



SECOND GRADE
PROGRAM GUIDE FOR PARENTS
2015-2016

St. Thomas the Apostle School

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SECOND GRADE PROGRAM GUIDE
2015-2016

This Second Grade Program Guide is a *supplement* to the
St. Thomas the Apostle School *Parent and Student Handbook*

Both this Program Guide and the School Handbook are updated annually. The pastor and/or the principal retain the right to amend the Handbook at any time and parents will be given notification in a reasonable time if changes are made. Parents are responsible for understanding and following the content of these documents. Each family signs their name when they receive a copy of both books.

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St. Thomas the Apostle School

...where God's children in extraordinary variety are:

INSPIRED

to academic achievement through a comprehensive curriculum taught by dedicated teachers. STA students excel because they are educated in a safe, structured learning environment that expects their best efforts each and every day;

INSTILLED

with the values inherent in a faith-based atmosphere that nurtures an individual's spiritual, moral, and character development. STA students are prepared to meet the challenges and opportunities of the 21st Century by having a better understanding of self;

INVOLVED

members of a caring, supportive community committed to responding to the needs of others. STA students understand what it means to live their faith and use their talents as responsible citizens in stewardship to the world around them.

OUR MISSION

The mission of the St. Thomas the Apostle School community is to lead, challenge, and encourage God's children in Extraordinary Variety to grow in faith, knowledge, and commitment to service.

OUR PHILOSOPHY OF EDUCATION

St. Thomas the Apostle School believes that childhood is the most critical period for the development of attitudes, habits, capabilities, and skills, and that the curriculum encompasses all that a child experiences in his life at school.

The purpose of the school is to create a faith-filled learning environment. The pastor, principal, staff, teachers, parents, and other community members lay the foundation for a love of learning, instill a sense of personal worth and respect for others, and develop critical thinking skills so that the children can grow to be responsible and practicing citizens. We endeavor to develop a community of learners where respect, collaboration and excitement for learning prevail. Quality Catholic education is provided for students in preschool through eighth grade in a caring and family atmosphere.

The main components of the school's educational program are:

- Embracing a faith to be lived within a believing community.
- Developing Christian attitudes and habits as a contributing and supporting member of a diverse community.
- Acquiring essential knowledge, skills and techniques with the stimulus of practical application.
- Integrating technology skills and applications.
- Encouraging creativity and self-expression.
- Promoting each student's personal academic, artistic, and athletic gifts and talents.
- Nurturing each child to help balance the physical, intellectual, social, emotional and ethical development as a whole person.
- Promoting leadership as a service to others.

OUR VALUES

The entire staff and faculty of St. Thomas the Apostle School, in their efforts to achieve these objectives, hold certain convictions which underlie the learning process.

We believe in:

Faith Community

- The recognition of Jesus Christ as the meaning and purpose of our school
- The importance of modeling what we teach about Christian values and ethics

Respect

- Recognition of the dignity and worth of each person
- The importance of individual differences and potential

Academic Excellence

- The importance of responsiveness by the faculty to the interests, needs, and learning styles of individual children.
- Providing the academic rigor and challenge to meet each child's potential

Responsibility

- The shared responsibility of school, home and community for children's growth and development
- Fostering students' personal responsibility and accountability

Safe and Nurturing Environment

- The need for a warm, supportive school environment in which all children feel welcome, accepted, and safe.
- The importance of open and continuing communication between school and home.

Leadership

- The importance of teaching children ways to transfer learned skills to real world applications.
- The importance of teaching and demonstrating Catholic social teaching in daily life

ENROLLMENT REQUIREMENTS

Parents must submit an up-to-date immunizations record and records of a recent eye exam and a recent dental exam. Child must have successfully passed to the second grade.

SUMMERTIME READINESS ACTIVITIES Prior to Second Grade

Parents should help their child be ready for second grade. Learning should be fun for both you and your child. Work together when you have enough time and feel relaxed. Try your best to smile and look at your child when he/she is speaking. This encourages your child to talk and gives him/her a sense of importance and confidence.

Parents are requested to read at least 25 minutes with their young child daily before and during the second grade year. Reading can take place in many forms - you read, your child listens; your child reads, you listen; you read, your child repeats (echo); you and your child read together at the same time (choral).

