs to understand that families are global:**

- There are families all over the world and each is special.
- Many celebrations in the U.S. are also celebrated in other parts of the world.
- Some celebrations were given to us by other countries. (St. Patrick's Day, Valentine's Day, etc.)

## **Your child needs to understand how we celebrate unity as a family:**

- Families work, play and have fun together.
- The flag is a symbol of the United States.

## **Kindergarten Social Studies Vocabulary**

Alike/different	Map	Beach	Recycle	Earth
City	School	Class	Spring	Farm
Fall	Winter	Family	Woods	Home
Globe	Workers	Holiday	Birthday	Rules
Summer	Work			

# Health and Fitness

## **How you can help your child with health:**

- *Discuss bicycle safety practices and ways to prevent injuries.*
- *Practice emergency drills and procedures for your home.*
- *Include your student in meal planning and preparation.*
- *Model positive communication skills.*
- *Discuss and demonstrate respect for cultural diversity.*

## **In Health your child needs to be able to:**

- Introduce food pyramid.
- Identify healthy/unhealthy foods.
- Identify body parts.
- Begin to identify appropriate/inappropriate personal health habits.
- Begin to identify healthy/unhealthy choices, including safe touching.
- Identify sources to help at home, school and community.

## **How you can help your child with fitness:**

- *Provide opportunities to create movement sequences.*
- *Practice throwing, catching, kicking, dribbling & hitting skills.*
- *Organize a family exercise time using warm-up and cool down times.*
- *Encourage play with children of other cultures, genders, and abilities.*
- *Attend a sporting event & discuss evidence of good sportsmanship.*

## **In Fitness your child needs to be able to:**

- Travel in forward and sideways directions using a variety of movements - walk, run, skip, hop, etc.
- Identify physical changes that result from physical activities.
- Be aware of his/her heart beating faster during physical activity.
- Work in a group setting without interfering with others.
- Handle equipment safely.
- Move safely in general space.

## **Resources to use at home:**

[www.pecentral.org](http://www.pecentral.org)

[www.eatsmart.org](http://www.eatsmart.org)

[www.americanheart.org](http://www.americanheart.org)

[www.keepkidshealthy.com](http://www.keepkidshealthy.com)

# Dance and Movement

**How you can help your child with dance:**

- *Provide opportunities for your child to experience dance and movement from a variety of cultures.*
- *Provide an environment where your child can safely move and express themselves through dance.*
- *Teach your child proper behavior in a variety of dance settings and performance.*

**In Dance your child needs to be able to:**

- Demonstrate a variety of movements utilizing different speeds, directions and space.
- Experience dance through a variety of action songs and verses.
- Respond and move safely to teacher's signals by themselves or within a group.
- Move expressively to a variety of sounds/music.
- Appreciate dances from a variety of cultures as a performer or as part of the audience.

**Resources to use at home:**

[www.pecentral.com](http://www.pecentral.com)

[www.christylane.com](http://www.christylane.com)

[www.aahperd.org/nda](http://www.aahperd.org/nda)

# Visual Arts

Kindergarten students will be able to identify and use visual arts vocabulary and concepts, and apply basic skills and techniques.

**How you can help your child with Visual Arts:**

- *Display artwork around the home and workplace.*
- *Keep a variety of art materials available.*
- *Encourage safe use of material and clean-up practices.*
- *Do art projects with your child.*
- *Talk about the art objects in your home.*
- *Sign, date and save some artwork in a folder.*
- *Visit online galleries, museums and cultural events.*

**Your child needs to understand and apply Visual Arts concepts, vocabulary and skills in order to:**

- Identify actual textures, e.g., rough/smooth.
- Name primary and secondary colors.
- Use lines to create shapes.
- Name geometric shapes.
- Understand and demonstrate types of lines, e.g., straight, curved.
- Use arts materials safely and appropriately.

**Your child needs to demonstrate the thinking skills used in the artistic processes by:**

- Applying a creative, performing and responding/reflecting process to Visual Art.

**Your child needs to understand how to communicate through visual art by:**

- Combining geometric and organic shapes to create free form shapes.

**Your child needs to make connections within and across the Arts, to other disciplines, life, cultures, and work by:**

- Describing the features of a specific artists or culture's art.
- Describing career roles in Visual Art and demonstrating the skills used in the world of work.

**Resources to use at home:**

Office of Superintendent of Public Instruction at <http://www.k12.wa.us/curriculumInstruct/arts/>

Wenatchee School District web site at <http://home.wsd.wednet.edu/>

# Music

Kindergarten students will be able to identify and use music vocabulary and concepts, and apply basic music skills and techniques.

## **How you can help your child with Music:**

- *Sing and/or play instruments together.*
- *Listen to, attend, and participate in a variety of musical activities.*
- *Obtain videos of musicals suitable for children.*
- *Listen to various recordings of vocal/instrumental performances.*
- *Discuss how music and the other arts are used at home.*

## **Your child needs to understand and apply Music concepts, vocabulary and skills in order to:**

- Recognize that musical notation moves from left to right and same/different patterns.
- Recognize that different sources make different sounds.
- Demonstrate the difference between singing and speaking voice.
- Demonstrates steady beat.
- Sing songs and speak chants.
- Perform simple patterns of long and short sounds.

