

# Central Bucks School District

## How Parents Can Help Their Children Get Ready for School

**You can't hurry a child's development any more than you can make a baby learn to walk. But there are some things parents can do to help their youngster get ready for school.**

**Children need to be actively engaged with the world. They need to run, jump, crawl, skip, hop, roll, and climb. They need to touch, taste, see, hear, and smell. They need to explore, ask questions, and try out ideas. They need to talk about feelings and play "let's pretend." Hands-on experiences prepare youngsters for academic learning later in school far better than a "reading readiness" workbook you purchase at the store.**

**Language and Listening Skills.** Children who come to school with rich language experience are already well on their way to reading. Teach your child the names of everything, especially unfamiliar articles – kitchen utensils, sewing articles, tools, or parts of the car, for example.

Use words to describe likenesses and differences: "This pencil is thin and your crayon is fat." "Do you want to wear the flannel shirt or the corduroy one?" "You have brown hair like Daddy's." Talk about the way things look, sound, taste, smell, and feel: "Look at this shiny piece of satin and feel how smooth it is."

Make sure your child can repeat name, address, and phone number; name colors; and count aloud to ten.

Read aloud to your child often. Go to the library and help your child choose books. Take advantage of library story hours and special programs. Look for CD's and cassettes of children's books.

Make reading a special treat by allowing your child an extra few minutes to look at a book before turning out the light. And don't forget to let your youngster see that you enjoy reading your own books and magazines.

Teach your child nursery rhymes and songs. Songs which call for actions, like the "Eensy-Beensy Spider" or "Bingo," are especially enjoyable for young children. Make up word games to play on car trips: "How many things can you think of that are round?"

Take time to talk to your child and to be a careful and patient listener. Encourage your youngster to express thoughts and feelings in complete sentences by asking open-ended questions which call for more than a one-word reply. Examples might be: "What did you like best about today? Tell me why that was fun." "How did you feel when Jimmy told you he was moving away?" "What could we do to help you and your sister get along better?"

**FINE MOTOR AND WRITING SKILLS.** Provide your child with a wide variety of art materials: large paper, crayons, marking pens, paints, scissors, paste, colored paper, and clay. (If your child is left-handed, buy a pair of left-handed child's scissors.) Suggest making a picture by tearing colored paper into various simple shapes. Show your child how to make paper chains by gluing loops.

Create an indoor sand table by filling a dishpan or large roasting pan with fine sand and wetting it until it is damp enough to hold its shape.

Provide construction toys such as small blocks, Lego, Tinker Toys, etc. for both boys and girls. Just make sure they aren't too difficult for your child to use. Sewing cards, dot-to-dot books, and simple maze books are also good if your child enjoys them.

Children should learn to print their name before coming to kindergarten.

Help your child learn to tie shoes (or fasten shoes with Velcro ties) and put on and remove outdoor clothing.

**Other Activities.** Play simple board games or card games. These are not only fun for children, they also teach visual discrimination through matching like objects, counting, and sequencing skills. Examples might be Candyland, Lotto, Bingo, Go Fish, or Memory.

Children need to understand that numbers are not just a list to be recited but refer to real quantities. Give your youngster objects like beans or marbles to count and place in groups.

Take a walk around your neighborhood. Talk about what you see, describe the weather and how it feels, count the number of houses on the street, etc. Visit a nearby playground.

Watch a television program with your child and talk about it. Limit your child's television viewing to a few good programs designed for young children.

Remember that when you read to children, they hear complex sentences and ideas. When they watch television, they hear primarily dialogue. Watching television is a passive activity, and children should be active learners.

# Kindergarten Curriculum Goals

## *LANGUAGE ARTS*

The Language Arts curriculum is designed to provide an integrated communications program with emphasis on the development of skills in listening, speaking, reading readiness, and handwriting. Specific goals in each area follow.

### Listening

To assist children in becoming good listeners, activities are presented which help them to:

- Appreciate the social aspects of learning.
- Understand and follow oral directions.
- Attend while listening to stories, poems, etc.
- Discriminate among sounds.