The following ideas are helpful in making the transition to second grade, but should NOT be

thought about as mandatory. *It is more important that the child be happily anticipating school rather than stressed over what he/she may not know yet.*

You may help your child REMEMBER HOW TO:

- Hold a pencil correctly, with a two finger and thumb grip (not a fist or any other array).
- Print a complete sentence about any topic with capital letters and punctuation in the correct places.
- Say his/her full name, birthday, address, and phone number, including zip code and area code. Students should also know the emergency phone number.
- Tie shoes independently
- Demonstrate responsibility and care for belongings (hang up coat, keep school supplies and books in organized fashion)
- Count by 1s to 100, by 5's to 100, by 10's to 100, and 100's to a thousand.
- Count backwards from 100 by 10's and 5's.
- Use an analog clock to tell time to the nearest hour, half-hour, or quarter-hour
- Identify the letters of the alphabet and their corresponding sounds (in mixed order).
- Recite the words from the Pre-primer, Primer, and First Dolch Sight Word List. You can find the list at <http://www.dolchword.net>
- Identify the days of the week and months of the year in order.
- Identify major U.S. holidays and their meanings.
- Accept suggestions and correction; overcome temper tantrums; be willing to accept limitations.
- Use a tissue when coughing or sneezing or having a dripping nose.
- Wash hands properly and the need to wash hands after toileting, after using a tissue, and before meals.

SOCIAL DEVELOPMENT DURING SECOND GRADE

Children should be able to socially interact with their peers, easily join others in play, be able to make and keep friends, and positively interact with peers during the second grade year. Children learn important rules for relating with others in the classroom and on the playground. These rules are reinforced and posted in the classroom. Children will learn that there are consequences for their actions, whether positive or negative.

Each trimester, you will receive reports of your child's progress in academics and social development. The following skills will be noted on the reports:

1. Develops self-awareness and self-management skills to achieve school and life success
 - Manages emotions and behaviors
 - Recognizes personal strengths
 - Seeks assistance when needed
 - Strives for personal best
 - Produces legible work
 - Demonstrates organizational skills
2. Uses social awareness and interpersonal skills to establish and maintain positive relationships
 - Respects the feelings and perspectives of others based on Gospel values
 - Uses communication and social skills to interact effectively with others
 - Demonstrates an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways
 - Makes relevant contributions to class discussion

3. Demonstrates decision-making skills and responsible behaviors
 - Accepts directions and follows rules
 - Applies decision-making skills responsibly with daily academic and social situations
 - Contributes to the well being of one's school and community

SOCIAL COMPETENCIES DEVELOPED DURING SECOND GRADE

1. Ability to invest in relationships and learning in school.
2. Ability to care for own needs and take responsibility for one's possessions and the class environment.
3. Ability to feel a part of the group and care for each other; ability to develop mutual respect towards each other's ideas, feeling and space. Ability to participate as a listener and a speaker during group time.
4. Ability to negotiate differences and work out compromises, cope with frustration, and manage transitions.
5. Ability to use words to express concerns, needs, frustrations, questions, or excitement
6. Ability to accept directions, routines and rules of second grade classroom.
7. Ability to make choices, take initiative in play and work, invest self in activities, develop interest in learning, and complete tasks.

SECOND GRADE CURRICULUM OVERVIEW

In second grade, we believe that all children can learn naturally in a social environment. Each individual's cognitive, physical, social and emotional growth needs to be nurtured and supported. The program is based on the premise that children construct knowledge through individual or small group work with the teacher and with peers. We provide an enriched environment for reading, writing, and math skills. Children use hands-on activities in order to learn by meaningful experiences and relevant connections to the world around them. Our role is that of facilitator whereby we help children to become responsible for their own learning and at the same time provide opportunities for children to refine their social skills. We at St. Thomas the Apostle School expect you to read to or with your child at least 25 minutes a day. Read! Read! Read!

ACADEMIC CURRICULUM

Basic to achieving the academic curriculum is an attitude about learning and working as a school community. To that end, St. Thomas students recite the following school pledge as we begin each day. This pledge is included in the daily morning orientation that includes announcements, prayers, and the Pledge of Allegiance.