## **Your child needs to demonstrate the thinking skills used in the artistic processes by:**

- Applying a creative process in the music classroom.
- Applying a performing process in the music classroom.
- Applying a responding/reflecting process in the music classroom.

## **Your child needs to understand how to communicate through music by:**

- Expressing ideas and feelings.
- Using the arts for a specific purpose [e.g. commemorate].

## **Your child needs to make connections within and across the Arts, to other disciplines, life, cultures, and work by:**

- Describing a specific artwork in the classroom/school.
- Identifying examples of arts in the classroom/school.

## **Resources to use at home:**

*“Music in the Wenatchee School District” <http://mv.wsd.wednet.edu/wsdmusic/wsd-music.htm>*

*Local Music Teachers*

*•Piano/Vocal/Instrumental*

*Music Department Links*

*Local Musicians*

*Local Music Events*

*Educational Links*

*Local Music Stores*

Wenatchee School District  
Graduate Profile  
*“Prepared to be Contributing 21st Century Citizens”*  
**(Adopted: February 10, 2003)**

Students who are enrolled in the Wenatchee School District share a common school experience designed to prepare them to be contributing 21st Century citizens. The graduate profile describes the indicators that provide evidence of this preparation.

*Students as Scholar:*

Students will have the opportunity to demonstrate their academic scholarship as evidenced by:

- Reading with comprehension, writing with skill, and communicating effectively and responsibly in a variety of ways and settings through all content areas;
- Knowing and applying the core concepts and principles of mathematics; social, physical and life sciences; civics and history; arts and health and fitness;
- Thinking analytically, logically, and creatively, integrating experience and knowledge to form reasoned judgements and to solve problems;
- Understanding the importance of work and how performance, effort and decisions directly affect future career and educational opportunities;
- Understanding, applying, and integrating technology throughout academic studies.

*Students as Citizen:*

Students will have the opportunity to demonstrate how they can be responsible, contributing members of the community. Evidence includes the student's:

- Knowledge and appreciation of personal and cultural similarities and differences;
- Knowledge of and compliance with school policies and rules;
- Knowledge of local and global environmental issues;
- Knowledge of how to function in social, organizational and occupational systems;
- Demonstration of social responsibility;
- Demonstration of active citizenship in a democratic society;
- Application of working independently, cooperatively and in groups to achieve desired results.

*Student as Life Planner:*

Students will have the opportunity to discover and to align their educational and career goals. Evidence includes the student's:

- Demonstration and awareness of self-worth and an appreciation of the worth of others;
- Demonstration of a positive work ethic;
- Application of the necessary skills for maintaining good physical, mental and nutritional wellness;
- Demonstration of career exploration and planning in preparation for post high school;
- Demonstration of self-management.

The development of the student as a scholar, a citizen, and a life planner will be accomplished through the student's entire school experience and demonstrated through learning in classes, co-curricular activities, state and district graduation coursework requirements, the Washington Assessment of Student Learning (WASL), career planning, and a culminating project.

# School Information:

Principal's Name: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_

Child's Room Number: \_\_\_\_\_

School Telephone: \_\_\_\_\_

Teacher's Telephone: \_\_\_\_\_

Dates to remember:

**Open House:** \_\_\_\_\_

**Teacher/Parent Confs:** \_\_\_\_\_

**End of 1st Trimester:** \_\_\_\_\_

**End of 2nd Trimester:** \_\_\_\_\_

**End of 3rd Trimester:** \_\_\_\_\_

**Favorite authors for kindergarten students:**

*Jonathan London (Froggy series)*

*Bill Martin, Jr.*

*Mo Willems*

*David Shannon*

*Rosemary Wells*

*Frank Asch*

*Dr. Seuss*

*Eric Carle*

# Mission Statement

The Wenatchee School District will:

- Personally know and encourage students as individual learners and recognize their academic, citizenship and co-curricular accomplishments;
- Assist student to learn and apply essential skills and values to be contributing community citizens with a global perspective;
- Challenge students to continually stretch and grow while working with family and community as active partners.... “My Child, Your Child, Our Children”.

## **NONDISCRIMINATION STATEMENT FOR SCHOOL PUBLICATIONS AND PUBLIC ANNOUNCEMENTS**

The Wenatchee School District complies with all federal and state rules and regulations and does not discriminate on the basis of race, color, national origin, creed, sex, sexual orientation, including gender identity, disability, familial status, marital status or age. This holds true for all staff and for students who are interested in participating in educational programs and/or extracurricular school activities. Inquiries regarding compliance and/or grievance procedures may be directed to RCW Officer and ADA Coordinator Mr. Steve Cole. Issues related to 504 should be directed to Mr. Mike Franza, Administrator for Student and Support Services.