### Speaking

To enable children to communicate orally in an effective manner, activities are presented which help them to:

- Speak clearly.
- Express ideas in sentence form.
- Add new words to their vocabulary.
- Use correct grammar when speaking.
- Speak before a group.
- Compose sentences and stories orally.

### Reading

To help children develop a positive attitude toward beginning reading and an understanding of the reading process, shared reading activities are presented which help them to:

- Understand stories and story events.
- Respond to stories creatively.
- Recognize letters of the alphabet.
- Recognize rhyming words.
- Identify beginning sounds.

### Writing

To enable children to begin to communicate in print, activities are presented which help them to:

- Dictate stories.
- Experiment with written language, including drawing and phonetic spelling.
- Begin to use writing to express ideas and organize ideas into sentences.
- Participate in the writing of class books, using pictures and/or words.
- Be aware of basic punctuation and capitalization patterns.

### Handwriting

To train children to use manuscript writing, activities are provided so that they learn to write legibly, using proper procedures.

## Library

To teach children about the world of books, activities are presented which help them to:

- Develop library behavior.
- Develop library skills.
- Develop literature appreciation.

## *MATHEMATICS*

The mathematics curriculum is designed to develop mathematical concepts and skills and prepare children with a solid foundation in math. Activities are presented which help them to:

- Count objects correctly.
- Recognize and write numerals 0 to 20.
- Understand sets and numerals.
- Understand concepts of calendar, time, and money.
- Understand geometric concepts of shapes, size, symmetry, and spatial awareness.
- Demonstrate an understanding of addition and subtraction.
- Identify and create patterns.
- Collect, organize, and describe data.
- Understand concepts of length, capacity, weight, and volume.

## *SCIENCE*

The science curriculum is designed to teach children about the physical world and develop the scientific method of questioning, forming ideas, making observations and drawing conclusions. Activities are presented which help them to:

- Appreciate the interrelationship of life.
- Be aware of order in nature.
- Recognize relationship between our environment and quality of life.
- Investigate the properties of water.
- Be aware of the five senses.
- Make predictions.

## *SOCIAL STUDIES*

The entire program of kindergarten is actually a study in social living. It is for this reason that much emphasis is placed upon the skills and attitudes of working and playing with one another. Children benefit from experiences that challenge them as individuals and as members of a larger community.

Activities are presented so that children learn to:

- Become social beings.
- Respect the unique qualities of others.
- Develop an awareness of the community.
- Gain independence.
- Develop a wholesome self-image.
- Recognize the interdependence of all people.

# Kindergarten Hours, Snow Closings, and Transportation

## *KINDERGARTEN DAY*

Central Bucks operates a half-day kindergarten program with two hours and thirty-five minutes of instruction. Children attend either the morning or afternoon session.

## *2006–2007 KINDERGARTEN HOURS*

<b>Regular School Day</b>	<b>“A” Schools</b>	<b>“B” Schools</b>	<b>“C” Schools</b>
<b>Morning Session:</b>	<b>8:35 - 11:10 a.m.</b>	<b>8:50 - 11:25 a.m.</b>	<b>9:05 – 11: 40 a.m.</b>
<b>Afternoon Session:</b>	<b>12:40- 3:15 p.m.</b>	<b>12:55 - 3:30 p.m.</b>	<b>1:10 – 3:45 p.m.</b>

**“A” schools: Bridge Valley, Cold Spring, Doyle, Gayman, Jamison, Mill Creek, Pine Run, Titus**

**“B” Schools: Buckingham, Kutz**

**“C” Schools: Barclay, Butler, Groveland, Linden, Warwick**

## **Early Dismissal Days (for specific dates, see approved 2006–2007 calendar)**

**Morning Session: Regular hours on first two scheduled early dismissal days  
No school on last two scheduled early dismissal days**

**Afternoon Session: No school on first two scheduled early dismissal days  
Students attend in the morning (see times above) last two early dismissal days**

**Please note that the calendar is subject to change.**

## *LATE STARTS OR EARLY DISMISSALS DUE TO INCLEMENT WEATHER*

School closings, late openings, and early dismissals because of inclement weather are announced on TV Channel 3, 6, 10, and 69; on radio stations KYW (1060 AM), and WLEV (100.7 FM). CB’s School Closing Number is 755. Parents can also access the district’s web page for school closing information at [www.cbsd.org](http://www.cbsd.org). or call the Administrative Offices before 8 a.m. at (267) 893-2000; press 6 as soon as you hear the opening message.