St. Thomas SCHOOL PLEDGE:

May God bless:

Our minds - to think our best thoughts.

Our words - to speak kindly to one another,

Our hearts - to feel compassion,

And our hands - to reach out to one another in service and care.

I promise to always do my best as a leader, and to treat everyone with respect and kindness.

I will follow the example of Jesus and Mary in all things.

Today I promise to live what St. Thomas the Apostle School teaches.

ACADEMIC STANDARDS AND EVALUATION

The following grade level standards represent the course of study for an entire year of our second grade program. These standards provide a general focus for the instructional program.

All student work is scored on a scale from 1-4:

- 1 = Beginning
- 2 = Progressing
- 3 = Proficient
- 4 = Advanced

It is natural for students to receive a 2 (Progressing) mark on concepts that are new; however, the goal is for students to demonstrate proficiency in these standards by the end of the school year. Students will receive an Advanced mark (4) if their work is *above and beyond the expectation of a second grader*.

We believe that when the school and home form a partnership, our children will have the best opportunity to learn and succeed in school. We encourage parents to familiarize themselves with these standards. If you have questions about your child's progress, please contact your child's teacher for more information.

RELIGION

Prayers and Sacraments

Students will be expected to memorize the following prayers: the Sign of the Cross, Our Father, Hail Mary, Prayer before Meals, the Act of Contrition, and common Mass Responses.

Families should teach the children to pray morning prayers and night prayers daily *and to pray before meals*. The students will learn to pray and show reverence when attending church services.

In second grade, all students will learn about the Sacraments of Penance and Holy Communion in preparation to receive the sacraments for those who are interested. Those students who would like to make both sacraments must be baptized in the Catholic Church and participate in classroom instruction and a few Sunday classes offered by the Parish. Students who are not baptized in the Catholic Church, but are still interested in receiving the sacraments, can arrange to be baptized during the school year.

Creed

- Understands and applies creed as a statement of belief
- Explains meaning of faith as a lived response

Sacred Scripture

- Explains stories of Scripture as God's self-revelation
- Differentiates Old and New Testaments
- Recounts God's revelation as related in characters and events of the Old Testament
- Identifies Gospels as stories of Jesus' life and teachings

Prayer, Sacraments, and Liturgy

- Describes meaning and purpose of the sacraments
- Identifies sacraments of initiation and their effects
- Participates in sacramental and liturgical rites
- Relates prayer to daily life, the liturgy, and scripture
- Describe parts of the Mass and their purposes

Catholic Church and Parish Life

- Explains Church in relationship to Jesus' mission
- Relates parish life to life in the Church

Christian Living, Mission, and Dialogue

- Relates meaning of free will to right relationship
- Relates Ten Commandments and Beatitudes with Christian life
- Identifies Baptism as uniting all Christians in the Body of Christ
- Takes action to live the Church's mission

Children *should* attend Mass or the family's usual Church Services regularly with their family. They learn proper church behavior at school and are expected to follow it on the weekend with their families. They should demonstrate what they have learned at school.

LITERACY**Reading Literature and Informational Text**

- Asks and answers questions to demonstrate understanding of key details in a text
- Recounts stories and determines central message
- Identifies the main idea of a multi-paragraph text and the paragraphs within the text
- Describes how characters in a story respond to major events and challenges
- Describes the connection between historical events, scientific ideas, and steps in procedures in a text
- Describes how words and phrases supply rhythm and meaning
- Determines the meaning of words and phrases through different strategies
- Describes structure of a story
- Knows and uses various text features to locate key facts
- Acknowledges differences in the points of view of characters
- Identifies the author's purpose in writing a text
- Uses information gained from illustrations and words
- Compares and contrasts similar texts
- Describes how reasons support specific points the author makes
- Independently reads and comprehends second grade text of high rigor

Foundational Skills**Phonics and Word Recognition**

- Decodes words with short and long vowels
- Decodes words with prefixes and suffixes
- Recognizes and reads irregularly spelled words and words with inconsistent by common spellings

Fluency

- Reads grade level text with purpose and understanding
- Reads grade level text orally with accuracy, appropriate rate, and expression
- Uses context to confirm or self-correct

Writing

- Writes opinion pieces with a strong topic, opinion, reasons, linking words, and conclusion
- Writes informative texts with a topic, facts, definitions, and conclusion
- Writes narratives with sequenced events, details, temporal words, and conclusion
- Focuses on a topic and strengthens writing with guidance
- Uses digital tools to produce and publish writing with guidance
- Participates in shared research and writing projects
- Recalls information from experiences or gathers information from provided sources to answer a question

Speaking and Listening

- Participates in collaborative conversations with diverse partners in small and larger groups

- Recounts key details from a text read aloud or information presented orally
- Asks and answers questions about what a speaker says
- Recounts an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences
- Uses various media to clarify ideas, thoughts, and feelings
- Produces complete sentences when appropriate to task and situation

Language

Conventions of Standard English

- Demonstrates command of the conventions of standard English grammar and usage when writing or speaking
- Produces, expands, and rearranges complete simple and compound sentences
- Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing
- Generalizes learned spelling patterns when writing words
- Uses knowledge of language and its conventions when writing, speaking, reading, or listening

Vocabulary

- Determines the meaning of unknown and multiple-meaning words and phrases based on reading and content using an array of strategies
- Demonstrates understanding of figurative language, word relationships and nuances in word meanings
- Uses words and phrases acquired through conversations, reading and being read to, and responding to texts

Handwriting

- Forms upper and lower case letters appropriately
- Uses appropriate spacing for letters, words, and sentences
- Uses paper guidelines for proper height of letters
- Produces legible work

MATH

Operations and Algebraic Thinking

- Uses addition and subtraction within 100 to solve one- and two-step word problems with unknowns in all positions
- Fluently adds and subtracts within 20 using mental strategies
- Knows from memory all sums of two one-digit numbers
- Determines whether a group of objects has an odd or even numbers of members
- Writes equations to express an even number as a sum of two equal addends
- Uses addition and write equations to find the total number of objects arranged in rectangular arrays

Number and Operations in Base 10

- Understands place value to the hundreds place
- Counts within 1000
- Skip counts by 5s, 10s, and 100s
- Reads and writes numbers to 1,000 using base-ten numerals, number names, and expanded form
- Compares two three-digit numbers and uses $>$, $=$, and $<$ appropriately
- Fluently adds and subtracts within 100 using various strategies
- Adds up to four two-digit numbers using various strategies
- Adds and subtracts within 1,000 and uses re-grouping when necessary
- Mentally adds or subtracts 10 or 100 to a given number 100-900

- Explains why addition and subtraction strategies work using place value and the properties of operations

Measurement and Data

- Selects and uses appropriate tools to measure the length of an object
- Measures the length of an object twice, using different units of length and describing how the two measurements relate
- Estimates length using inches, feet, centimeters, and meters
- Measures to determine how much longer one object is than another
- Uses addition and subtraction within 100 to solve word problems involving lengths of the same unit
- Represents whole numbers as lengths from 0 on a number line diagram
- Represents whole number sums and differences within 100 on a number line diagram
- Tells and writes time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
- Solves word problems involving dollar bills, quarters, dimes, nickels, and pennies, using symbols appropriately
- Generates measurement data and uses data to make a line plot
- Draws picture graphs and bar graphs to represent data set with up to four categories
- Solves problems using information presented in a graph

Geometry

- Recognizes and draws shapes having specified attributes
- Identifies triangles, quadrilaterals, pentagons, hexagons, and cubes
- Partitions rectangles into rows and columns to find area
- Partitions circles and rectangles into two, three, or four equal shares
- Uses fractional language to describe equal shares

Mathematical Process Standards

- Makes sense of problems and perseveres in solving them
- Reasons abstractly and quantitatively
- Constructs viable arguments and critiques the reasoning of others
- Models with mathematics
- Uses appropriate tools strategically
- Attends to precision
- Looks for and makes use of structure
- Looks for and expresses regularity in repeated reasoning

SCIENCE

Science Practices

- Records observations and organizes collected data
- Formulates questions based on text and experiments
- Interprets charts and other graphic information
- Uses mathematical and computational thinking
- Identifies and uses basic scientific tools and equipment
- Uses scientific vocabulary appropriately
- Follows basic safety procedures