Early dismissals because of weather conditions will not affect morning kindergarten; afternoon kindergarten is cancelled. The district reserves the right to dismiss schools early because of weather conditions for up to one half hour without a formal announcement. When school opens two hours late because of inclement weather, morning kindergarten is cancelled for the day. A one-hour delayed opening will advance morning kindergarten opening by one hour with dismissal times the same.

## *TRANSPORTATION*

The district provides one-way bus transportation for kindergarten students who are not within walking distance of schools. Children who attend in the morning are bused to school with other elementary students and are picked up by parents at the end of their session. Afternoon kindergarten students are transported to school by parents and bused home. Many parents set up car pools for midday transportation to or from school.

Parents with children in the morning session who do not walk to school are responsible for transporting their children from school on a regular school day. Parents with children in the afternoon session who do not walk to school are responsible for transporting their children to school on a regular school day. Children ride the bus home.

Children attending kindergarten at another location will be bused directly to or from the site. Parents will pick up morning kindergartners or pick up afternoon kindergartners at the kindergarten site.

**It is essential for parents to be prompt when transporting children to or from school.**

# Central Bucks at a Glance

## LOCATION, SIZE, AND POPULATION

Central Bucks is a suburban school district located in the heart of Bucks County, with administrative offices in Doylestown, the county seat. The district includes **nine municipalities**: the Boroughs of Chalfont, Doylestown, and New Britain; and the Townships of Buckingham, Doylestown, New Britain, Plumstead, Warrington, and Warwick. Central Bucks has an area of **122 square miles** and a population of over **101,000**.

## SCHOOLS

The district has **fifteen elementary schools**, Grades K-6; **five middle schools**, Grades 7-9; and **three high schools**, Grades 10-12.

## 2005 ENROLLMENT

CB is the fastest growing and third largest district in Pennsylvania.

**Elementary: 10,641** ----- **126 more than 2004**

**Middle School: 4,800** ----- **122 more than 2004**

**High School: 4,585** ----- **192 more than 2004**

**Total Enrollment: 20,026** ----- **440 more than 2004**

## 2005 ELEMENTARY CLASS SIZE AVERAGES

Elementary School: 23.1

## STAFF

Central Bucks has **2,600 full and part-time employees**, including **1,250 professional staff members** (full-time equivalent) with an average experience slightly over **14 years**. The percent of professional staff members with **master's degrees or higher is 73%**. Staff includes **supervisors** for reading/elementary technology, research/evaluation, and special education; **district coordinators** for language arts, mathematics, gifted education, science/secondary technology, social studies, foreign language, art, music, and physical education/health; psychologists; elementary and secondary counselors; and **2.5 FTE staff development facilitators**, who work directly with teachers.

## CURRICULUM

Central Bucks has a **district-wide K-12 curriculum**. The **elementary program** includes time allocations for all subjects; literature-based reading instruction, the writing process, Everyday Mathematics program, hands-on-science, an award-winning social studies program, computer keyboarding and beginning application skills, and performance assessments in third and sixth-grades.

The **middle school program** includes interdisciplinary team teaching, exploratory courses, service learning, a daily activity period, three years of computer technology, two years of foreign language, math sequence through Geometry/Trigonometry 2, and a ninth grade performance assessment required for graduation.

The **high school program** includes block scheduling, a required graduation project, computer applications and programming; AP courses in American History, Biology, Calculus AB and BC, Chemistry, Comparative Government, Computer Science A and B, English, European History, Environmental Science, Macroeconomics, Music Theory, Physics: Newtonian Mechanics, Physics: Electricity and Magnetism, Spanish Language, and Statistics; five levels of French, German, Spanish and three years of Latin; study abroad courses, and opportunity for a half-day program at Middle Bucks Institute of Technology.

## SPECIAL PROGRAMS

Special programs include special education classes, programs for mentally gifted students, Instructional Support Teams, Student Assistance Teams, Reading Recovery and other reading intervention programs, Title 1 and district remediation programs, before and after-school care for elementary students, and summer remedial and enrichment programs.