Life Science

- Explains and describes basic structure and function of plants and animals related to their growth and survival
- Describes living things that depend on one another for survival in food chain
- Compares living and non-living things in various habitats of the world

Physical Science

- Identifies properties of objects and how the properties can be changes
- Describes sources of energy

Earth and Space Science

- Identifies natural resources and their uses
- Identifies ways people can care for and conserve Earth's resources
- Identifies observable forces in nature and explain how they modify nature

SOCIAL STUDIES

History and Culture

- Identifies U.S. symbols and landmarks
- Explains the significance of historical events and national holidays
- Identifies important individuals and groups who have influenced the nation

Geography

- Identifies landforms and bodies of water in North America
- Identifies and compares urban, suburban, and rural areas
- Uses maps and globes accurately

Civics and Government

- Identifies laws and the rights and responsibilities of U.S. citizenship
- Identifies major components of local, state, and national government
- Identifies and explains the role of producers, consumers, and community workers
- Explains the various ways of exchanging and earning money, goods, or services

PHYSICAL EDUCATION AND HEALTH

- Demonstrates an understanding of the concepts of healthy living
- Participates positively during health instruction
- Acquires movement skills and understands concepts needed to engage in health-enhancing physical activity
- Achieves and maintains a health-enhancing level of physical fitness
- Develops team-building skills by working with others through physical activity

COMPUTER SKILLS

- Navigates in Microsoft Word using minimize, maximize, and exit buttons
- Uses bold, underline, and formatting tools
- Keys text and moves; uses enter and space key properly
- Opens document and keys text
- Understands Home page, Address bar, and URL
- Goes to new web pages using the Address Bar
- Edits text using backspace key, highlight, and centers, capitalizes, or re-aligns text
- Learns Excel vocabulary and navigational skills
- Opens a presentation and makes a new slide
- Inputs data and saves presentation

MUSIC

- Identifies differences in elements and expressive qualities
- Sings or plays on instruments in a variety of music representing diverse cultures and styles
- Identifies how music contributes to communication, celebrations, occupations, and recreation.

VISUAL ART

- Identifies the elements of lines, shape, space, color and texture
- Identifies the principles of repetition and pattern
- Identifies the expressive qualities of mood, emotion, and pictorial representation

- Identifies similarities in and among the arts
- Identifies media, tools, and how to use them when painting, drawing, and constructing

LIBRARY

- Understands circulation procedures.
- Recognizes parts of a book.
- Differentiates fiction and non-fictional books.
- Recognizes how to select and evaluate books.

SPANISH

- Responds to simple commands and greetings
- Listens to and then recites simple words and phrases
- Listens to short conversations or stories on familiar topics
- Listens to a story read first in English and then in foreign language
- Listens to and then recites the expression of feelings
- Knows shape words
- Listens to and then recites numbers 1-20
- Listens to and then recites simple prayers, songs, and poems
- Explores topics related to school subjects
- Shows appreciation and understanding for cultural celebrations

SUPPLEMENTAL LEARNING PROGRAMS

Accelerated Reader: To strengthen reading comprehension, the second grade students track their reading skills in comprehension by taking Accelerated Reader quizzes online after reading each book of their choice. Once they have read a book, they are ready to take a quiz on the AR website. The quizzes provide immediate feedback on how well the student could comprehend the book they read. For each successful quiz, the student will earn specific points. The students set goals for themselves at the beginning of each trimester for how many points they plan to earn. Students are acknowledged for meeting personal goals and doing their personal best.

Mathletics: To strengthen math computation skills, the students will use the Mathletics website in school or at home. It is a web-based learning program. The second grade students complete assignments and tests in the various math subtopics studied in second grade. They can also compete against other second graders throughout the country through *Live Mathletics!*

ACADEMIC PORTFOLIOS

Throughout second grade, the students will compile the many different projects, tests, and class assignments into their Portfolio Binder. They receive the Portfolios on the last day of 2nd grade! It's an excellent way for the students to see the growth they have made during the school year.

HIGHLIGHTS OF THE SECOND GRADE CURRICULUM

- Fall field trip to study urban, suburban, and rural land
- Publishing Writer's Workshop work – Narratives, All About Books, How-to Text, Opinion Pieces
- Advent Calendar with first grade
- Celebrating the 100th Day of School!
- March Madness: Tournament of the Books
- Planting Brassica Seeds
- The Week of the Young Child
- Studying and receiving the Sacraments of Penance and First Communion
- Reader's Theatre Performance
- Leadership roles in weekday Masses and in one Sunday Family Mass

HOMEWORK

All Second Grade children at St. Thomas the Apostle School will have some homework at least four nights a week in order to reinforce what they have learned in the classroom. Homework is assigned on the first day of the week and is expected to be complete by the last day of the week, so families can work at the pace that works best for them. The goal of homework is to promote your child's success in school. Parents should never personally complete their child's work. The following activities are important and can comprise homework for your child in second grade.

1. Read to your child or have your child read to you at least 25 minutes a day.
2. Comprehension assignments will be assigned throughout the year, as well.
3. A math page in the HomeLinks book will be assigned almost daily to review that day's lesson. Guide your second grader if he or she is stuck. Be sure to read directions and save the Unit Preview papers the teacher distributes at the beginning of each unit as a reference. A study guide will be sent home a few days before each math test to help review at home.
4. Writing assignments will be assigned most weeks to encourage writing at home. Check over written homework to note whether they have printed their own name on the paper and that their work is neatly completed. Do not expect your second grader to spell above grade level words correctly, but do expect them to try their best to spell each sound in the word.
5. Students will have weekly spelling words to learn based on their spelling level. Please study these words with your child. Making flashcards for the words is often most helpful. They will have a choice of spelling assignments each week to help them learn the words.

SECOND GRADE DAILY SCHEDULE

This schedule may be adjusted periodically.

7:45 – 8:00	Grammar Activity
8:00 – 8:30	Prayer, Pledge, Morning Meeting Time
8:30 – 10:00	Math Centers This block of time includes Guided Math, Independent/Partner Math, and Math Games.
10:00 – 11:00	"Daily 5" Literacy Block This block of time includes Guided Reading, Independent Reading, Word Study, Read Aloud, and Writer's Workshop. It extends into the afternoon.
11:00 – 11:25	Recess
11:25 – 12:00	Washroom Break/Lunch
12:00 – 3:15	Writing, Science, Social Studies, and Specials
3:15 – 3:30	Afternoon Class Meeting / Preparation for Dismissal
3:30	Dismissal (On Wednesdays, dismissal is at 2:30 PM)

The daily afternoon schedule changes based on the special classes. Religion, science, and

social studies are taught daily in the afternoon. Special classes include Spanish, Physical Education, Music, Art, Computers, and Library.

GENERAL SCHOOL INFORMATION

ATTENDANCE/ABSENCE/TARDY

A student who is not present *inside the classroom* by 8:00 a.m. is marked absent. If the child arrives later, then the child attendance is changed to "tardy."

Children will be **tardy** if the parent does not bring the school in time to be seated in the classroom ready to learn at 8 a.m. When students arrive at or around 7:45 AM, there is sufficient time to store items in the locker, greet one another, and to get settled with materials in the classroom. Students who arrive late lose out on morning rituals and activities and sometimes even class work. This has a negative impact on the child's success. Late arrivals can happen occasionally but should not become a regular occurrence. Children learn habits from home. Support your child with regular and timely arrival at school for the start of each and every day.

Second graders should walk to the classroom alone. **By the second week of school, all children are expected to enter the classroom by him/herself.** *Most children will be ready to do this by the second day!* The first few minutes set the tone for the day and the teacher needs to be involved with the students, not with parents. If you need to meet with the teacher, you must e-mail her to set up an appointment. Parents are asked to assist their child by NOT escorting him/her to the door and not lingering.

On the day of the child's **absence**, the parent must call the school office by 9:00 a.m. or leave a message on the night answering machine. The answering machine is on during the time school is not in session. Upon the child's return to school, a written note stating the number of days absent and the reason for the absence must be sent to the homeroom teacher.