## COLLEGE-BOUND and NATIONAL MERIT STATISTICS

Class of 2005 attending 4-year, 2-year, or community college: 91%

Four-year college: 68%

Class of 2005 National Merit Semi-Finalists: 10

Commended Students: 31

## 2005 SAT I DISTRICT AVERAGES

SAT I Score: 1101

Percentage taking the SAT: 84%

## 2005 PENNSYLVANIA SYSTEM OF STATE ASSESSMENT

Percentage Scoring Advanced or Proficient (i.e. meeting Standards)

GRADE	SUBJECT	All CB	State
		Students	All Students
Grade 5	Math	92%	69%
	Reading	88%	64%
Grade 8	Math	91%	63%
	Reading	91	64%
Grade 11	Math	76%	51%
	Reading	86%	65%

Grade 11 Writing\* 92% 69%

\* 2004 scores (2005 scores not yet available)

## BUDGET, TAX RATES, AND PER-PUPIL COSTS

2005-2006 Budget: \$ 226,061,737

Real Estate Millage: 97.92 mills

Earned Income Tax: 1% (shared equally with municipalities)

Per-Pupil Costs: \$11,288 (total budget divided by total enrollment)

# Welcome to CB Kindergarten

## CENTRAL BUCKS ELEMENTARY SCHOOLS

**John Barclay Elementary School**  
2015 Palomino Drive  
Warrington, PA 18976-2164  
267-893-4100  
*Daniel P. Estep, Principal*

**Doyle Elementary School**  
260 North West Street  
Doylestown, PA 18901-3599  
267-893-4300  
*Susan L. Salvesen, Principal*

**Linden Elementary School**  
480 Linden Avenue  
Doylestown, PA 18901-4499  
267-893-4400  
*Alan J. Bernabei, Principal*

**Bridge Valley Elementary School**  
2280 Sugar Bottom Road  
Furlong, PA 18925-1522  
267-893-3700  
*Nadine M. Garvin, Principal*  
*Stephen Cashman, Asst. Principal*

**Gayman Elementary School**  
4440 Point Pleasant Pike  
Danboro, PA 18916-9773  
267-893-4350  
*Brian A. Finger, Principal*

**Mill Creek Elementary School**  
638 Bellflower Boulevard  
Warrington, PA 18976-1674  
267-893-3600  
*Leonard H. Schwartz, Principal*  
*Karl T. Funseth, Asst. Principal*

**Buckingham Elementary School**  
Box 158, 2414 Durham Road  
Buckingham, PA 18912-0158  
267-893-4200  
*Margaret J. Solitario, Principal*

**Groveland Elementary School**  
1100 North Easton Road  
Doylestown, PA 18902-1011  
267-893-4600  
*David Heinemann, Principal*  
*Chad M. Watters, Asst. Principal*

**Pine Run Elementary School**  
383 West Butler Avenue  
New Britain, PA 18901-5198  
267-893-4450  
*Amanda Munford, Principal*

**Simon Butler Elementary School**  
200 Brittany Drive  
Chalfont, PA 18914-2399  
267-893-4250  
*Susan B. Klimpl, Principal*

**Jamison Elementary School**  
2090 Land Road  
Jamison, PA 18929-1320  
267-893-3500  
*Lois A. Benton, Principal*  
*Matthew Croyle, Asst. Principal*

**Florence D. Titus Elementary School**  
2333 Lower Barness Road  
Warrington, PA 18976-1895  
267-893-4500  
*Carol E. Robinson, Principal*

**Cold Spring Elementary School**  
4150 Durham Road  
Doylestown, PA 18902-1331  
267-893-3800  
*Shawn Ortman, Principal*  
*Joseph J. MacClay, Asst. Principal*

**Paul W. Kutz Elementary School**  
1950 Turk Road RD. #3  
Doylestown, PA 18901-2899  
267-893-3900  
*Jill M. Kingston, Acting Principal*

**Warwick Elementary School**  
1340 Almshouse Road  
Jamison, PA 18929-1119  
267-893-4050  
*Joseph P. Brereton, Principal*