School ends at 3:30pm on Mondays, Tuesdays, Thursdays, and Fridays. School ends at 2:30pm on Wednesdays for Staff Development. Do not retrieve your child from the classroom or the hallway near the classroom. Meet your child OUTDOORS. The entire class will be brought outside for dismissal. Do not pull your child from the line. This is very disruptive to the entire class. Please keep early dismissals to emergencies only. When you must take your child out before the regular time of dismissal, you need to complete a form in the office with the explanation for the early dismissal. The school secretary will call for the student to be brought to the office. Parents do not go directly to the classroom.

Daily attendance in second grade is important to student success. Second grade students who are absent 25 days or more are required to attend a minimum of 25 hours of tutoring in the summer and will pass *conditionally* to the third grade.

EXTENDED CARE: Before and After School Care Program

This is a program for before and after school care. The Before-Care Program is located in the Pre-K classroom. The After Care Program is located in the Cafeteria/Lunch Room on the second floor of school. Hours are from 7:00 AM to 7:45 AM before school, and from 3:45 PM to 6:00 PM after school. The cost is \$1.50 per (any part of) 15 minutes of care. Further information about registering your child for the Extended Day program and about fees is available in the office. Extended Care handbooks are available from the school office.

UNIFORMS AND DRESS CODE

Second Grade students will follow the uniform policy that is found in the school handbook. Uniforms are worn daily. Students wear solid white or solid black gym shoes or dress shoes with the uniform. The school sweatshirt features the St. Thomas emblem and name. Only

these sweatshirts are permitted when students wear their uniforms on regular school days for gym. Students have many options for their uniform wear. Parents must be acquainted with the Dress Code as outlined in the school handbook. Teachers will notify you of any infractions to the rule and students must quickly come to compliance.

SCHOOL SPIRIT DAYS

School Spirit Days are scheduled monthly and on some special occasions. Reminders of these non-uniform days are posted in the school newsletter. On these days, the children wear school colors: green and white. Spirit wear shirts may be worn on gym days with gym shorts or gym sweatpants also. *School Spirit Wear* t-shirts, sweatshirts, etc., may be ordered at the school office periodically during the year.

PERSONAL RESPONSIBILITIES

All children are expected to be able to dress themselves, buckle, snap, and zip their clothes and shoes. All second graders are expected to be able to keep their materials and papers to and from school organized.

Plan to bring your child to the main floor and your child will either attend Before Care in the Pre-K classroom if he/she arrives very early or will go directly to his/her classroom with peers after the 7:45 AM bell rings. Remind any grandparents or caregivers of the fact that second graders are *not escorted* to the classroom. S.T.A. students demonstrate a family spirit and will help the younger children find their way to the classroom until they have the confidence to do so independently.

By the end of the second week of school, all children are expected to leave the building with classmates in a class line. They wait for their rides home with their class in the designated area outdoors (indoors for inclement weather). Do NOT take your child from the line indoors. Wait outdoors for the class to arrive at the designated place of pick up after school.

SCHOOL LIBRARY

Second Grade visits the school library at least once a week for story time and book selection. The children select one book to take home to read with their families. The second graders will not be permitted to check out a new book until they return the old one. Second grade students will also participate in the Accelerated Reader program throughout the year. Parents will receive information on how to log in to a website follow their individual child's progress in reading through the Accelerated Reader Program.

LUNCH

Students have a choice of bringing a lunch or buying a hot lunch at school. Milk may be ordered separately as a choice.

Students should bring lunches at arrival time only. Parents should NOT bring lunches after arrival time. Occasionally children will forget to bring a lunch and we will call home to remind you. Lunches should provide nutritious food for children and not consist of "junk" food. Our school nutrition policy requires that we avoid high-sugar foods and drinks.

The hot lunch program follows federally approved guidelines. Each month a menu is published by the Food Service Program and sent home with the students. The deadline for ordering is closely followed. The lunches are ordered *a month in advance*. They must be ordered in the timeframe given. Be aware of this requirement. There are no "extra lunches" available to be bought on a daily basis through the hot lunch program.

Free and Reduced Lunch forms are available to all. You can inquire about the hot lunch program from the Lunch Supervisor who is in the school office or in the lunchroom 9:30 AM until 2 PM daily.

BIRTHDAY TREATS

Children may bring in a *healthy* birthday treat to school. Our school nutrition policy requires that we aim to avoid high-sugar foods and drinks. Please check with the teacher before the day you plan to bring treats to school. Please do not bring any items containing peanuts or any nuts for a treat as some students are very allergic to them.

HOME-SCHOOL COMMUNICATIONS

The second grade teacher will communicate with parents through various media. Most of the communications will be through the **Fast Direct** online communications program. You will receive a hard copy of the weekly classroom newsletter that indicates many activities that your child is participating in during class. The classroom newsletter will also be posted on the Fast Direct Bulletin Board for second grade. The teacher will include reminders of upcoming school activities. Assessments are posted on a regular basis and families may send messages back and forth to the teacher. Personal visits are always helpful for matters that take more time and explanation.

The teacher may also periodically send notes home in hard copy or phone parents to discuss arising matters. The teacher will answer emails and phone calls from parents within 24 hours of a call or as soon as possible. Weekly the school principal sends home general information about upcoming activities at school (**S.T.A. News Briefs**) through the **School Reach** email, text message, and phone communications system. Emergency or arising matters will prompt more frequent communications. Families are responsible for opening these messages.

PROGRESS REPORTS AND REPORT CARDS

Report cards are issued three times per year in the trimester format at St. Thomas School. All grades and report cards are online through the *Fast Direct* Information program. These reports will document your child's progress in learning. A progress report is available simply by reviewing the *Fast Direct* student reports online. Parents will receive a temporary password to their child's account at the start of the year. Everyone must log in and set up their personal password within the first week of school.

Formal parent-teacher conferences are scheduled for November and again in March. The teacher or the parent may request a parent-teacher conference at other times of the year.

SECOND GRADE SCHOOL SUPPLY LIST

Many supplies will be shared in general with classmates. These include: index cards, crayons, pencils, pencil top erasers, watercolors, dry erase markers, scissors, glue sticks, tissues, disinfectant wipes, and paper towels.

- 1 book bag (backpack style, durable, waterproof, no wheels)
- 8 folders (2 pocket type, colors: 2 yellow, 2 red, 2 blue, 2 green)
- 3 wide ruled composition notebooks (9¾ X 7½)
- 1 ream of paper (500 sheets)
- 24 standard pencils with erasers
- 3 erasers
- 1 box of 24 Crayola crayons
- 1 box of thick Crayola washable markers
- 1 box of thin Crayola washable markers
- 1 set of Crayola washable watercolors
- 1 set of 4 dry erase Expo markers
- 1 4oz. bottle of Elmer's glue
- 3 Elmer's glue sticks
- 1 set of scissors (4" to 6" with sharp points)
- 1 white binder (1½" width, clear view cover)
- 2 large boxes of tissues
- 2 rolls of paper towels
- 2 container of Lysol/Clorox wipes
- 1 pack of index cards
- 1 small bottle of hand sanitizer

PARENT INVOLVEMENT IN SCHOOL

Parents are urged to become involved in your child's education by keeping in contact with your child's teacher through the various means outlined for you. Besides helping your child with homework, stay current by reading the teacher newsletter and the school News Briefs online. Follow the information posted on Fast Direct, on the website, and even on the school Face Book page. Attend school and Home and School events.

You are encouraged to volunteer to help with classroom activities. You can volunteer to become a Room Parent to plan or coordinate events. All families are encouraged to participate in classroom activities and to offer your suggestions and ideas. At St. Thomas, all families must complete a minimum of 20 Service Hours a year. This is easily achieved and requests for school involvement for service will be announced on a weekly basis.

If the teacher has a special project and needs extra help from the parents, she will notify the parents in writing. Parents may be able to earn service hours for their time spent on classroom activities as well as school events. Opportunities for service hours begin in July and must be achieved prior to the close of school.

During the school year, parents will be called upon to help with field trips, parties, and special events. All parents must be *Virtus* trained and up to date with training bulletins if they are involved with direct student activity. *Virtus* is primarily a program about child safety. Information about *Virtus* training will be distributed to all parents at the Back-to-School Night. Please review the School Handbook for a greater explanation of *Virtus*, also known as "Protecting God's Children." It is located in the section titled, "Safe Environment Program."

**See the Parent Handbook for additional information about
St. Thomas the Apostle School.**

